STAIRS

Stakeholders together adapting ideas to readjust local systems to promote inclusive education

STAIRS

Final Synthetising Report

Appendices Book

Co-funded by the Erasmus+ Programme of the European Union

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STAIRS

TABLE of CONTENT

Country Report Template	3
Country Report of Hungary	24
Country Report of Croatia	54
Country Report of the Czech Republic	84
Country Report of Slovenia	109
Using the STAIRS GRID	148
Good Practices Template	195
Users' Giude to Prepare for a Study Visit…	198
Learning Diary Template	234
Self-reflection questionnaire Template	237
Hungarian National Summary	240
Croatian National Summary	248
Czech National Summary	256
Slovenian National Summary	261
National Adaptation Plans – Concept Paper	269
National Adaptation Plans – Template	274
National Adaptation Plan of HUNGARY (hun)	277
Short Summary of the NAP Hungary (eng)	305
National Adaptation Plan of CROATIA (eng)	318
Short Summary of the NAP Croatia (eng)	374
National Adaptation Plan of the CZECH REPUBLIC (cz)	377
Short Summary of the NAP Czech Republic (eng)	398
National Adaptation Plan of SLOVENIA (slo)	401
Short Summary of the NAP Slovenia (eng)	462
European Adaptation Guidelines	465
Change Management Toolkit	497
STAIRS MOOC – Book of Modules	544

Structure and Main Focuses of the Country Reports

Country reports in our project are to serve as background materials for the partnership so partners can better understand the education system of the learning countries from the perspective of ***inclusion*** and ***equity***.

Country reports - to be drafted for, and presented at the second partner meeting in Varazdin, and finalised right afterwards to be published on the project website - have various aims. It is important to make it clear that they are not research papers. They can, but do not necessarily refer to research with endnotes or footnotes. What we need to become aware of are our own learning needs, and also, we intend to familiarise other partners with policy level strategies and measures worth concentrating on in the STAIRS project.

The reports are to be comprised of six chapters, and we strongly recommend that each partner follow some basic rules when compiling each chapter:

- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your own questions and identify learning needs *from a national perspective*

Main chapters:

1 Education in the partner country
2 National context and current research: key issues regarding social inclusion
3 Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
4 Identifying key local stakeholders: institutions and professionals
5 Critical analysis of national indicators regarding social inclusions
6 Recommendations: local focus
Appendix – Statistics

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Education System in [the name of the partner country]

1 Education in [the name of the partner country]

Please add your national chart from the Eurydice database.
https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

Please, provide a brief introduction of the national education system based on the Eurydice chart from the viewpoint of inclusiveness which might be explained longer in the second chapter.

Level of education	Type of institution, main features, key data	Issues regarding the inclusiveness of the education system	Relevant measures in the past 10 years (successful or failed)

1.1 Early childhood education and care (ECEC) (ISCED 0)

ECEC 1 - Creche

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

-

ECEC 2 - Pre-school programmes (ISCED 0)

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

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-

1.2 Primary and secondary education (ISCED 1, 2, 3)

General issues on the inclusiveness of the education system of [your country]

General education (ISCED 1)

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

Lower secondary education (ISCED 2)

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

-

Upper secondary education (gymnasium, Lyceum) (ISCED 3)

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

-

Vocational education 1

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Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

-

1.3 Upper secondary non tertiary education

Type of institution, main features, key data

-

Specific issues on the inclusiveness on this level

-

Relevant measures in the past 10 years (successful or failed)

-

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2 National context and current research: key issues regarding social inclusion

In this chapter, please describe the following information in terms of equal access and social inclusion in education:

- **facts that indicate problems (statistics, measurement);**
- **a concise description of the underlying problems (from a national perspective), main reasons;**
- **educational policy initiatives were taken (if any), their impact and their process;**
- **key issues related to the subject matter (which can guide our learning).**

Please provide information on the following topics:

- **Regulation and management of the education system**
- **The functioning of the institutional system**
- **Operation of the majority of society**

2.1 Characteristics by the level of education

Early childhood education and care (ECEC)

Pre-school and transition to the compulsory education

Primary school

Secondary education

2.2 Characteristics by the education system and governance

2.2.1 Features of the education legislation

Essential problems concerning the topic of the project

2.2.2 Teacher policy

Essential problems concerning the topic of the project

2.3 Social dimension

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3 Terminology and its national context

The partnership should agree on generally accepted categories and interpretations in the key terminology on the international level in this project. We recommend that concepts like "equity" become items in the Glossary that our partnership intends to create and use. It is important that we use the same language, e.g. we mean the same thing behind each word we use, and also, that we understand when and why it is sometimes not possible.

If relevant, please define country specific use of term!

3.1 Terminology in [your country]

Please, add any glossary item that you think is essential here

Diversity

Equality

Equity

Inclusion

Inclusive educational environment

Special educational needs (SEN) or special educational needs and disabilities (SEND) etc.

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4 Identifying key local stakeholders: institutions and professionals

Institutions and actors

Please, introduce institutions and relevant actors of your national system (types and functions, maintenance, financing) if you consider them a potential learning opportunity regarding inclusive processes in your country!

- **School governance: autonomy, etc. (e.g. maintenance organisations)**
- **Education and training institutions**
- **Educational support and guidance institutions**
- **National and local education authorities; education councils**
- **Civil society organisations related to education and social inclusion**
- **Actors (tasks, responsibilities, professional skills, value preferences and attitudes)**
  - **Children and young people, families, parents and carers**
  - **Teachers, specialist teachers and school-based specialists helping and supporting children:** community paediatrician / designated medical officer; health visitor / qualified nurse; educational psychologist; learning support teacher; occupational therapist; physiotherapist; SENCO (Special educational needs co-ordinator); social worker; school-based assistants such as classroom assistants, general assistants, supervisory assistants, learning support assistants; speech and language therapist
  - **Educational institution leaders**
  - **Learning and educational support professionals**
  - **Central and local government actors relevant to education**
  - **NGOs and other non-state actors relevant to education and social inclusion**

Interconnections

Please, introduce the systemic collaboration and networks between stakeholders through a few examples that focus on the issue of equity and social inclusion (if possible, describe the typical treatment components of a specific case step by step).

Role of identified stakeholders in the whole school approach

How are the following actors involved in tackling disparities in your country? Are there central or local programmes to support their cooperation in a systematic way?

Please use this scale to describe the involvement level of each stakeholder:
missing - 1 low - 2 relevant - 3 strong and effective - 4

- **social workers** 1 2 3 4
  - *their main role, if they are involved:*
- **youth services and organisations** 1 2 3 4
  - *their main role, if they are involved:*
- **outreach care workers** 1 2 3 4
  - *their main role, if they are involved:*

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- **psychologists** 1 2 3 4
  - *their main role, if they are involved:*
- **nurses and other therapists** (speech and language) 1 2 3 4
  - *their main role, if they are involved:*
- **child protection services** 1 2 3 4
  - *their main role, if they are involved:*
- **guidance specialists** 1 2 3 4
  - *their main role, if they are involved:*
- **police** 1 2 3 4
  - *their main role, if they are involved:*
- **unions** 1 2 3 4
  - *their main role, if they are involved:*
- **business** 1 2 3 4
  - *their main role, if they are involved:*
- **intercultural mediators** 1 2 3 4
  - *their main role, if they are involved:*
- **migrants associations** 1 2 3 4
  - *their main role, if they are involved:*
- **NGOs and other community based organisations** from sports, cultural environment and active citizenship sectors 1 2 3 4
  - *their main role, if they are involved:*

Student, parent, family, community involvement

How are students, their families and the community around them involved in the developing of programmes on local and school level? Do you have examples of listening to the students' and parents' voices?

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5 Critical analysis of national indicators regarding social inclusions

5.1 Reflection on the international comparable databases in the partner countries own context

In the appendix, we collected a few indicators used in an international comparative analysis. (Early school leaving, NEET, PISA results etc.) Data from partner countries might as well draw trends. If you are aware of any important changes based on the figures, please describe any policy-level intervention that can be interpreted as best practice regarding data displayed in the graph.

5.2 National indicators (questions to all partners)

1. **What kind of national indicators are collected on national / regional or local / school level regarding inclusive education in your country?**

2. **Who uses these national indicators for what purposes? How good are these for examining the level of inclusiveness?**

3. **Who is responsible for improving inclusiveness and equity in education in your country? Are measures built on evidence?**

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6 Recommendations: local focus

6.1 [your country] learning needs

6.2 European learning perspectives

Do you have any suggestions for measures or using structural indicators for inclusive systems in and around schools

- at national level, to be implemented by governments through strategic and cross-sector initiatives;
- at school level, to be implemented by schools and/or local authorities, in line with national strategic initiatives?

Do you have any recommendations for improving school climate towards more of a learner-centred, safe and caring environment as part of inclusive education?

Do you have any suggestions addressing teachers' preparation for better understanding the holistic needs of students (emotional, physical, cognitive or social) and recognising their individual talents and ways of support?

Do you have any suggestions for preventing discrimination, school bullying and violence at the system level with a particular focus on the differentiated needs of marginalised and vulnerable groups?

Do you have system-wide experience of taking into consideration children's voices or the active participation of parents in schools including marginalised families?

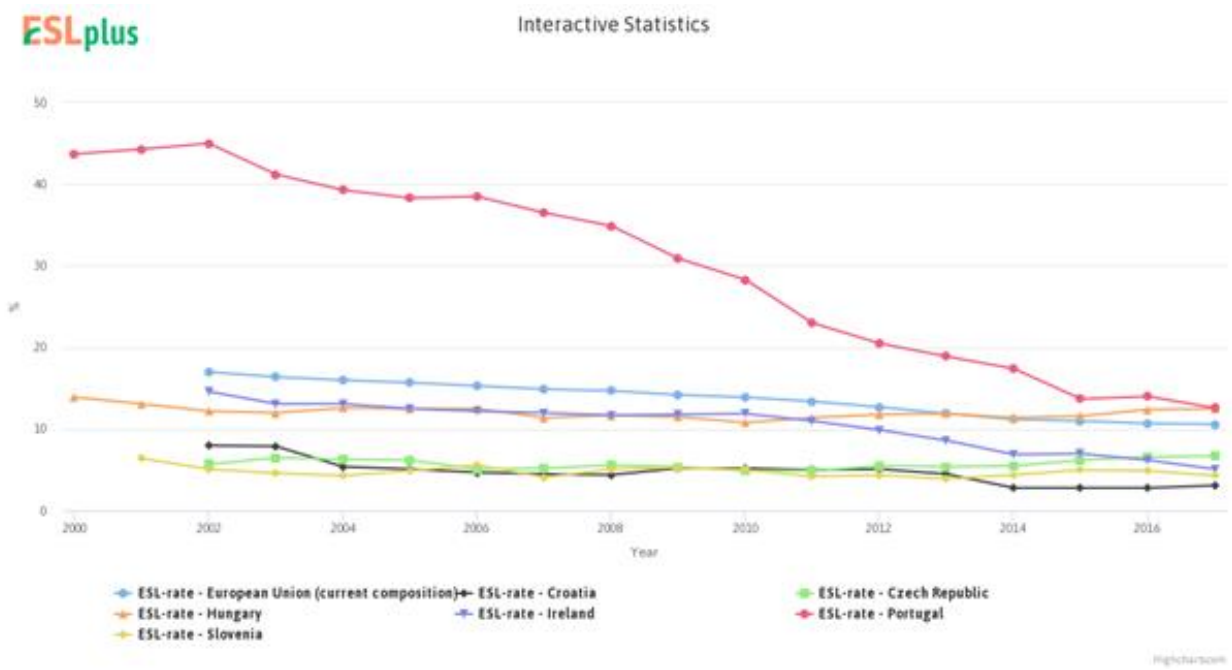
Do you have any suggestions for strengthening the range of actively collaborating professionals to address the complex, multifaceted needs of marginalised groups?

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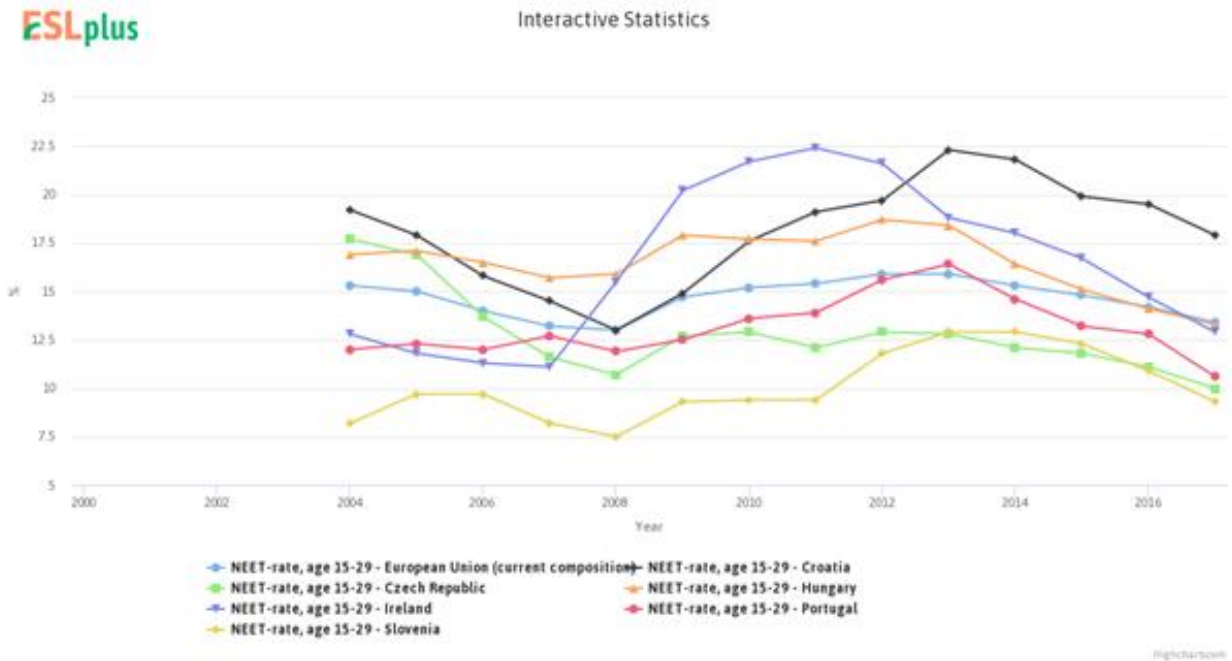
Appendix - Statistics

ESLplus database

ESL-rate

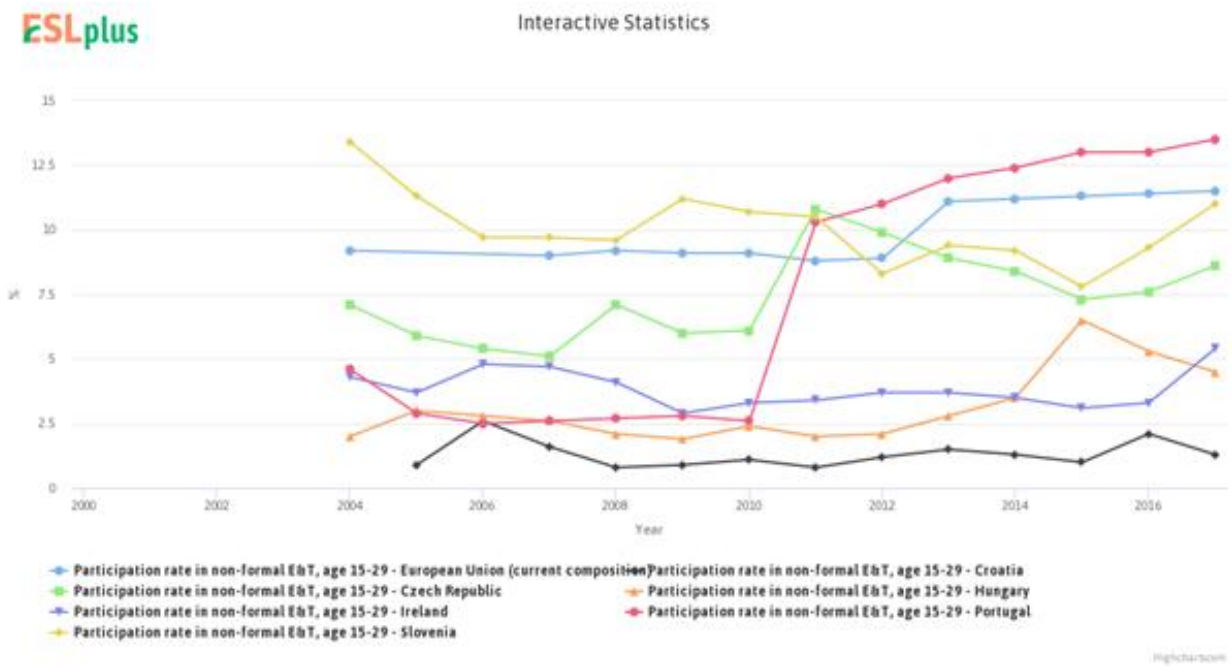


Neet-rate

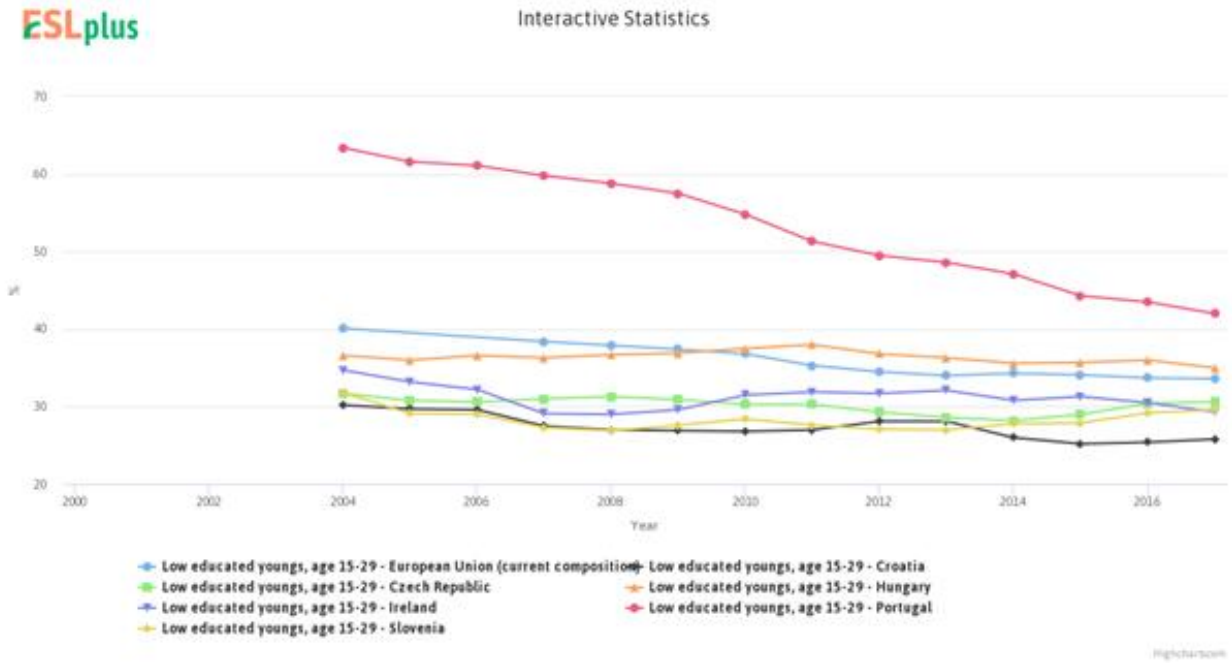


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Participation rate in non-formal education and training

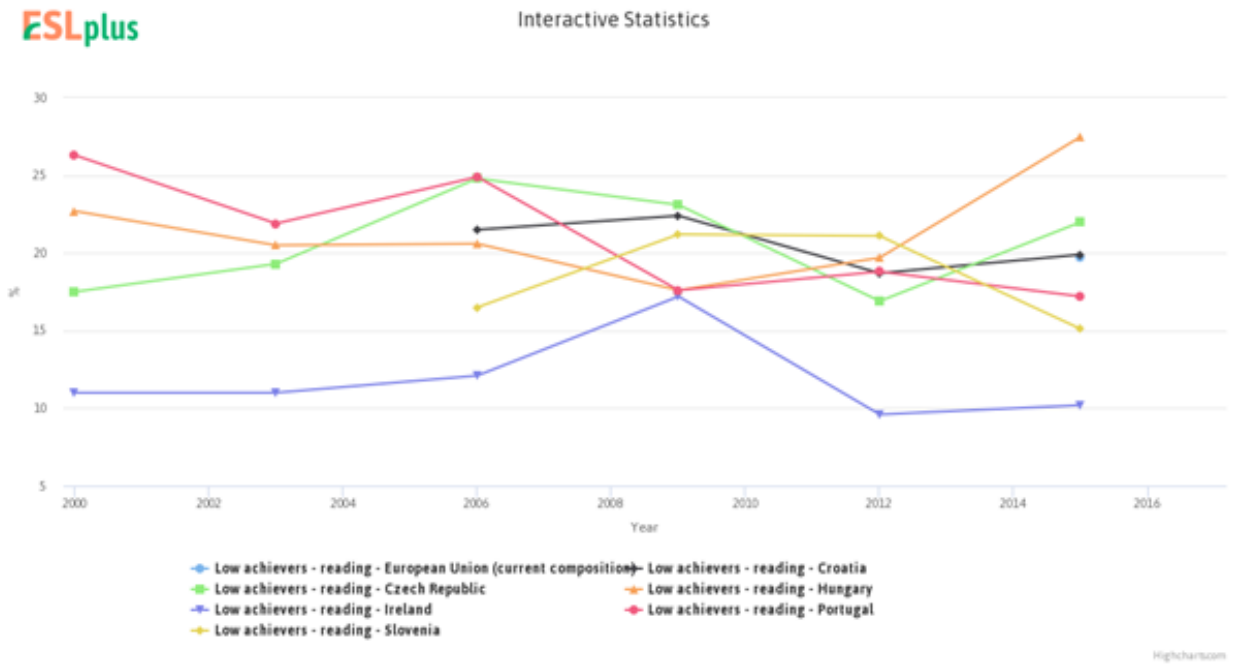


Low educated youngs age 15-19

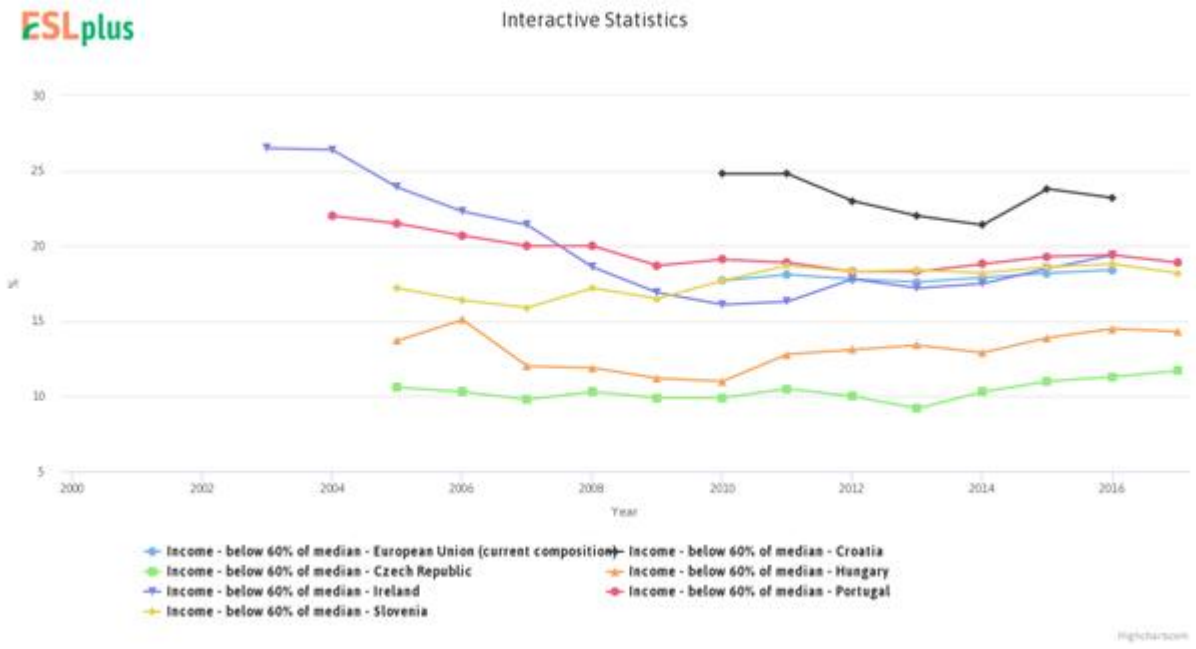


Low achievers in reading (PISA)

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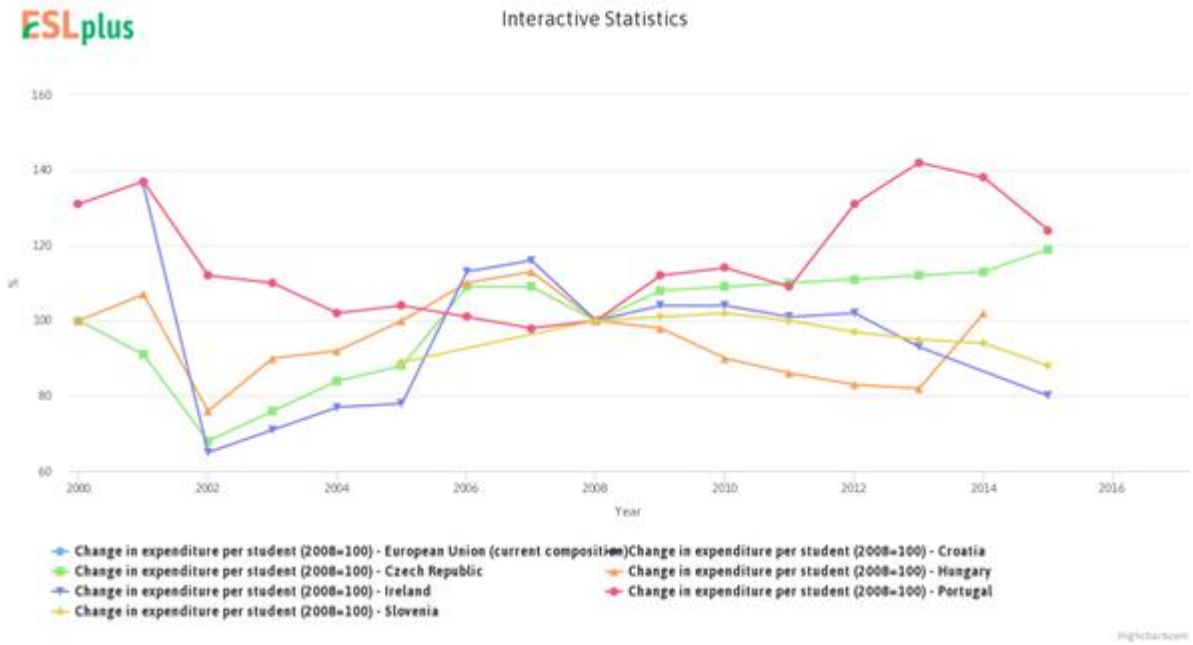


Income below 60% of median

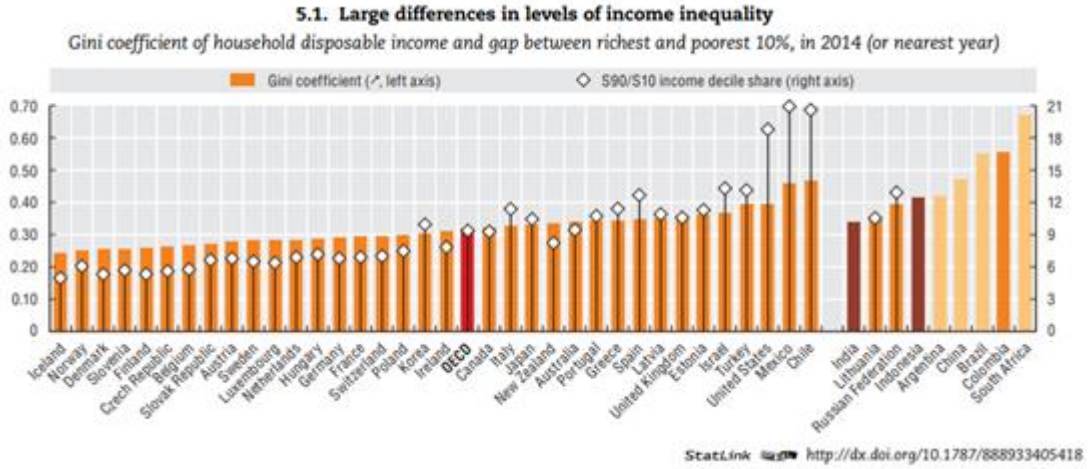


Change in expenditure per student (2008=100%)

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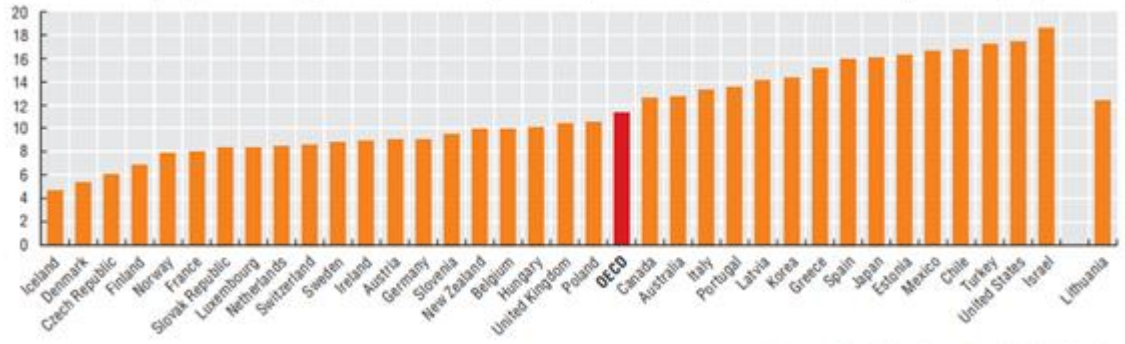
Society at a Glance



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5.4. Large differences in levels of relative poverty

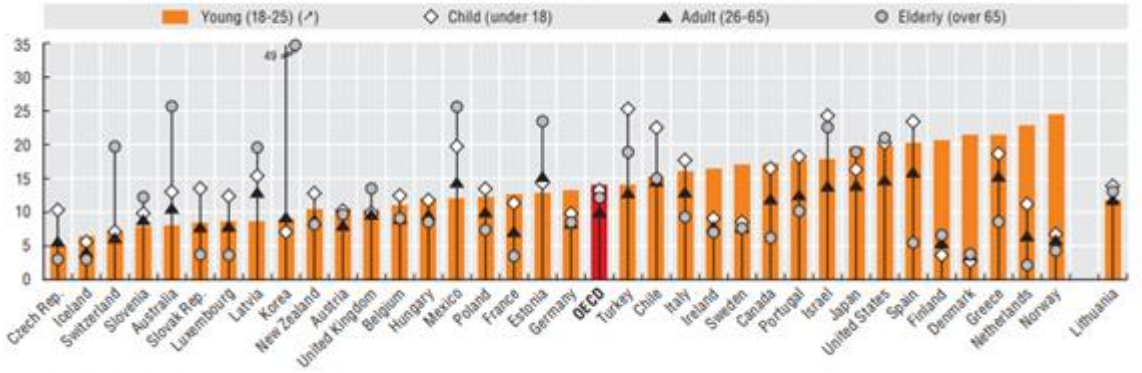
Percentage of persons living with less than 50% of median equivalised disposable income, in 2014 (or nearest year)



StatLink http://dx.doi.org/10.1787/888933405446

5.6. In 2014, poverty was highest among youth and children and lowest among adults and elderly

Percentage of persons living with less than 50% of median equivalised income, by age group, in 2014 (or nearest year)

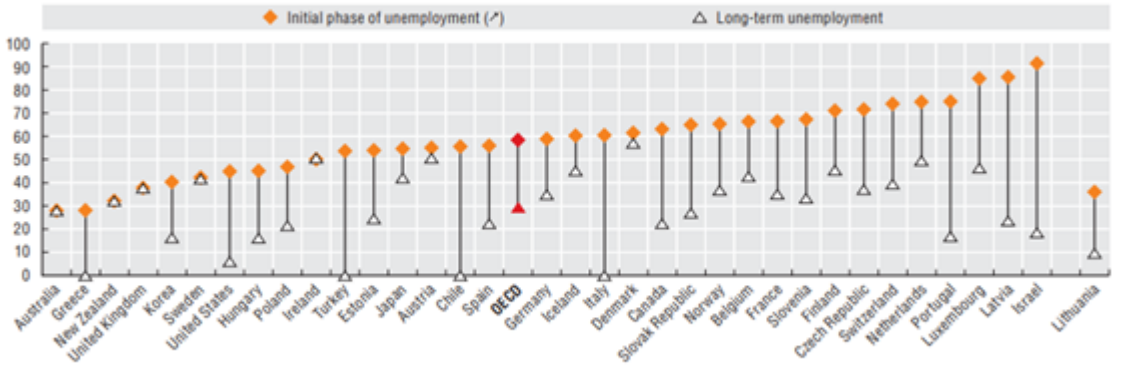


Source: Provisional data from OECD Income Distribution Database (http://oe.cd/idd).

StatLink http://dx.doi.org/10.1787/888933405464

5.7. In most countries, benefit incomes decline significantly for people with long unemployment spells

Net income while out of work in percentage of net income in work (NRR), 40 years-old single, 2014

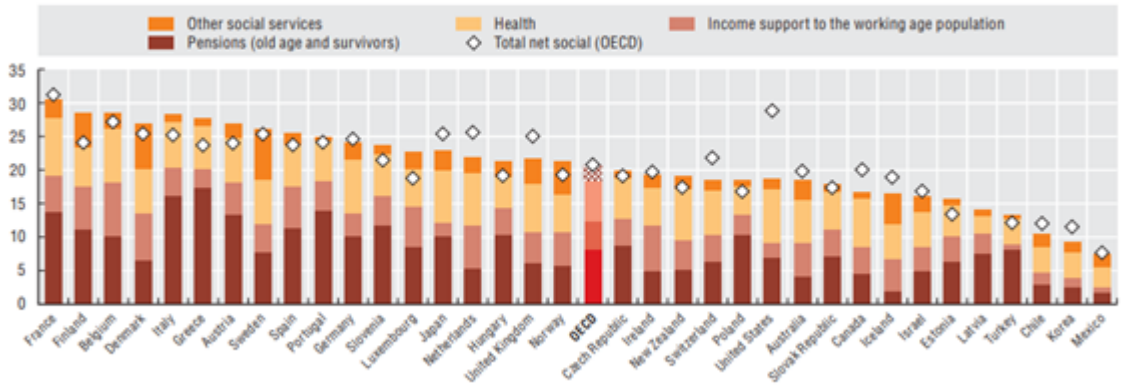


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5.10. Most spending goes to pensions and health

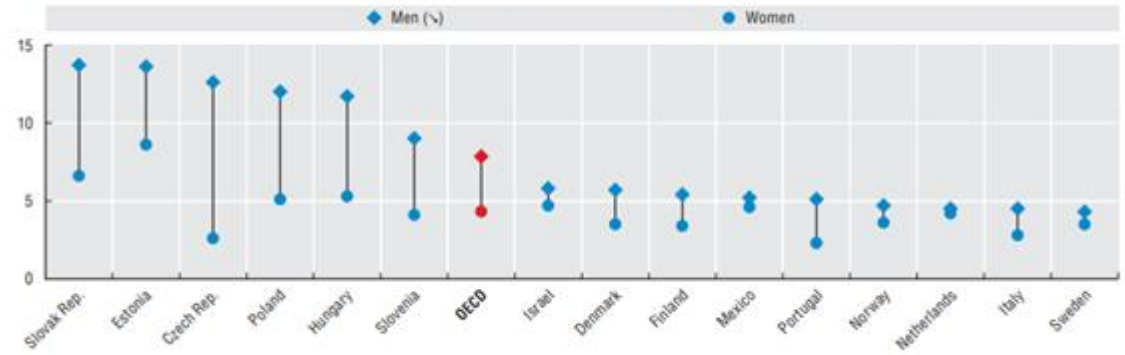
Public social spending by broad policy area and total net social spending, 2013/14, in percentage of GDP



StatLink http://dx.doi.org/10.1787/888933405505

6.2. People with highest level of education can expect to live six years more than people with lowest level of education

Gap in life expectancy at age 30 between the tertiary and below upper secondary level of education, by sex, 2013 (or nearest year)



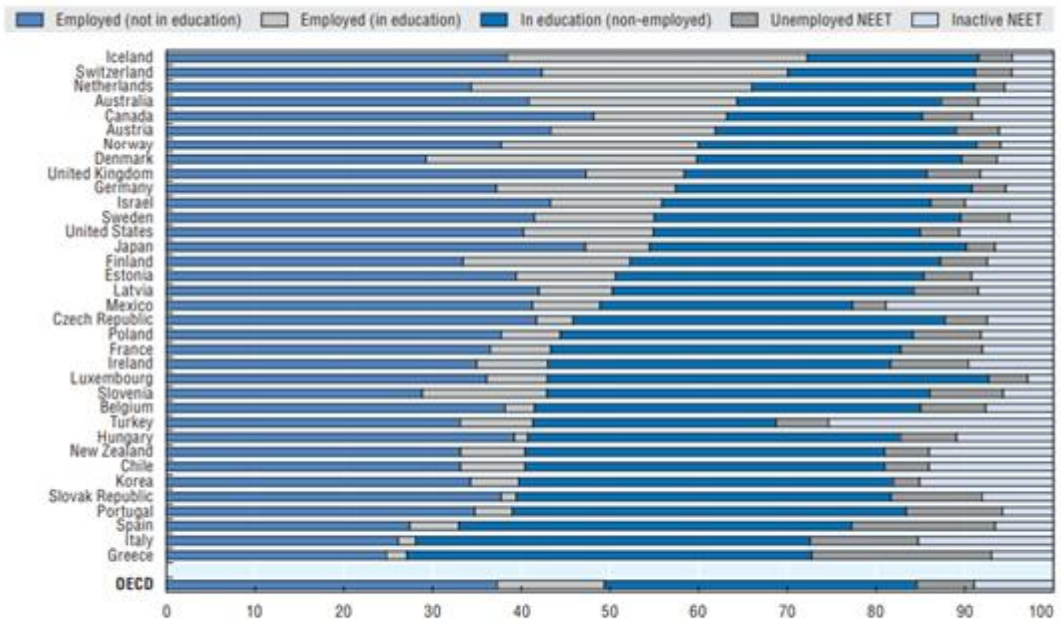
Source: Eurostat database complemented with national data for Israel, Mexico and the Netherlands.

StatLink http://dx.doi.org/10.1787/888933405552

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Figure 1.4. **In the best-performing countries, many young people combine work with education**

Labour market status of young people, percentages, 2014



Note: Countries are ranked, from top to bottom, in order of youth employment rates. Data for Chile, Korea, New Zealand and Turkey relate to 2013.
Source: OECD calculations based on national Labour Force Surveys and the OECD Education Database (Australia, Germany, Israel and New Zealand).

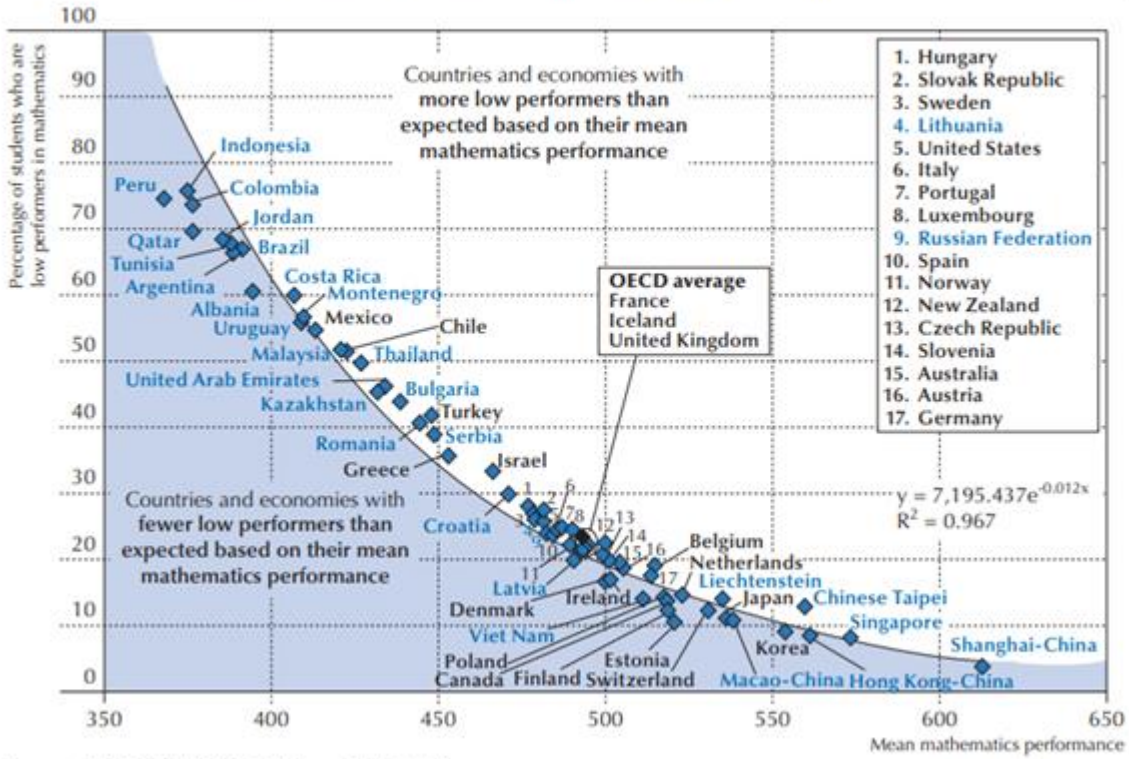
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PISA Low-Performing Students

■ Figure 1.10 ■

Relationship between the percentage of low performers and countries'/economies' mean performance



Source: OECD, PISA 2012 Database, Table 1.13.
StatLink http://dx.doi.org/10.1787/888933315245

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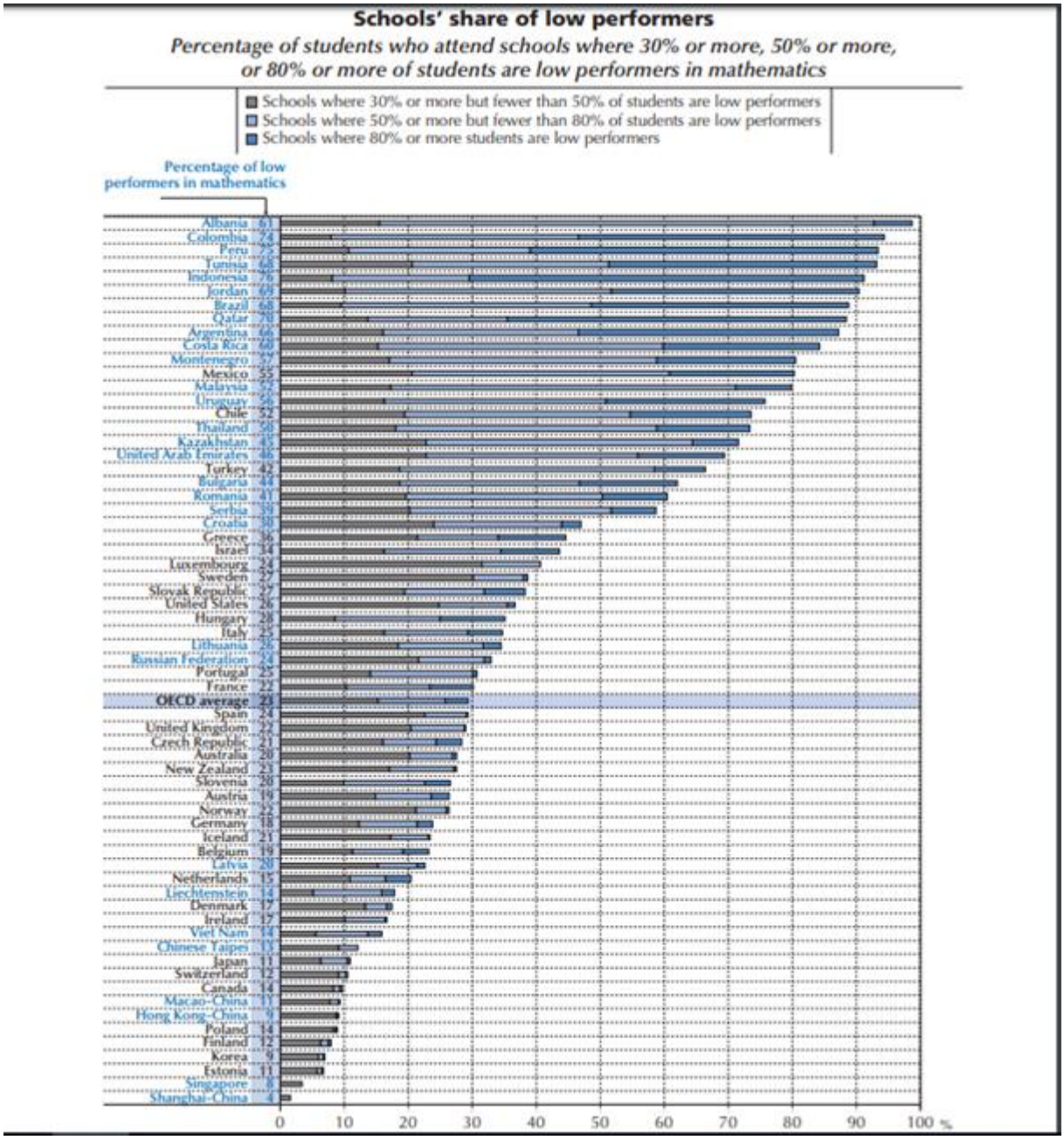
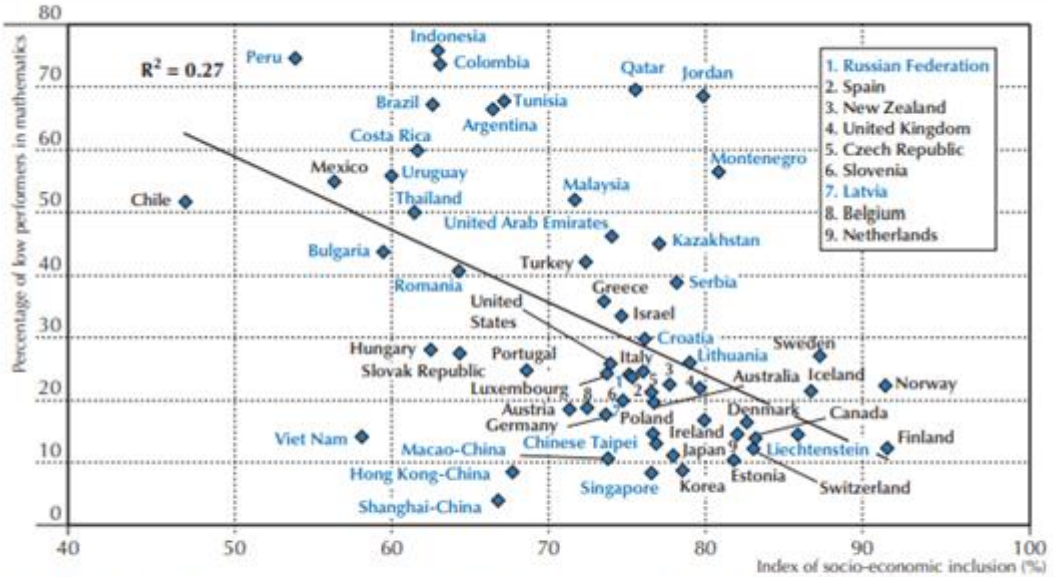


Figure 4.4 Socio-economic profile of schools by proficiency levels in mathematics Schools' mean value on the PISA index of economic, social and cultural status

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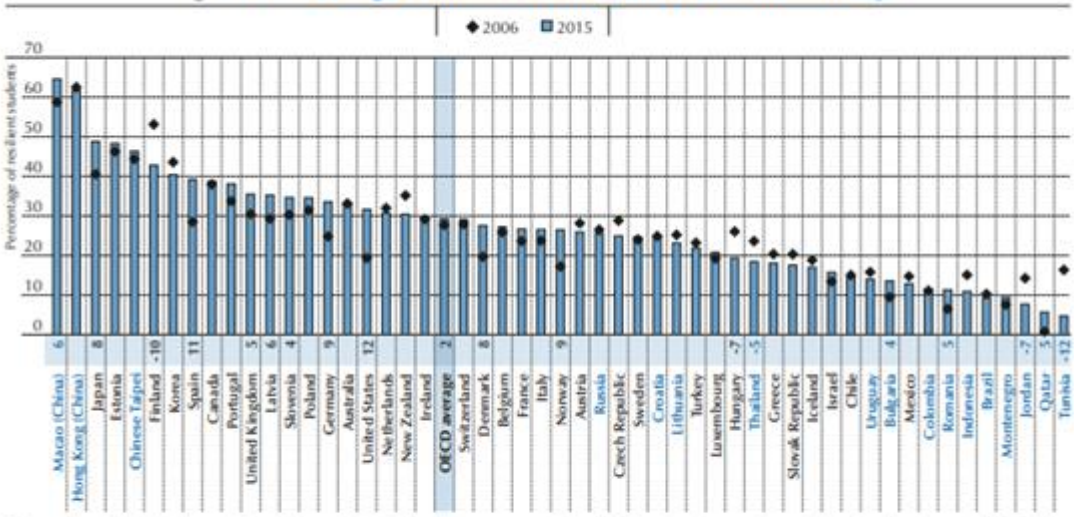
Figure 5.1a

Socio-economic inclusion and percentage of low performers in mathematics



Notes: The *index of socio-economic inclusion* shows the extent to which students' socio-economic status varies within schools, measured as a percentage of the total variation in students' socio-economic status across the school system.
The relationship is statistically significant ($p < 0.10$).
Only countries and economies with available data are included.
Source: OECD, PISA 2012 Database, Table 5.1.
StatLink http://dx.doi.org/10.1787/888933315796

Figure I.6.18 ▪ **Change between 2006 and 2015 in student resiliency[1]**



1. A student is classified as resilient if he or she is in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in the country/economy of assessment and performs in the top quarter of students among all countries/economies, after accounting for socio-economic status.
Notes: Only countries/economies with available data are shown. The percentage-point difference between 2006 and 2015 in the share of resilient students is shown next to the country/economy name. Only statistically significant differences are shown (see Annex A3).
Countries and economies are ranked in descending order of the percentage of resilient students in 2015.
Source: OECD, PISA 2015 Database, Table I.6.7.
StatLink http://dx.doi.org/10.1787/888933432860

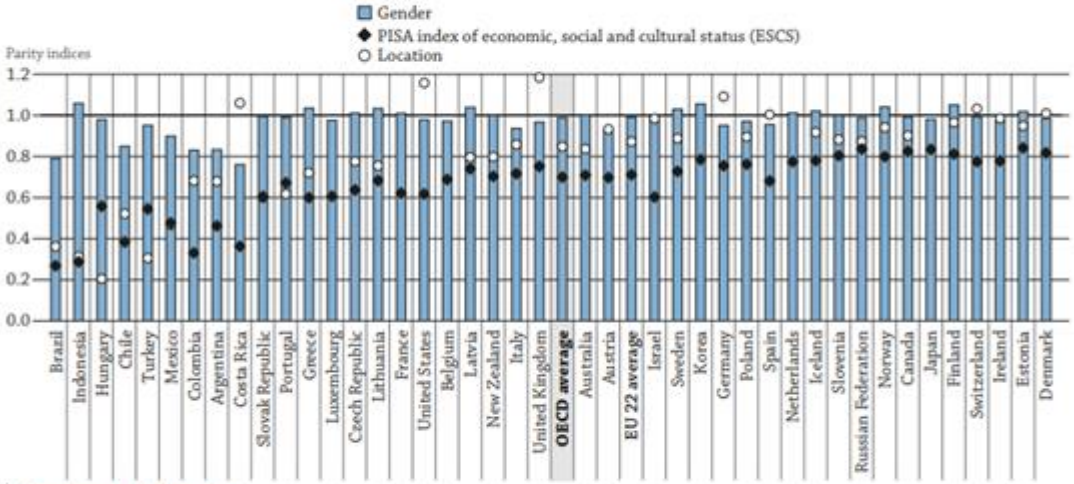
Source: PISA 2015

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Education at a Glance

Figure 1. Mathematics performance and gender, ESCS and location parity indices (2015)

Indicator 4.1.1 - Proportion of 15-year-olds achieving at least a proficiency level 2 (PISA) in mathematics



How to read this figure

In Denmark, the proportion of girls achieving at least PISA level 2 in mathematics is almost equal to that of boys (a parity index of 1 indicates perfect parity). The proportion of children from the bottom quartile of the PISA ESCS index achieving at least PISA level 2 in mathematics is 20% lower than that of childen from the top ESCS quartile.

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STAIRS

Tempus Public Foundation

Country Report of Hungary

November 2019

STAIRS project 2019-2022
Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education

Co-funded by the Erasmus+ Programme of the European Union

TEMPUS PUBLIC FOUNDATION

STAIRS

CONTENTS

1 Education in Hungary 5

1.1 Early childhood education and care (ECEC) (ISCED 0) 5
ECEC 1 – Creche
ECEC 2 – Pre-school programmes (ISCED 0)
1.2 Primary and secondary education (ISCED 1, 2, 3) 6
Grades 1-4 (general education) (ISCED 1) and Grades 5-8 (lower secondary education) (ISCED 2)
Secondary grammar school (gymnasium, Lyceum) (ISCED 3)
Vocational education programmes (ISCED 2, 3, 4, 5)

2 National context and current research: key issues regarding social inclusion 8

2.1 Characteristics by level of education 8
ECEC, pre-school and transition to compulsory education
Primary education and secondary education
Secondary education
2.2 Characteristics of the education system and governance 10
Features of education legislation
Teacher policy
2.3 Social dimension 12

3 Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc. 13

3.1 Terminology in Hungary 13
Equality
Equity
Inclusion
Inclusive educational environment
3.2 A Hungarian model of inclusion 15

4 Identifying key local stakeholders: institutions and professionals 16

Institutions and actors 16
Role of the identified stakeholders in the whole school approach 17
Student, parent, family, and community involvement 18

5 Critical analysis of national indicators regarding social inclusions 20

5.1 Reflection on the international comparable databases in partner countries' own context 20
Highly selective education system in Hungary
ESL and NEET indicators, youth risk of poverty and low achievers' statistics data
5.2 National indicators (questions to all partners) 23
Early Warning System of students at risk of drop-out

6 Hungarian learning needs 23

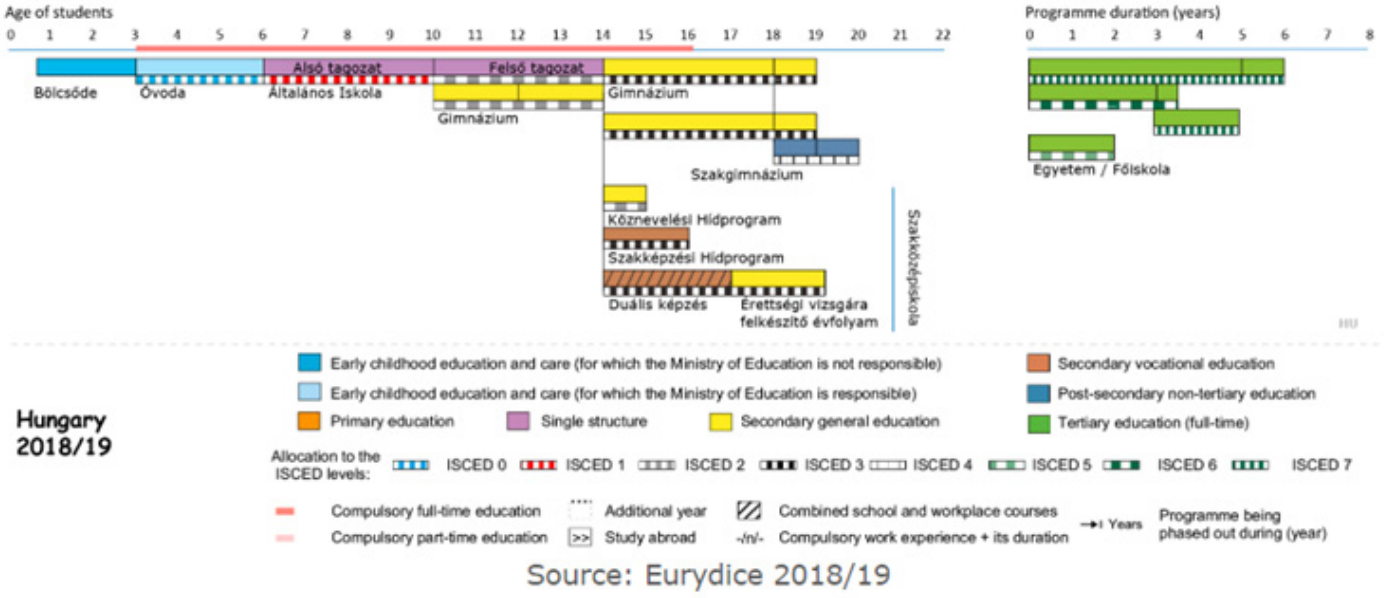
6.1 Essential challenges 24
6. 2 Questions 24
Questions regarding features of education legislation
Questions regarding teacher policy
Questions regarding social dimension

References 27

EDUCATION SYSTEM IN HUNGARY

1 EDUCATION IN HUNGARY

Structure of the National Education System



Source: Eurydice 2018/19

1.1 Early childhood education and care (ECEC) (ISCED 0)

ECEC 1 – CRECHE

Type of institution, main features, key data

- Age: from 20 weeks to 3 years
- 16-17% participation rate (this is far below the Barcelona objectives)

Specific issues regarding inclusiveness on this level

- Nursery and other services in disadvantaged areas
- Size and capacity of facilities in disadvantaged regions and rural areas
- Long tradition of maternity leave (up to 2-3 years)
- Number of qualified childcare workers in disadvantaged regions and rural areas
- Salary

Relevant measures in the past 10 years (successful or failed)

- Capacity expansion (ongoing process, data are available in References)

ECEC 2 – PRE-SCHOOL PROGRAMMES (ISCED 0)

Type of institution, main features, key data

- Kindergarten
- Age 3-6 years, compulsory from age 3, homogeneous or mixed age groups
- 84,4% participation rate at age 3 (KSH, 2017) and 95,6% between 4-years-old and the starting age of compulsory education (Eurostat, 2017)

Specific issues regarding inclusiveness on this level

- Children's cognitive / affective / social development status
- Level of knowledge in child psychology, learning, and development amongst kindergarten teachers

Relevant measures in the past 10 years (successful or failed)

- Attending a pre-school is compulsory from the age of 3 since 2015. However, the notary could allow an exemption until the age of 5 on request of parents. According to new legislation (July 2019), the new age limit of exemption is reduced to the age of 4, and – instead of the notary – a government-appointed body is responsible for authorisation. Participation rate was incited by conditional cash transfer earlier, but the new regulation is more effective in regarding quantitative data.
- Kindergartens are under the authority of municipalities, so different maintenance organisations and stakeholders oversee kindergartens which makes it difficult to initiate common development strategy.

1.2 Primary and secondary education (ISCED 1, 2, 3)

GRADES 1-4 (GENERAL EDUCATION) (ISCED 1) AND GRADES 5-8 (LOWER SECONDARY EDUCATION) (ISCED 2)

Type of institution, main features, key data

- General: 6-10 years of age; lower secondary: 10-14 years of age

Specific issues regarding inclusiveness on this level

- Support of the transition programmes
- Dealing with the selection processes
- Grade repetition

Relevant measures in the past 10 years (successful or failed)

- Since 2013, mostly the state and some churches oversee the maintenance of the majority of public education institutions (earlier: local governments).
- Beside the changes in the maintenance system and the regulations, it is intended to standardise education (e.g. curriculum), encouraging various teaching methods based on different regional, school, classroom, and individual needs.
- In the three-level content regulation system – which is like some Western-European education systems – there may be a maximum of 10% option to complete the mandatory centrally published Frame Curricula (while alternative curricula may also differ by a maximum of 30% from the National Core Curricula subject structure).
- Schools and teachers can choose from the list published by the Ministry offering teaching aids (books, textbooks etc.).

SECONDARY GRAMMAR SCHOOL (GYMNASIUM, LYCEUM) (ISCED 3)

Type of institution, main features, key data

- Generally, from 14 to 18 years of age, from Grades 9 to 12
- Mixed system: integrated lower and upper secondary education programmes exist parallelly (ISCED 2-3) from Grades 5 to 12 or from Grades 7 to 12 (from 10/12 to 18 years of age)
- Medium and advanced level school-leaving exams
- Provide access to higher education

Specific issues regarding inclusiveness on this level

- Differences among students based on their social-cultural background or special needs
- The integration of disadvantaged learners

Relevant measures in the past 10 years (successful or failed)

- The above-mentioned amendment of the public education system which concerns secondary education as well.

VOCATIONAL EDUCATION PROGRAMMES (ISCED 2, 3, 4, 5)

Type of institution, main features, key data

Various types of VET programmes, the following system has been run by the government since 2016:

- **Bridge programmes:** designed for students who have not finished primary education, are over the age of 15, and aren't enrolled in secondary education
- **Secondary vocational schools** (ISCED 3)
  • Secondary VET school: 14-17 years of age
  - 3-year programme: basic VET qualification (ISCED 353)
  • extra two years give the opportunity to get a technician qualification (ISCED 454) or the secondary school-leaving exam
  • Vocational grammar schools: 14-18 years of age
  - 4-year programme: provide general and pre-vocational education
  - school-leaving exams and basic VET qualification (ISCED 354)
  - provide access to higher education
  - an extra (5th) year at post-secondary level gives the opportunity to get a technician qualification (ISCED 454)
- **VET schools for students with special needs** (ISCED 2, 3)
  • age 14-23
  • 2 or 4-year programmes and an additional preparatory year for students suffering from mental health conditions
  • basic VET qualification (ISCED 353) or partial qualifications (ISCED 253)
  • focus on developing soft skills and preparing students for a self-dependent life and acquiring labour market competences
- **Post-secondary VET programmes**
  • 1-2-year practice-oriented, school-based (non-tertiary education) programmes (ISCED 454)
  • 2-year higher education VET programmes (ISCED 554), can be transferred (up to 90) credits to a Bachelor programme in the same field

Specific issues regarding inclusiveness on this level

- Systematic structural changes.
- Drop-out rates in vocational schools.

Relevant measures in the past 10 years (successful or failed)

- Since 2011, institutions have faced some changes in the maintaining system. In 2012, government institutions were transferred to institution maintenance centres (MIK), then, in January 2013, the vast majority of vocational training schools – similarly to other public education institutions – were transferred to the newly established Klebelsberg Institution Maintenance Centre (KLIK). After two years, and primary and secondary grammar schools were attached to smaller state District Centres, but VET schools were transferred to another ministry that is responsible for economy and VET education (Ministry for Innovation and Technology). On 1 July 2015, around 1000 institutions were concentrated in 44 Vocational Training Centres, usually, one or two have been created in each county. Vocational training is also significant in the private sector, including churches, accounting for more than 30%.
- 3 years after the completion of the above-mentioned structural change in the VET-system (not only changing the maintenance system, but also renaming the school type), the government published a new VET strategy which visions much bigger systemic changes in VET, as follows:
  - The VET system will change in the next school year (2020/2021). There will be two types of VET-schools: the 3-year vocational school and the 5-year technical school, and the Bridge programmes will be discontinued and replaced by a 1-year training school for those who leave school without qualifications.
  - The National Qualification Register (NQR) will also be modified and the new profession structure will have two pillars.
- The main intention behind these large-scale reforms in the VET-system in Hungary are as follows:
  - popularising as well as separating the VET-system from the general education system (different ministries are responsible for them, and different target groups influence the educational sectors);
  - strengthening VET state schools and reducing the for-profit sector's rate in VET-education (the adult education is not financed by the government, the current practice-oriented short-term training programmes may run there later);

2 NATIONAL CONTEXT AND CURRENT RESEARCH: KEY ISSUES REGARDING SOCIAL INCLUSION

2.1 Characteristics by level of education

ECEC, PRESCHOOL AND TRANSITION TO COMPULSORY EDUCATION

A strong tradition in Hungary is that mothers stay at home over a relatively long period of time (until their children reach the age of 2 or 3 years) and children do not attend any institution. It could result in ***huge differences between children with different social backgrounds.*** Therefore, access to ECEC has importance in disadvantaged regions.

Therefore, large differences regarding children's cognitive, affective and social development status are evident both at entry and exit points (more than 2-3 years difference in maturity at school entry level). Even with huge added pedagogical value in kindergarten, children with low SeS background mainly start their primary education in schools where 50% or more percent of the learners come from the same or even lower SeS background.

PRIMARY EDUCATION AND SECONDARY EDUCATION

Disparities in educational access are known to be influenced by ***early selection***. Compulsory school age is 6, and education is compulsory until the age of 16 (it was reduced from 18 in 2013) in Hungary. Primary school is generally from Grade 1 to 8. Grade 5 to 8 can either be second stage of basic education or lower secondary education. Secondary education typically takes place after 8 years of primary education, Grades 9 to 12, however, some secondary schools can provide both lower secondary education and upper secondary education (from Grade 5 or 7 to Grade 12 or 13).

The National Assessment of Basic Competencies (NABC) has been organised on a yearly basis to measure the levels of numeracy and literacy development of primary and secondary school students (in Grades 6, 8 and 10) all over the country since 2001 by the Ministry of Human Capacities. Every school in Hungary participates in the assessment every year. The system is apt to provide relevant information to design the necessary interventions on regional, local, and school level. There is a high potential in processing the collected data, however, they often remain raw.

SECONDARY EDUCATION

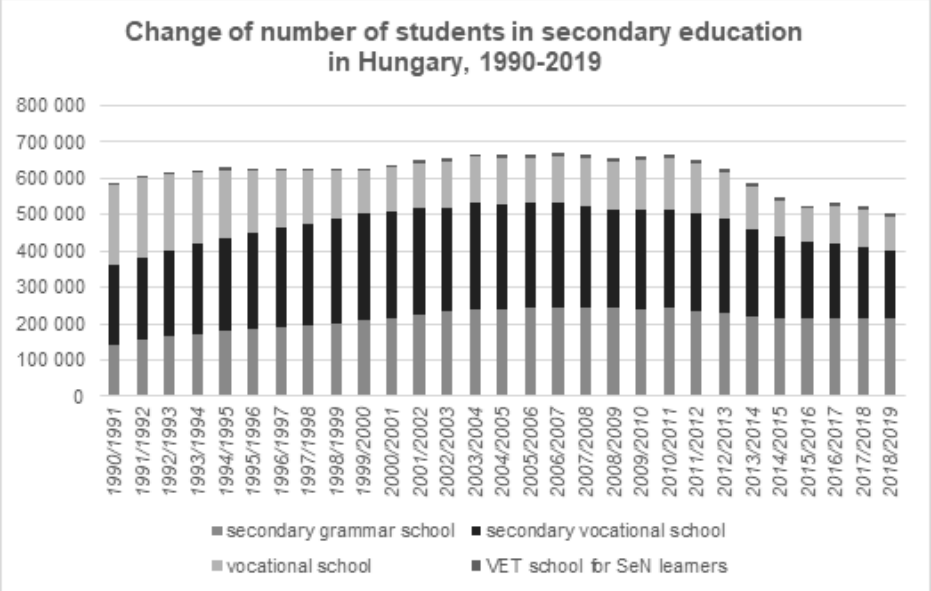
There are *differences between secondary grammar or vocational grammar schools and secondary vocational schools* (without school-leaving exam).

The number of students in secondary grammar or vocational schools ***(gimnázium/szakközépsikola)*** and in vocational schools (szakiskola) was roughly the same in the '80s. Until the change of the political regime in Hungary (1989), institutions were basically maintained by the state. Subsequently, after the adoption of the law on municipalities, most schools were maintained by municipal and county governments, and legislation broadly allowed the establishment and maintenance of schools by non-municipal (private) actors.

By the end of the '90s, as a result of the closure of large-scale industrial state-companies and the economic restructuring in the free and globalised market, youth unemployment rates have increased unprecedentedly in Hungary. One of the government measures was, in 1996, that compulsory education age was increased to 18 years from 16, and at the same time, the state provided support on favourable terms to many market-based institutions in the field of vocational and adult education (both regarding legislation and financing). The earlier VET structure relied on the large corporate background, but after the collapse of that, the response of the government-regulated VET-system was not flexible enough to respond to the new demands of the economy. At the same time, practical training places at state companies significantly decreased and school-based practical training became dominant, which process have led to widening the gap between education and labour market.

The programmes of post-secondary education (ISCED 4) that usually last for one or two years were also introduced in the second half of the '90s. After 2000, as a response to the increasing demand of the residents, the role of private (for-profit companies and NGOs as well) schools in post-secondary vocational education became very important in two fields: in quality VET education with direct path to the labour market, and in providing disadvantaged students with special training programmes.

The liberalisation of school establishment and the contribution of vocational training have led to an increasing number of institutions and a decline in the number of students enrolled in a school. The expansion of higher education has also contributed to this process, vocational schools without school-leaving exam have become unattractive to many families.



Source: Hungarian Central Statistical Office, 2018 (edited the by the Authors)

Nowadays, most children who's performance is below average decide to go to vocational schools after finishing primary education. This is reflected in the number of grade repetition, as well as in literacy and mathematics results of competence measurements (NBAC).

The situation of Roma children is particularly unfavourable. Although, they mostly complete primary school (there is no standardised learning outcome requirement at this level of education) and they enter a secondary school (typically vocational schools) at similar rates to their non-Roma peers, their drop-out rate is around 80% (nearly double than the non-Roma pupils from the same local area) as opposed to the national average of 12%, although it is worth noting that the data is from 2012, and this was 63% in 2018.

The school choice of disadvantaged learners cannot be considered as a voluntary decision, nevertheless, it determines learners schooling career and achievement according to their social-cultural background. Learning differences remain significant among students based on their social-cultural background or their special needs system-wide. The integration of learners with low SeS or Roma background is one of the greatest challenges on the secondary education level as well.

2.2 Characteristics of the education system and governance

FEATURES OF EDUCATION LEGISLATION

- *Financing of institutions and legal regulation:* Most of the schools (80%) are maintained by the state (an authority under the Ministry of Human Capacities) or belong to VET Centres maintained by the Ministry for Innovation and Technology. Kindergartens and nurseries are typically maintained by the local government, and some of them either are run by churches (7%) or private (7%). The churches have an increasingly strong role in the system (15% of schools belong to a religious organisation). The private sector is small (5% of primary schools, and approximately 10% of secondary schools), they have proper regulation and most of them are not independent from the state (around 50% of the resources is central financing).
- *Education management:* educational institutions have enjoyed considerable flexibility since the beginning of the '90s. Before 2013, schools basically belonged to local governments. Then, after

that, the maintenance responsibility went to the Klebelsberg Institution Maintenance Centre. Information flow within this structure is typically top down.

There is other several positive examples to be followed (Arató – Varga, 2012a). In most cases, however, an autonomous, open-minded educational school leader works in the background who takes personal responsibility for children and the school staff. These leaders have been managing their institutions for decades and developed a committed and collaborating teaching staff by the means of a subsidiary system of support and financing between 2002-2014 (Arató – Varga, 2012b).

That was the way how ***Hejőkeresztúr*** primary school has become widely known as a model[1], where 70% of students come from a multiple underprivileged environment. And still, every student continues learning after finishing primary school and 70% of learners are successful at the school-leaving exam. The teaching staff have developed their approach and methods over the years. They have adapted the educational model of Stanford University, which became well known as Komplex Instrukciós Program ***(Complex Instruction Program)*** for several Hungarian schools that wanted to adapt the programme into practice[2].

The state-run Gyermekek Háza (House for Children) in Budapest[3] has also developed an educational way for the past thirty years which proved to be of basic importance as far as efficient inclusion is concerned. Each class works with a few children with special educational needs representing different types of needs. In addition to creating an inclusive learning environment, they have played an important role in developing the methodology of differentiating education shared by numerous schools. They continuously work together with teacher candidates and hold further education courses all over the country.

- ***Contextual regulation:*** The first output point that demands standardised requirements is graduation (typically at the end of Grade 12) or vocational examination. A three-level structure of the National Core Curriculum, the Frame Curricula and local curricula (institutional level) provides a regulatory framework for teachers to develop syllabi. There are content requirements, compulsory structure for subjects and timeframes as well as a key competence system, moreover, recommended evaluation methods.
- ***Learning and teaching materials:*** State-funded schools use free of charge textbooks and teaching materials published by the state. This rule does not apply to religious and private institutions. There have been some EU-funded projects in the field of digital education and the publishing of digital teaching materials.
- *Assessment and evaluation:* Cyclical assessment of substantial competencies involving all learners has been done for a long time and it represents high quality (the National Assessment of Basic Competencies, Grade 6, 8 and 10).

Teacher policy

- *Getting ready for professional career:* In the Hungarian initial teacher education, the pedagogical/psychological theories and disciplinarian studies have been thought separately in most of the institutions. The teacher education system has undergone three systematic changes in the last 15 years.

Most practicing kindergartens and schools offer access to children coming from middle-class families and they produce learning achievements above average. One can, however, find good practice as well. Training in the Teacher Training Institution of Miskolc University ***(Miskolci Egyetem Tanárképző Intézete)*** places more emphasis on practice than other organisations do. They do not run any practicing schools but have live connections with various institutions in their region. Teacher

[1] http://www.hejokereszturiskola.hu
[2] http://www.komplexinstrukcio.hu
[3] https://gyermekekhaza.hu/

candidates acquire practical experiences in such background institutions. The teachers of the university professionally support collaboration with school staff and work with them as professional partners. Commitment makes an obligatory part of the training programme saying that teacher candidates are expected to volunteer with disadvantageous learners of Roma and non-Roma communities. The idea dominates all the activities of the institution and says that children should not be snatched from their communities where they come from. It is not enough for teachers to have theoretical and methodological knowledge and skills, but they are expected to take responsibility for the children they teach as well. (Kende, 2018) Institution of Education Sciences at University of Pécs is also a good example, where they are running a wide partnership system with schools, where future teachers can practice. That is also an effort to establish a two-pillar teacher training model with new ways of working together of students, lecturers, and teachers (Arató, 2015b)

- ***Repertoire of methods:*** educational efforts (to support integration and competence development) in the last decades on methods which contributed to developing learners in personalized ways. They emphasised cooperative and differentiating learning management, drama playing, project pedagogy, active learning, digital technologies, and formative assessment. The acquisition of the methods was provided by an enormous number of in-service trainings.
- ***Continuous professional development:*** The practice of in-service education is determined by the same input regulation and outside directivity which characterise education as a whole. Professional learning is sometimes motivated by the desire to acquire credits rather than by the lack of skills experienced.

2.3 Social dimension

- ***Stereotypes and prejudices:*** The most vulnerable minority group is the Roma people.
- ***Minority and poverty:*** Research show that more than 70% of the Roma live in poorer circumstances than the whole of the society. However, poverty cannot be simplified only to an ethnic question because most of the poor are not Roma. In the case of Roma children, it is not their belonging to an ethnic group, but their poor social status which correlates with school circumstances. Efforts are made constantly to reduce child poverty.

The programme called Strategy for National Social Redevelopment, ***2011-2020 (Nemzeti Társadalmi Felzárkóztatási Stratégia, 2011-2020)*** prioritised and aimed at reducing the ratio of learners living in poverty and exclusion, with particular attention to Roma population. On average, it affects three people out of ten in the Hungarian population. While it refers 'only' to a quarter of non-Roma people, it affects three-quarters of Romas. More than 10% of children are considered endangered pupils on the national average and the majority are Roma children. Early selection and exclusion from quality education were identified as the main problems by the strategy focusing on complex intervention. The most important items for the solution were as follows: spreading services of nurseries and Sure Start Children's Centres ***(Biztos Kezdet Gyerekházak),*** making nursery school attendance obligatory and establishing schools to adapt to increased segregation.

Several practitioners have tried to solve the problem and there are some visible successes so far. Alongside developing Integrated Educational Systems, the government has been trying to establish full-time schools. Experts have been recently trying to establish compulsory nursery schools after the age of 3, but the system lacks the adequate number of nurseries schoolteachers to meet the demands at a quality level. Research shows that successful education can be provided for disadvantageous children even in a segregated environment. Success primarily depends on eliminating latent discrimination, providing good quality education, and raising high-level expectations. Generations with differing social background do not namely acquire the practice of cooperating with each other while becoming adults. (Nahalka, 2013)

- ***Responsibility of teachers:*** A survey carried out on a national representative sample in 2013 says

that most teachers feel helpless when dealing with family-related socio-cultural disadvantages. Other research, however, shows that we can distinguish between resilient (with measured success) and unsuccessful (endangered) schools which are open to working with learners and Roma students (in a ratio exceeding 50%) coming from the disadvantageous environment. Difference between the two types can be apprehended at the nature of organisational climate and it does not root in the practice of individual teachers or in the programmes providing disadvantageous treatment. One can clearly see that success or failure of disadvantageous learners are often influenced by the inner world of schools – regarding the fact that different institutions offer different answers to the same issues. Research also shows that teachers are more ambitious to focus on individual development which is more successful to compensate for socio-cultural disadvantages. They prefer having permanent professional communication, share their expertise, cooperate with each other and are active in making decisions at the local level. Relationship among teachers, students and parents is characterised by partnership. Teachers tend to provide many extracurricular activities to supplement classwork. Students and teachers of resilient schools often prefer staying long hours in schools. Teachers are less inclined to accept the idea of separating Roma learners from the majority. They have more positive images about their own work and take responsibility more seriously for the success of disadvantageous learners. Generally, the success of compensating disadvantages mostly depends on teacher-attitude which unfortunately changes rather slowly. Small steps of methodological innovation may, however, play an important role in developing a positive atmosphere which can be learned and may result a displacement toward creating chances even in the short run. (Széll, 2018) Based on longitudinal research, and on the evidence of higher education support programmes for Roma learners, the responsibility of teachers can face with clear opportunities how they can raise the level of Roma learners' resiliency and empowerment (Varga, 2018, 2019).

3 TERMINOLOGY: INTEGRATION, INCLUSION, SOCIAL INCLUSION, SPECIAL NEEDS, EQUITY VS. EQUALITY, ETC.

3.1 Terminology in Hungary

EQUALITY

"...equality means the provision of equal access, from different view of equal treatment. The application of equal treatment will prevent that groups and individuals would be excluded from access to opportunities provided by the society. In other words, equality means the democratic social minimum which ensures that nobody would be disadvantaged because of real or perceived individual features or belonging to a certain group. The law on equal treatment and the promotion of equality (2003/CXXV) aims at the provision of this. It is a legal guarantee for the prevention of measures, actions, mechanisms that directly or latently could cause exclusion. In our interpretation, equality means that different people and groups have the opportunity in the common space and gain access to information, activities, services, equipment in the same way and proportion." (Varga, 2015:18-19)

"Returning to the question of equality, we may conclude that there are groups and individuals in situations characterised by inequality in all societies. The measures and actions aiming at real equality and equity are

implemented to reveal and offset the inequalities. These social interferences can only be productive if the society itself is becoming more and more receptive. The mutuality of this process is shown by the fact that the actions for equality and positive influence shifts towards a tolerant receptive society. It is important to stress, however, that during the process of development inclusion views the system of inequality from the point of the whole society. It creates an interpretational framework in which the reflexes of separation and segregation in the society are eliminated. (...) These days social inclusion is gradually complementing and replacing the notion of equality in scientific and political discourse owing to its complex and modern approach." (Varga, 2015:43)

EQUITY

Equity 'refers to an educational environment where individuals can consider making choices based on their abilities and talents, and make decisions without the influence of stereotypes, expectations, and discrimination. This educational environment opens economic and social horizons without consideration of gender, ethnicity, and social status.' (Education and equity... 1997 id. Radó 2000a:345 in Varga, 2015:23)

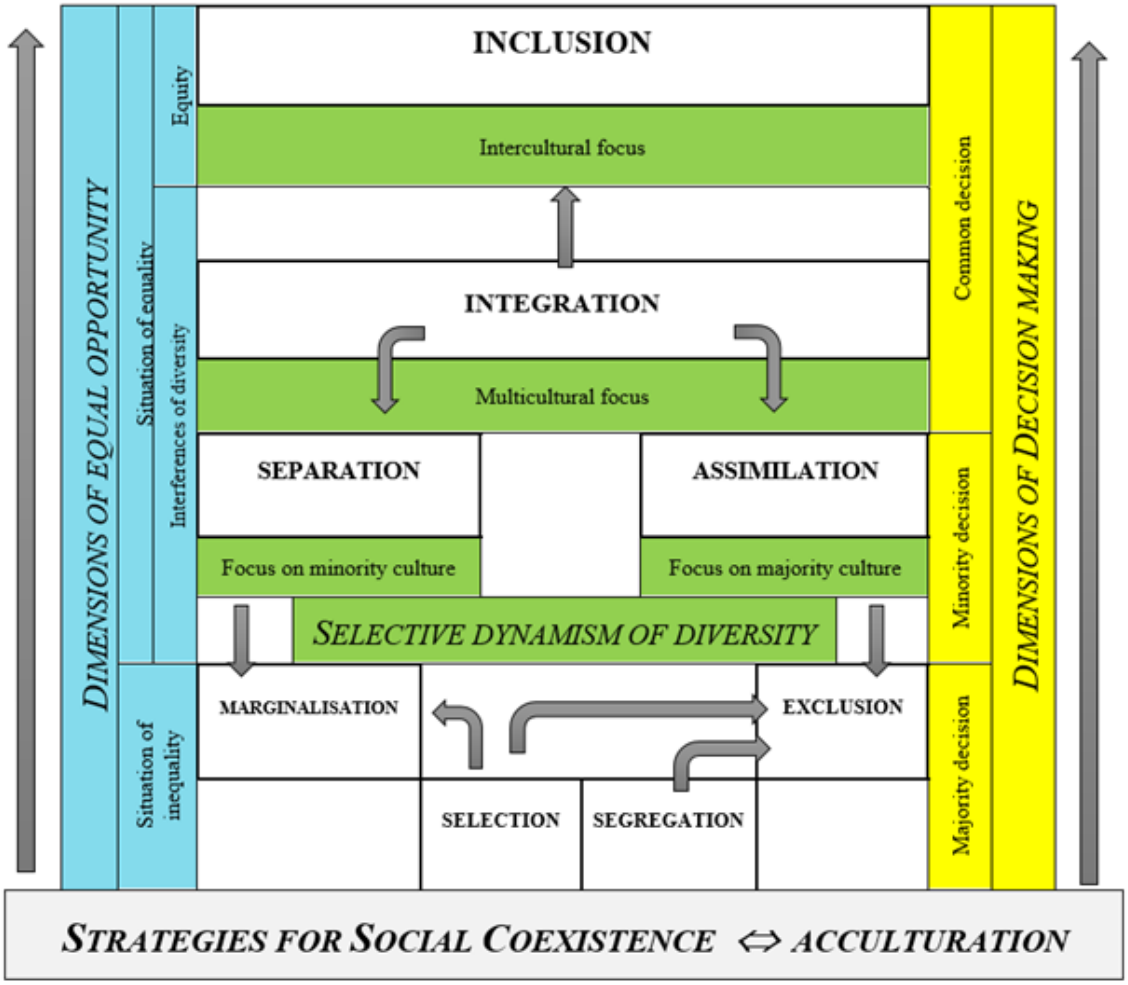
INCLUSION

"The notion of inclusion has brought a new approach. Opposed to integration, it shares the view that this type of classification about „deficient groups" does not exist. Inclusion talks about a heterogenous group, where the common assertion gains momentum. We have also been able to observe that in the background of the change that replaced integration with inclusion there is a more democratic approach. This emphasises the relationship of different groups and individuals with the principle of mutuality. The focus of reception is on the environment itself instead of the integrative process that expects the adaptation of the integrated. According to the view of social acceptance, co-existence will be successful if the environment is able to meet the needs and demands of all individuals to the appropriate extent. In other words, inclusivity primarily strives for making the eco-social environment receptive, putting interferences that prevent segregation into the focus. (...) Inclusion is a consciously run social system of effects that counterweights exclusion and can prevent the expulsion and discrimination of groups and individuals. At the same time, it ensures access to social goods and opportunities. Inclusion is based on a view that is free of categorisation, where mutual acceptance is a never-ending process, constant work for an ideal when discriminative forces disappear in the society." (Varga, 2015:44)

INCLUSIVE EDUCATIONAL ENVIRONMENT

"Inclusive pedagogy presupposes a system that starts with the recognition and appreciation of the differences between the students. It views the student as an independent personality in its complexity, among others with respect to social, cultural, and individual features. The essence of inclusive pedagogy is the need and the ability to react successfully to the continuously changing demands and the originality evolving from the endless variations of personal features. The schools shaped according to this new concept continuously adapt to the learners in their daily practice with the transmitted subject material content and the applied teaching methods. At the same time, it relies on the identity, experience, knowledge, abilities of the students who attend it and involves the potential partners in the social environment. It is capable of continuous renewal because it admits that without this it would be impossible to react to the changing demands." (Varga, 2015:53-54)

3.2 A Hungarian model of inclusion

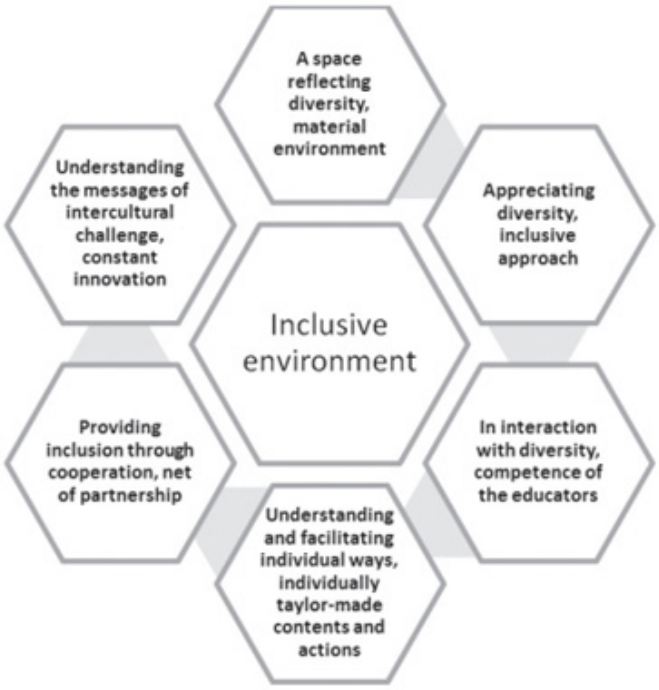


Source: 2. ábra. Társadalmi együttélési stratégiák rendszer (Varga, 2015)

Graph 4. *The system of inclusion*



Graph 5. *System-management conditions of inclusion*



Source: Varga, 2015

4 IDENTIFYING KEY LOCAL STAKEHOLDERS: INSTITUTIONS AND PROFESSIONALS

Institutions and actors

As described in the detailed introduction above, more systematic institutional or professional protocols might be developed in Hungary to facilitate social inclusion. Government-initiated programmes are mostly based on EU funds and run on a project basis.

The socio-economic status of the family has the most influence on the student' performance in Hungary, despite this fact, there is an absolute need for involving parents into the learning process. Parents associations try to do their best but their views and demands go to the policy in some dedicated channel. Parents' rights in relation to children are adequately regulated by the Public Education Act.

At the institutional level, the formal framework for personal communication is provided by the „parent meetings", held on a monthly or quarterly basis by the class teacher, and the „teachers' office hours", held 2-3 times in a year, where the parents can meet every subject teacher as well. Depending on the school and the teacher, meaningful dialogue takes place. Traditionally, there is a parent working community in every educational institution where every student group is represented by a parent, but it is very variable by schools that if it is formal or substantive.

The main learning motivation of the Hungarian partner is studying institutional systems based on professional protocols in cooperation with different professionals.

However, there are long-standing disadvantage compensation programmes in which schools are usually the key players. Hungary has two big inclusive programmes for young people:

- the ‚*Útravaló' Scholarship Programme (Útravaló Ösztöndíj Program),*
- the *Arany János Programmes (Arany János Programok).*[4]

Role of the identified stakeholders in the whole school approach

The actors listed below are involved in tackling disparities in many countries.

missing – 1	low – 2	relevant – 3	strong and effective – 4

- **social workers** 1 2 **3** 4
  - their main role, if they are involved: from January 2019, every school has to cooperate with a social worker who works at the Education Authority to support schools.

- **youth services and organisations** 1 2 **3** 4
  - their main role, if they are involved: non-governmental organisations play a very important role in this area, but their existence often depend on projects financed by external resources.

- **outreach care workers** 1 2 **3** 4
  - their main role, if they are involved: social workers out of schools, employed by the Child Care Centres available for families and schools.

- **psychologists** 1 **2** 3 4
  - their main role, if they are involved: school psychologists are only financed in larger schools, free services for disadvantaged learners are hardly available.

- **nurses and other therapists (speech and language)** 1 2 **3** 4
  - their main role, if they are involved: nurses work normally in each nursery school helping the kindergarten teachers. Different specialists (speech therapists, career advisers, physiotherapists, specialists of various fields of special education needs) employed by pedagogical professional services which are located in the centre of each county and the bigger towns. Some schools also employ them as staff members; in smaller places a the „travelling special education teacher network" provides the services. Their provisions are available for schools and families as well.

- **child protection services** 1 2 **3** 4
  - their main role, if they are involved: Child Welfare Services act as an official body and are responsible for all matters concerning the well-being and safety of children. They are obligated to cooperate with other authorities and institutions (eg. schools, municipalities) on child protection alert systems.

- **guidance specialists** 1 **2** 3 4
  - their main role, if they are involved: despite the long-term tradition and ESF funded large scale development programmes, this profession is not operating at a satisfactory level, qualified professionals are missing.

- **police** 1 **2** 3 4
  - their main role, if they are involved: officially part of the child protection alert system.

[4] More information about the specific programmes for vulnerable young people: https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/44-inclusive-programmes-young-people-hungary

- **unions** 1 2 3 4
  - their main role, if they are involved: -

- **business** 1 2 3 4
  - their main role, if they are involved: -

- **intercultural mediators** 1 2 3 4
  - their main role, if they are involved: -

- **migrants associations** 1 2 3 4
  - their main role, if they are involved: -

- **NGOs and other community-based organisations from sport, cultural environment and active citizenship sectors** 1 2 **3** 4
  - their main role, if they are involved: not institutionalised but they can show up most of the results in the topic. Their good practices are often integrated into state development programmes, but short development cycles and obligatory introduction does not help the internalisation of professional procedures.

Student, parent, family, and community involvement

How are students, their families with low SeS background or/and minority cultural background, and the community around them involved in programmes on local and school level? The following points show different forms of involvement. In Hungary, we can find almost all these forms. There are some relevant, system wide elements of involvement, like scholarships and mentoring programmes.

missing – 1	low – 2	relevant – 3	strong and effective – 4

- N*on-traditional, interactive ways of formal meeting with teachers:* traditional forms of meetings with families are not sufficient, but cooperatively structured meetings work well, where every single parent feels meaningful to participate.

  1 **2** 3 4

- *Informal ways of meeting with parents in school:* like common cultural, sport and culinary events together with the teaching staff, where they can increase the number of interpersonal encounters among teachers and families with low SeS background.

  1 **2** 3 4

- *Participation in everyday life of school or classes of their children:* like participation in specific classes like literature, music, etc. with their specific knowledge, experiences, cultural values.

  1 **2** 3 4

- *Learning community (or similar) approaches:* where schools are places for interactive learning for the whole community around the school (all parents, neighbourhood, teachers, children), all participants learn from and teach each other.

  1 **2** 3 4

- *Involvement of communities and/or their associations, organisations in the education design and programme of the school.*

  1 **2** 3 4

- *Involvement of minority communities and/or their associations, organisations in the education policy making, curriculum design, and creating teaching materials.*

  1 **2** 3 4

- *Financial support for running out of school mentor programmes for learners with low SeS background:* building deep relationships with their families and providing services and support for increasing resiliency and empowerment.

  1 2 **3** 4

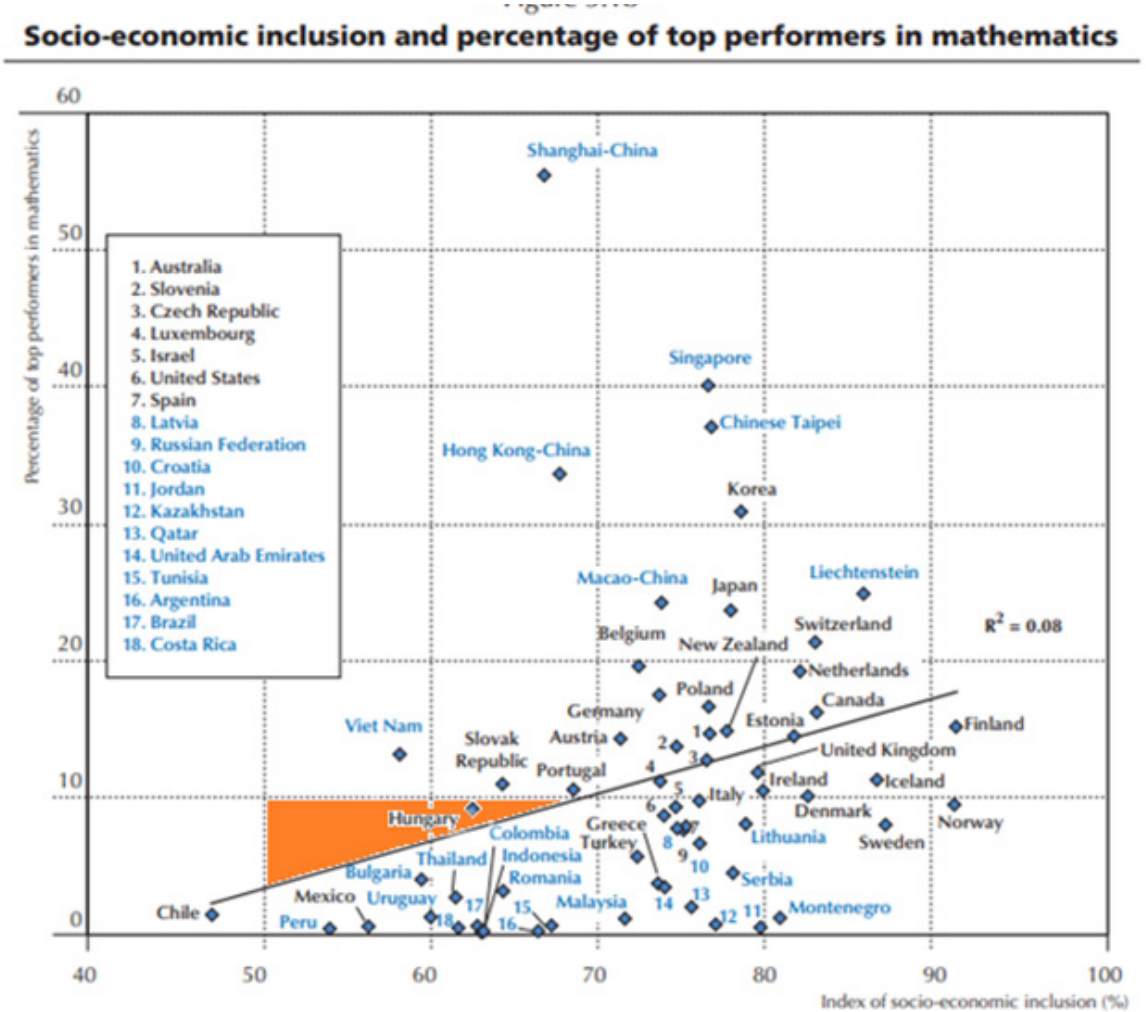
- *Scholarships for learners with low SeS or/and minority cultural background:* from upper grades of primary education, through secondary education, up to higher education.

  1 2 **3** 4

5 CRITICAL ANALYSES OF NATIONAL INDICATORS REGARDING SOCIAL INCLUSIONS

5.1 Reflection on the international comparable databases in partner countries' own context

Education system in Hungary



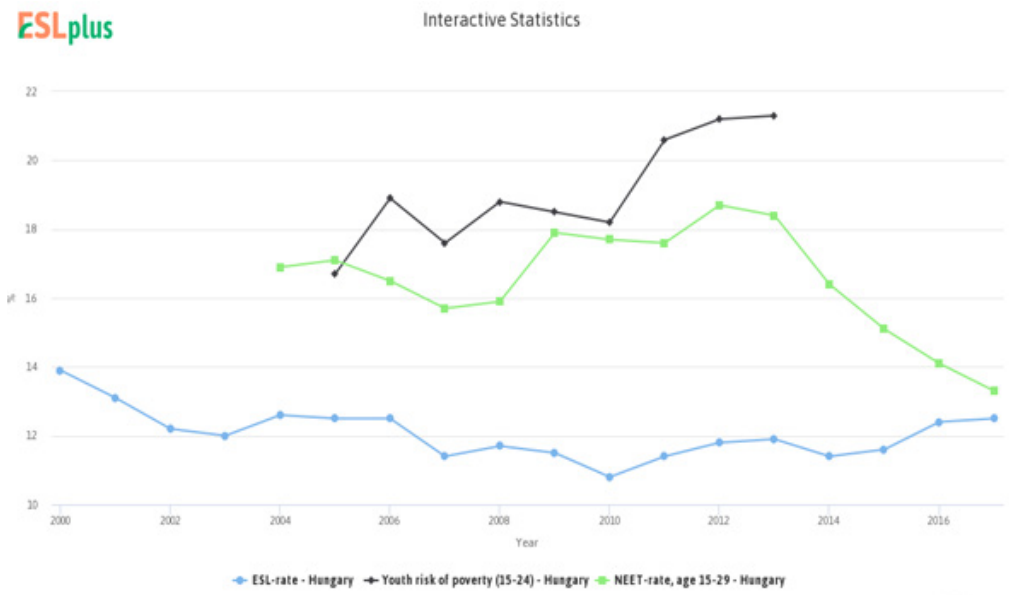
Notes: The *index of socio-economic inclusion* shows the extent to which students' socio-economic status varies within schools, measured as a percentage of the total variation in students' socio-economic status across the school system.
The relationship is statistically significant ($p < 0.10$).
Only countries and economies with available data are included.
Source: OECD, PISA 2012 Database, Table 5.1.

Source: PISA (2016): Low-Performing Students, Figure 5.1b

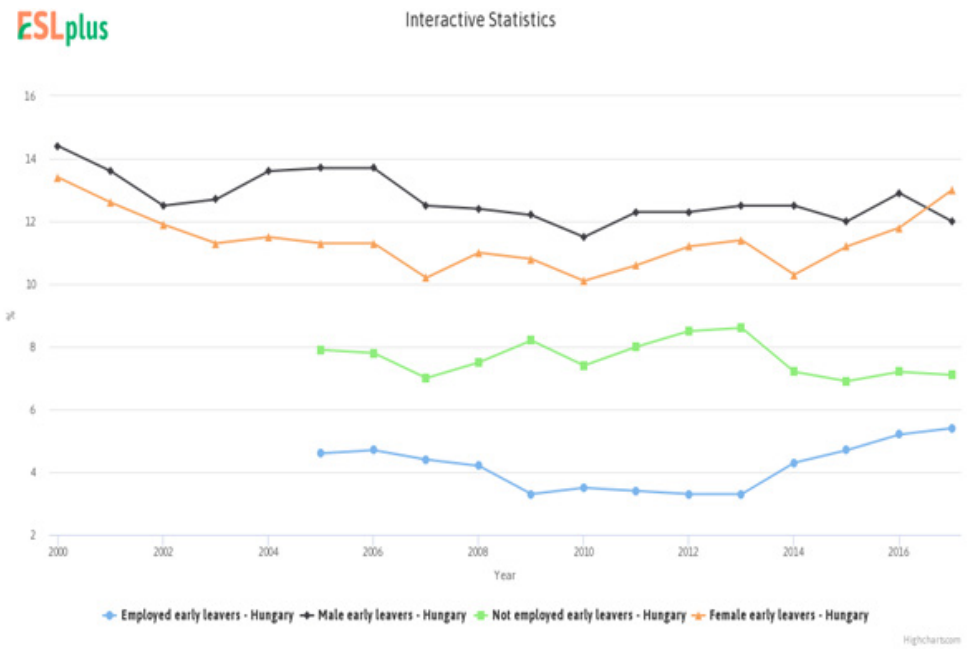
ESL AND NEET INDICATORS, YOUTH RISK OF POVERTY AND LOW ACHIEVERS' STATISTICS DATA

The relationship of the charts is obvious between youth at risks and early NEET (not in education, employment, or training) rate. NEET rate has improved with the introduction of public work programmes in Hungary.

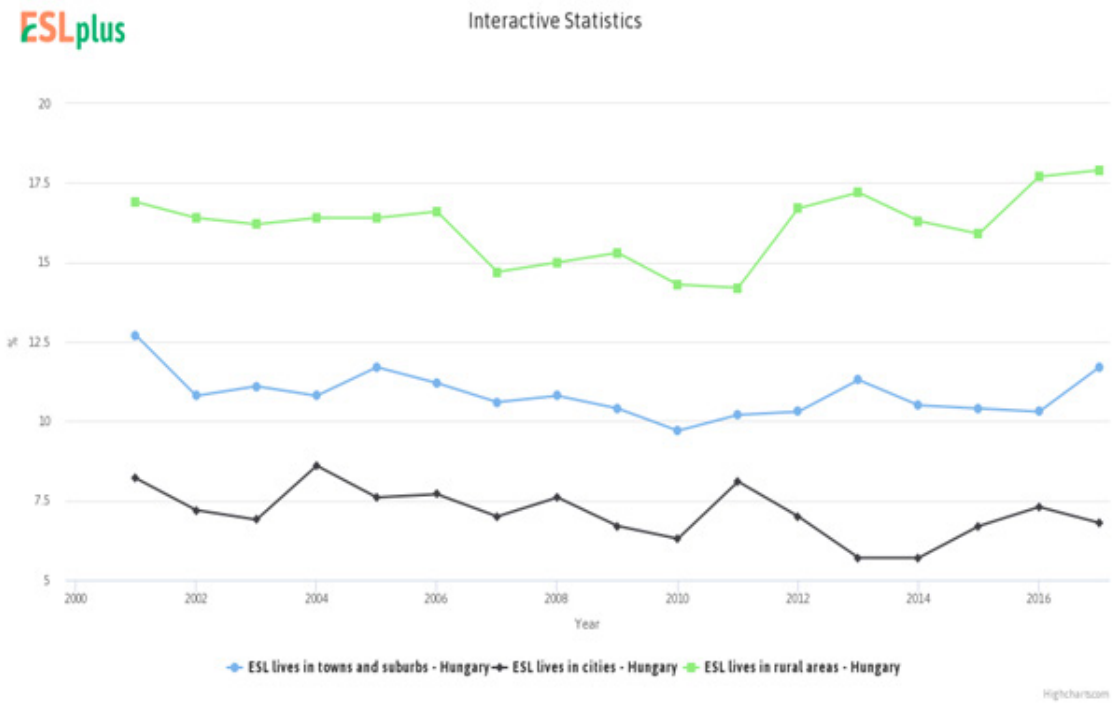
Early school leavers, NEET youngsters and youth risk of poverty in Hungary



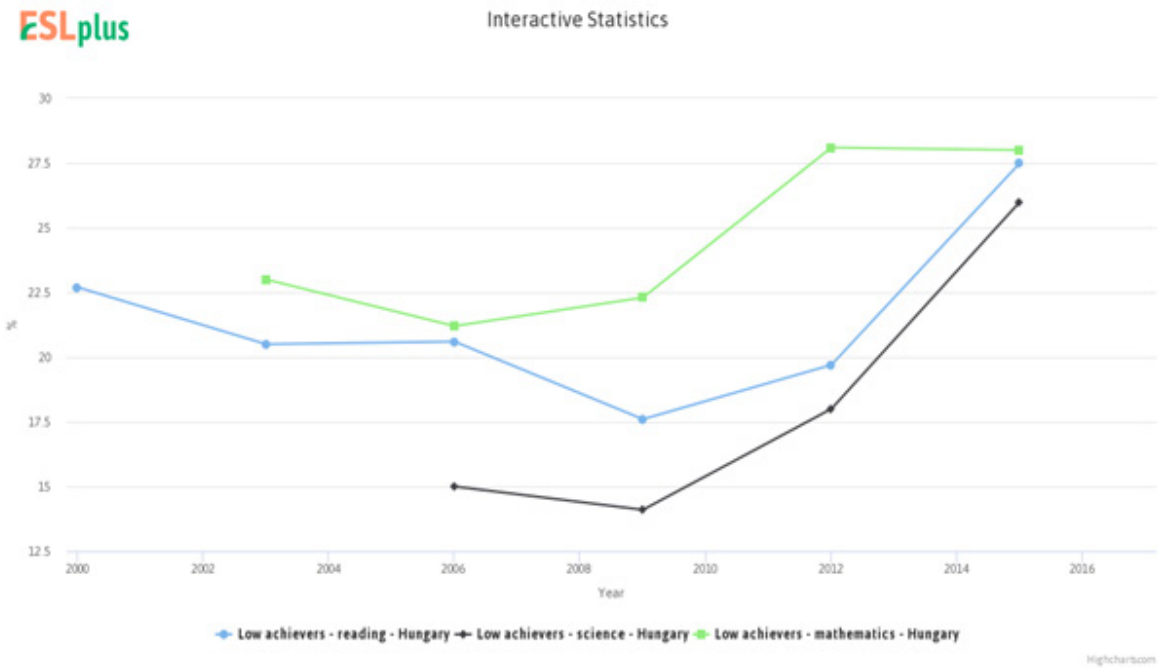
Early school leavers in Hungary by sex and labour status



NEET rates in Hungary by sex and the achieved educational level



The proportion of low achievers by competence areas in PISA test in Hungary



5.2 National indicators

There is a well-developed public education information system in Hungary in terms of data collection and richness. All schools have access to the system online and are required to report on a regular basis. In addition to various student, teacher and school data, inclusion-related data is also recorded. The data regarding the followings are collected on school level and the Education Authority aggregates data on regional and national level as well:

- Number of disadvantaged students
- Number of students with special education needs
- Number of students with integration and behavioural disorders
- Number of students at risk of dropping out

Schools are expected to provide these students with special learning support in the learning process and then, they get higher financial sources.

Early Warning System of students at risk of drop-out

In 2016, the Hungarian Government set up a Medium-term strategy against leaving school without qualifications (A végzettség nélküli iskolaelhagyás elleni középtávú stratégia) to tackle early school leaving and to increase employment, for which the cross-sectoral cooperation (education, training, employment, health care, law enforcement and social policy) is important. The timeframe of the strategy is 5 years between 2016 and 2020. The strategy also defines individual, institutional, and system-level tasks.

Its main goals at the individual level are:

- person-oriented, differentiated education and support,
- encouraging learning, preventing backwardness and disappointment,
- appropriate intervention,
- creating incentives for institutional financing.

Institutional Objectives:

- providing adequate training and professionals,
- development of institutional public services,
- collaborative, adaptable learning organisation and management.

At system level:

- implementation of cross-sectoral co-operation,
- providing adequate education and training structure,
- developing sectoral responsibility,
- creating an appropriate financing system,
- creating flexible, effective regulation,
- creating an information system.

The headline target is to reduce the rate of early school leavers to below 10%. The Public Education Act defined students at risk of dropping out:

- a student whose average academic achievement in a given school year is less than or below of 1,1 (out of 5) and requires complex systemic pedagogical measures.

The regulation introduced the early warning and pedagogical support system for the prevention of early school leaving and the commencement of related institutional and state tasks at national level. The

system draws attention to situations and areas requiring development that, if recognised in time, might prevent dropout. These are usually linked to

- declining school performance,
- problematic behaviour,
- regular absence from school,
- problems in the family.

Since 2017, schools have been obligated to provide data through the *Public Education Information System (Közoktatási Információs Rendszer, KIR)* through *early warning and pedagogical support system*. The aim is to provide pedagogical and professional support to affected pupils, teachers, institutions, and their maintainers to reduce the number of students at risk of dropping out.

Many benefits are expected in the long run, its weakness is that it has not been linked to other actors and databases of the child protection alert system and schools are currently at the statistical data recording level.

The strength of the system is its willingness to support schools in their own institutional development. The recommendations include action objectives in the following areas:

- Interventions to improve learning outcomes
- Interventions to increase student motivation
- Interventions to reduce student unauthorised absence
- Interventions to reduce student absenteeism
- Intervention to compensate for student's social disadvantage
- Learner's physical/mental development or development of addiction and intervention to prevent abuse
- General intervention to reduce drop-out rates
- Inclusive educational organisation interventions for inclusive education
- Intervention that addresses learning and behavioural difficulties
- Community development intervention

6 HUNGARIAN LEARNING NEEDS

6.1 Essential challenges

- The teaching profession has a low societal appreciation in Hungary, the salary is about 60-70% of a similar graduated profession which causes a significant lack of young teachers in schools.
- Would-be teachers need more adequate theoretical preparation, and more realistic practical experiences concerning the project's target groups. When starting their job, they often must face difficulties and tasks they have no significant experience in.
- Few teachers can take account of individual needs of learners and even fewer ones can plan and direct the individual learning routes within the class community. Most of them are not practiced enough to manage differentiated learning, and therefore they can hardly give individualised help to the neediest learners.

6. 2 Questions

Questions regarding features of education legislation

With what kind of solutions within an educational system or an educational institution can other countries effectively support social inclusion? Are there examples of high-quality inclusive systems and institutions?

Are there examples of educational systems, and institutions which educate target group members at a high quality and separately? What are the sources of success for each? Are there cross cutting points of the two types along the learning pathways of young people?

Are there successfully applied means of extension of the learning path in case of groups threatened by early school leaving? (Programmes, mentoring, system of second chance schools, work-based learning programmes, supporting young mothers by child inspection, individual career advice, etc.)

Is there a good practice of operating as a learning organisation among educational institutions concerning the aspect of the target group of the project? What are the types of horizontal knowledge sharing within institutions? What external professional and technological support is given to institutions for this purpose? How is this type of institutional learning supported by the leadership of the institution and do the heads of institutions get any support?

Are there any networks assisting professional learning, creation of knowledge, problem solution and sharing of knowledge related to the topic of the project? How do they operate, are they 'top down', or 'bottom up', to what extent are they autonomous? What external professional and technological support was provided for their operation?

Is there a successfully accomplished, large scale, and lastingly successful example? An example which is organically building into the system and is organically developing further? Has it ever happened that because of an intervention of educational policy, a positive change took place in the social acceptance of the target group? If yes:

- How was the concept created?
- By what kind of social and professional discourses was the intervention prepared? What were the most important topics of discussion? How did they come to a decision in relation to these?
- What role was played in this development by 'top down' governmental, and 'bottom-up' institutional impacts of innovation? Did any level of innovation agent (professional leadership, local government, education management, or other) appear in it? What characterised the management? Where were the decisions born and how were responsibilities shared?
- Was it a fully programmed innovation, or an adaptive development that – starting from a strategic vision – was still being shaped considerably during implementation? What was the chance of harmonising central ideas with local needs?
- How could groups and people concerned in the process be convinced to cooperate? Was there any resistance? If yes, how could it be resolved? (Communication, encouragement, etc.) --- change management
- How did school leaders and teachers get prepared for participation in the change?
- How parties involved interpreted the essence of change and their own role in making it successful?
- Who did and how did they work together during implementation? What kind of material, technological and professional support was given to implementing institutions?
- How were the changes in practice tracked down? What indicators were used? How the obstructions during the implementation process were treated?
- What are the experiences regarding the sustainability of the change?

Questions regarding teacher policy

Does an adequate model exist for student teachers to acquire adequate theoretical knowledge? Are there practical experiences gained during higher education studies and are teachers well prepared to teach and educate learners with different backgrounds, and do they keep contact with their families? If so, what are the features of this model?

Do they have complex and efficient methodology that increases success, self-confidence, self-evaluation, community inclusion and social mobility of the learners with different backgrounds? Is there any cooperation among institutions, families, and actors of the local community?

Do they have an efficient model for the professional development of teachers which results in commitment to developing heterogeneous groups of learners? Do teachers have appropriate theoretical and methodological knowledge to support learners successfully? If so, what are the content features and how do they work?

Are there any existing models in teacher training, where the two pillars of teacher training (university and public education) cooperate step by step, built on each other throughout the whole curriculum of the teacher training programme focusing on social inclusion?

Are there any teacher training programmes in which aspirant teachers can prepare for the challenges of inclusion on institutional level? Where can they get prepared to identify changes in their school or school district for enhancing integration and inclusion on district and whole school level?

Questions regarding social dimension

If rejection of certain groups is present in your country, are there any endeavours that affect and shape the attitude of most of the society in order to reduce stereotypes and prejudices, and increase tolerance? If yes, how do they operate and how successful are they?

In what ways does the development of social sensibility, tolerance and critical thinking appear at various levels of education (from nursery to higher education)? Is there any effort made to have young people meet – during their school education – a social and cultural pattern which represents the entire society?

Is there a model of professional learning aimed at making teachers understand what their responsibility is in the education of young people threatened by social exclusion, and how can they be helped to successful learning?

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STAIRS

COUNTRY REPORT OF CROATIA

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Edited and published by: TEMPUS PUBLIC FOUNDATION

2020

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS TO PROMOTE INCLUSIVE EDUCATION

Co-funded by the Erasmus+ Programme of the European Union

STAIRS

TABLE OF CONTENTS

..... 1

Structure of education 4

Structure of the National Education System 4

Early childhood education and care (ECEC) (ISCED 0) 4

ECEC 1 - Creche 4

ECEC 2 - Pre-school programs (ISCED 0) 5

Primary and secondary education (ISCED 1, 2, 3) 6

General education (ISCED 1) 6

Lower secondary education (ISCED 2) 7

Upper secondary education (gymnasium, Lyceum) (ISCED 3) 8

Vocational education 1 9

Upper secondary – non-tertiary education 10

Characteristics by the level of education 11

Early childhood education and care (ECEC) 11

Pre-school and transition to the compulsory education 11

Primary school 11

Secondary education 12

Characteristics by the education system and governance 12

Features of the education legislation 12

Teacher policy 12

Social dimension 12

Terminology and its national context 12

Terminology in Croatia 12

Institutions and actors 13

Interconnections 14

Role of identified stakeholders in the whole school approach 14

Student, parent, family, community involvement 16

Critical analysis of national indicators regarding social inclusion 16

Reflection on the international comparable databases in the partner countries own context ... 16

National indicators (questions to all partners) 16

Example from Zagreb County: 16

Recommendations **17**
Local focus 17
European learning perspectives 18

Disclaimer **19**

Appendix - Statistics **20**
ESLplus database 20

STRUCTURE OF EDUCATION

Structure of the National Education System

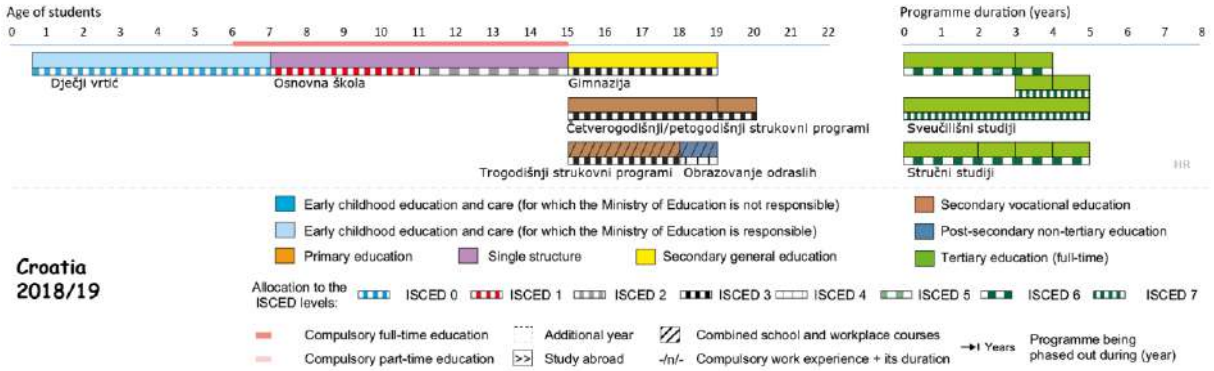


Figure #1: Structure of the National Education System. Source: Eurydice 2018/19. https://eacea.ec.europa.eu/national-policies/eurydice/content/croatia_en

Early childhood education and care (ECEC) (ISCED 0)

ECEC 1 - Creche

Early Childhood Education and Care in Croatia is funded and managed by local authorities. Central educational authorities provide legislative guidance, accreditation and monitoring of the educational programs.

Early Childhood and Education and Care programs which satisfy public needs are preschool programs, programs for national minority children, programs for children with development difficulties and programs for gifted children. These programs are normally included in 252 kindergartens in Republic of Croatia where preschool education is not obligatory but can be initiated at the age of 6 month and can last until the age of 6 or 7 years, until beginning of the primary school education.

Children with development difficulties have priority with enrolment into the preschool institutions which is guaranteed by the decision of the local or state authority. Programs for children with development difficulties can be stated as the public need and they have priority with financing.

Early Childhood Education for children with development difficulties is conducted in regular kindergartens or special groups following special or adjusted program, but also in special institutions depending on the type and degree of development difficulties in a child.

Number of children with development difficulties in educational groups with special program in kindergartens and special institutions is established depending on the age of a child or his or hers development issue. Children with the same type of development difficulties are divided into groups as following: from year one to 2 maximum 3 children with development difficulties are involved into the regular group; from 2 to 4 years of age maximum 5 children can be involved; from 3 to 7 years maximum 7 children are involved. Children with autism, children with different age and children with different type of difficulties are divided as following: from age one to 2 maximum 2 children can be involved into the regular group; from age of 2 to 5 maximum 3 children; from 3 to 7 years also 3

children can be integrated into the regular group; and from age 6 to 7 maximum 4 children are integrated into the regular group in kindergarten.

Early Childhood Education and Care is regulated by the Law of Early Childhood Education and Care (Official Gazette, 97), Decree on elements specific for children with development difficulties (Official Gazette 47/87), Regulation for special terms and measurements for achieving preschool educational program (Official Gazette, 1997, article 6 and 7), Regulation on dividing state budget and measurements of co-financing preschool educational program (Official Gazette, 1997, article 2, 3 and 8),State pedagogical standard for preschool education (2008)

Specific issues on the inclusiveness on this level

Child with development difficulties can achieve social interaction and can socialize with children its age, making an example within it coeval on how to develop new skills or behaviour and it is also included into the activities in the area that is underdeveloped and also suited for the child its age. All of this is developing its level of self-respect and self-esteem which is also allowing the child to create a positive image about it-self through different activities and social relations in kindergarten. For other children being surrounded with children that have development difficulties; means learning new social skills and also learning new ways to interact with children with different abilities. It also helps them develop a sentiment of empathy and tolerance but also gives them a chance to learn about differences and to develop more self-esteem by helping others.

Relevant measures in the past 10 years (successful or failed):

- Introducing assistants in kindergartens – successful (because local authorities found the solution for single cases financing; but it is time limited solution, and not systematically developed approach)
- Including children with development difficulties into regular kindergarten programs – successful (because the law guaranty their inclusion in kindergartens; but in the practice it is not always possible to implement it, because of missing resources)
- Technical adjustment of kindergartens for children with development difficulties – partially successful (because of different possibilities to use EU funds for these purposes).

ECEC 2 - Pre-school programs (ISCED 0)

Type of institution, main features, key data

In school year prior to the enrolling into primary school, children are obliged to attend the pre-school program, provided by kindergartens and primary schools.

Specific issues on the inclusiveness on this level

Children with development difficulties are making social interactions and being prepared for first grade in Primary school, which means they are developing skills needed for Primary education. It has been improved in the past 5 years because of opened possibilities to finance it through EU programs.

Relevant measures in the past 10 years (successful or failed)

- Introducing assistants – successful - especially in the last 5 years when the number of assistants has increased significantly (cca 90%) because of the possibility to finance it through EU funds (the problem is to ensure sustainability).

- Program for preschool education has been adjusted to children with development difficulties – successful (because relevant ministries developed the standards; but the financing continued education for experts who work with children is the problem).

Primary and secondary education (ISCED 1, 2, 3)

General education (ISCED 1)

Type of institution, main features, key data

Primary and lower secondary education is organized as a single structure system, starting at the age of 7 and consisting of eight years of compulsory schooling. Primary and lower secondary education comes from Primary school education and it is obligatory for all children in Republic of Croatia. Primary school education is obligatory for all children between the age of 5 to 15 and it is free of charge. For children with severe developmental difficulties Primary education is free until 21 years of age.

Education of children with development difficulties in Primary education is based according to established forms which are making sure that children have complete or partial educational integration. School institutions, in which forms of integration are made, are determined by school network plan and programs, while special measurements of space and equipment for education of children with development difficulties are determined by States pedagogical standard for Primary education. Regular program with individual access and adjusted program is included in every school.

Specific issues on the inclusiveness on this level

- School programs for children with development difficulties
- Equipping schools for children with development difficulties
- Educated and motivated teacher for working with children with development difficulties
- Accepting children with difficulties in school's environment
- Actively include parents in school work
- Financing education for children with development difficulties
- Including assistants in educational process
- Working with gifted children
- Working with parents

Relevant measures in the past 10 years (successful or failed)

- Monitoring and checking criteria of alignment schools into School network – partial success (because this part of education is obligatory for all children, but relevant institutions have very limited options to put it in)
- Connecting and coordinating supervising institutions (MZOS-ASOO-founder) – failed (there is no resources of any kind which could assure the implementation)
- Founders support schools – success (because local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Investing in developing school capacity – partial success (lack of coordination between different institutions involved into the process)

- Involving parents and also community into the work of Primary schools – success (because they are most interested to help children in this age; but they also need lot of practical education).

Lower secondary education (ISCED 2)

Type of institution, main features, key data

Lower secondary education includes children between the ages of 15 to 18. Educating children with development difficulties is basically achieved according with established forms which assure their complete or partial educational integration. School institution, in which forms of integration are achieved, are determined by school network plan and programs while special measurements of space and equipment for educating children with development difficulties are based on States pedagogical standard for Primary education. Each school in Republic of Croatia has a regular program with individual access and adjusted program with intention of helping institutions specialized in educating children with development difficulties. Such institutions are Support centres which with his primer function, educating children and rehabilitation, provides rehabilitation and professional and methodological support for regular or special institutions which help children and provides services for children in need in their community. Support centres can be regular or specialized in working with children with certain development difficulty but also are involved in:

1. Organizing professional development for educational workers in purpose of informing them about development particularities and functioning of a child with development difficulties;
2. Participate in educating co-workers in educational work;
3. Organizing professional support and education for the managers of programs in educational work;
4. Providing organizational support to regular or specialized institution;
5. Providing support to workers in educational system when needed,
6. Providing rehabilitation support to children integrated in regular institutions;
7. Providing support and education for parents;
8. Developing new and innovative methodologies and techniques on how to pass on their knowledge to their pupils;
9. Cooperating with scientific and University community. The network of Support centres is determined by Ministry of Science and Education.

Specific issues on the inclusiveness on this level

- School programs for children with development difficulties
- Equipping schools (technical equipment) for children with development difficulties
- Educated and motivated teacher for working with children with development difficulties
- Accepting children with difficulties in school's environment
- Actively include parents in school work
- Financing education for children with development difficulties
- Constantly including assistants in educational process
- Working with gifted children.

Relevant measures in the past 10 years (successful or failed)

- Monitoring and checking criteria of alignment schools into School network – partially successful (because it is regulated by law and special rulebooks, but the relevant institutions have very limited options to implement them into the practice)
- Connecting and coordinating supervising institutions (MZOS-ASOO-founder) – failed
- Founders support schools - partially successful (because local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Investing in developing school human capacity – partially successful (because relevant ministries and agencies organize some educations for teachers; but there is no long term systematic solutions)
- Involving parents and also community into the work of schools – successful (but there are huge differences in social, educational status and living circumstances between the parents which are reflected to their involvement; the results in the cities are much better).

Upper secondary education (gymnasium, Lyceum) (ISCED 3)

Type of institution, main features, key data

High school education is not obligatory but almost every pupil continues his educational journey. Gymnasiums prepare their students for University education.

Education of a pupil with development difficulties in high school is achieved by established forms which assure their complete or partial educational integration. School institutions, in which integration forms are achieved, have been determinate according to school network plans and programs, while special measurements of space and equipment for education of children with development difficulties are based on States pedagogical standard for Secondary education. Complete educational integration is achieved by including students with minor development difficulties into regular high school class but also implementing regular or adjusted educational programs using individualized procedure and special help or even with special professional help after school. Extra support is provided by Support centres which we have mentioned above.

Specific issues on the inclusiveness on this level

- Cooperation between Primary Schools and Secondary Schools
- Lack of motivation by teachers who work with students with developmental difficulties
- Equipping educational institutions for receiving students with development difficulties
- Educational programs for working with students with development difficulties
- Assistants in classes
- Development of work books, text books, hand books and other literature and teaching ads in classes for students with development difficulties
- Working with gifted students
- Pedagogical services in schools

Relevant measures in the past 10 years (successful or failed)

- Including assistants in educational process – successful (because local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Adjusting work books, hand books, manuals, teaching ads and other literature for students with development difficulties – partially successful (depending of teachers' engagement; but there is no systematical approach)
- Working with gifted students – failed (because local authorities only in single cases organized centres of excellence)
- Adjusting educational programs - successful (because it is regulated by law and special rulebooks)
- Educational institutions have been equipped for receiving and working with students with development difficulties – partially successful (because local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Educating and motivating teachers for working with students with development difficulties – successful (but depending of teachers' engagement and sensibility).

Vocational education 1

Type of institution, main features, key data

High school education is not obligatory, but almost every pupil, after they have finished Primary School, decides to continue his education. Almost 70% of all pupils in Primary Schools in Republic of Croatia continue their education in one of the programs High Schools offers. In Republic of Croatia there are three-year, four-year or even five-year programme for Technical High Schools, but also programs for assistance occupations like assistant chef, waiter assistant or baker assistant. A large role in choosing technical occupation have Centres for professional orientation where together with an adviser future high schools' student can choose the best occupation for them. Students with development difficulties can choose large number of occupations and qualifications adjusted to achieve their maximum potential. There are occupations which are regulated and which are due to some specific healthy reasons, unavailable for students with development difficulties, for example medical technician for general care or deck cadet. Finishing four-year or five-year high school education gives a student a choice between continuing with the education at university or entering the labour market. Finishing three-year program or program for assistance occupation automatically directs a student towards technical occupation and the labour market.

Specific issues on the inclusiveness on this level

- Cooperation between Primary Schools and Secondary Schools
- Lack of motivation by teachers working with students with development difficulties
- Equipping of educational institutions for receiving students with development difficulties
- Educational programs for working with students with development difficulties
- Assistants in classes
- Development of work books, text books, hand books and other literature and teaching ads in classes for students with development difficulties
- Working with gifted students
- Pedagogical services in schools

- Practical education for students with development difficulties
- Cooperation between schools and advisors for professional orientation in choosing the right occupation for students with development difficulties
- Educating and including students with development difficulties into the labour market.

Relevant measures in the past 10 years (successful or failed)

- Including assistants in educational process – successful (because local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Adjusting work books, hand books, manuals, teaching ads and other literature for students with development difficulties - partially successful (depending of teachers' engagement; but there is no systematical approach)
- Working with gifted students – in progress (because the local authorities in past 5 years start to organized centres of excellence which give the opportunity to gifted students for progress)
- Adjusting educational programs – successful (because it is regulated by law and special rulebooks)
- Educational institutions are equipped for receiving and working with students with development difficulties – partially successful (local authorities found the solution for financing different projects aimed to children with difficulties through EU funds; but it is time limited solution)
- Educating and motivating teachers for working with students with development difficulties – successful (because teachers are aware of problems and relevant institution offer educations for this kind of work).
- Helping students with development difficulties to choose the right occupation (professional orientation) – failed (uncoordinated, unevenly and non-bounded criteria of different institutions who has to participate in this process).

Upper secondary – non-tertiary education

Type of institution, main features, key data

Republic of Croatia has a five-year educational program only for gaining qualification for general care nurses or technicians.

Because this qualification is specific it is not available for students with development difficulties.

NATIONAL CONTEXT AND CURRENT RESEARCH:

KEY ISSUES REGARDING SOCIAL INCLUSION

Republic of Croatia is a designer and signatory State of numbers of documents, laws and rule books which are applied on educating children with development difficulties on all levels of educational system (nursery, kindergarten, preschool, Primary and Secondary education):

- Declaration of Human Rights – signatory State
- Convention on the Rights of the Child – signatory State
- Convention on the Rights of Persons with Disabilities – signatory State

- Low for Education in Primary and Secondary Schools – designer
- National curriculum for Primary school Education – designer
- National curriculum for Technical Secondary Education – designer
- Regulation for Assistants and Professional communicational mediators – designer
- Regulation for Primary and Secondary school education for children with development difficulties – designer
- National strategy for Rights of the Child in Republic of Croatia from 2014 to 2020 – creator
- Low for Preschool Education – designer
- Decree on elements specific for children with development difficulties – designer
- Regulation for special terms and measurements for achieving preschool educational program – designer
- Regulation on dividing state budget and measurements of co-financing preschool educational program
- State pedagogical standard for preschool education – designer.

With legislative regulation all segments and aspects of educating children with development difficulties have been covered. All time challenges are the teachers working in Primary and Secondary Schools because they are not educated or motivated enough to work with children with development difficulties. A big obstacle also presents a lack of communication and often inadequate communication between school-teacher-parent triangle, because parents are marginalized and are often not included enough in school work and decision making concerning the education of their own child, even though everything is set up very clearly by the law.

Characteristics by the level of education

Early childhood education and care (ECEC)

Social interaction of gaining basic life skills so children can be easier included in social life; building and developing child's self-esteem; gaining empathy from the community; excepting children with development difficulties by their coeval; including children with development difficulties in regular kindergarten groups.

Pre-school and transition to the compulsory education

Making social interaction between coevals; preparing a child with development difficulties for Primary school; introducing the child with rules and obligations in Primary school; making friend among his coevals.

Primary school

Including a pupil with development difficulties in regular programs; child with development difficulties can attend the classes alongside his assistant; technical adjustment of school institutions; adjusting educational programs; constant tracking of child's work and progress by pedagogical services; cooperation between teachers and parents; sensibility and education from teachers; extra help for children to master the material; organizing extra school activities and also activities outside the classroom adapted for a child with development difficulties.

Secondary education

Including students with development difficulties into regular programs; assistants for students with development difficulties; technical adjustment of school's institutions; adjusting educational programs; monitoring and observing student's work and progress by pedagogical services; cooperation between parents and schools; sensitization and education of teachers; extra help for students in mastering the material; organizing practical education adjusted to students; helping a student to choose his professional occupation; adjusting final examination (Državna matura – State Education Exam).

Characteristics by the education system and governance

Features of the education legislation

Republic of Croatia has brought a legislative regulation which covers all segments and all levels of education for children with development difficulties. The main problem in Republic of Croatia is disobeying the legislative regulative by educational institutions, the aspects of the students with development difficulties are in the background, inexistence of a proper way of controlling institutional work which relates to children with development difficulties. Institutions lay also a small amount into working with gifted children.

Teacher policy

In general, professors at the University are not educated enough to teach students with development difficulties who are included into regular educational program. Educating for working with students with development difficulties is better for nursery and kindergarten educators, Primary and Secondary school teachers. The hardest have the teachers who are teaching in technical schools, and who are not teachers but engineers, technicians, economist, doctors etc. who only have professional qualifications which allows them to teach.

Social dimension

Parental involvement in educational process depends on the level of their education. The biggest participation is when the child is in nursery or in kindergarten. In Primary school and especially Secondary school involvement of a parent is very small. In the Republic of Croatia the economic status plays a great part in parental involvement. In fear of poverty a lot of parents are forced to work multiple jobs which leaves them small amount of time for their children. Low economic status limits the parental possibilities for assuring adequate medical protection and aid.

TERMINOLOGY AND ITS NATIONAL CONTEXT

The partnership should agree on generally accepted categories and interpretations in the key terminology on the international level in this project. That's why the Glossary that our partnership intends to use should be created. It is important that we use the same language, e.g. we mean the same thing behind each word we use, and also, that we understand when and why it is sometimes not possible.

Terminology in Croatia

Inclusive education includes all students into the educational system. Meanwhile, we do not only talk about students with some physical or mental incapability, but also of those who in any way feel neglected, or have difficulties with studying, are poor or have to travel for hours to get to their school or make part of a national minority. Inclusion is a permanent process which does not only represent a change of state, but a change of understanding. We are trying to include all types of student in all kinds of activities in a certain school so fewer children will feel left out. Inclusive education follows the idea that all students are capable of learning and also to contribute with extra school activities alongside with comprehension and support of all subjects involved in the educational process and also of society in her all. Using inclusion, we are trying to adapt educational institutions, systems and methodologies of learning with the needs of children. It is used to promote acceptance and respect of differences among children, independently of their growth, gender, ethnic group, language, social range or even some physical incapability. Inclusive education means that education starts primarily at home and in a community, and afterwards in a formal or informal surrounding. Every person has their individualities which need to be accepted. With children, it is no different. Individual access in the classroom does not mean that students are being separated one from another, au contraire, it means that each student is allowed to show their uniqueness in the classroom.

- **Integration** is the process of placing children with disabilities in educational institutions together with children of orderly development.
- **Inclusion** is the process of inclusion of persons with different forms of disability in the most active and equal participation in society, especially in the educational process.
- **Equality –** the principle of equal right fan status of people in society.
- **Disability –** a physical or mental disability that limits a person to one of more life activities (problems in mobility, communication, acquisition of knowledge and skills, self-care, sociability etc.).
- **Children with disabilities –** children with physical disabilities (disability, visual and hearing impairment, children with chronic illnesses) or children with mental retardation or children with behavioural problems or children with learning disabilities and children with multiple disabilities.
- **Inclusive education –** inclusion in the educational process not only of students with physical disability and mental health problems, but also of neglected student, poor student, students with learning difficulties as well as students belonging to national minorities.
- **Inclusive educational environment** is an approach to education which improves learning and participation in teaching for all students, using appropriate tasks, adapting to the diverse needs of students, and overcoming potential barriers to learning and assessment for both individuals and groups.
- **Special educational needs –** the needs of a child with a disability that makes it difficult to learn compared to other children of the same age.

IDENTIFYING KEY LOCAL STAKEHOLDERS:

INSTITUTIONS AND PROFESSIONALS

Institutions and actors

A lot of institutions that are in charge of well care of a child are also in charge of educating children with development difficulties in Republic of Croatia alongside local community. The highest institution that takes care of education is **Ministry of Science and Education** who is in charge of passing legislative regulations, educational programs for children with development difficulties. **Agency for Education and Agency for Technical Education** are in charge of helping, advising, supervising schools but also, they supervise the way how the classes are being organized and they are taking care that the teachers are well educated. **Local government and self-government** units are responsible for financing education for children with development difficulties and for financing technical equipment for educational institutions which organize and implement education for children with development difficulties and for which work principals are responsible. A lot of **associations for children** with development difficulties reunite parents with children that have similar difficulties. They are also fighting to achieve children and parents' rights, rights for educators in nursery and kindergartens, Primary and Secondary schools and also for pedagogical service workers, social workers, assistants and others.

Interconnections

Even though cooperation between educational institutions for children with development difficulties has been legally specified, it is still not on satisfactory level. Equipment for institutions depends on the local self-government because not all institutions are situated in rich part of the country which automatically sets the level of sensibility towards educating children with development difficulties. Cooperation between local government and Ministry of Science and Education is good in general, but often there is a lack of communication. The heaviest communication is the one between Primary schools and Secondary schools. In most cases Primary Schools do not want to pass on needed documentation from a child to Secondary Schools even though they are obligated to do so. In these cases pedagogical service from Secondary school has to make the new documentation without any knowledge from eventual progress the child had made during his education in Primary school. Cooperation between agencies and schools is based on advising principals, professional services and the teachers on how to educate children with development difficulties in the best way possible. Agencies are in charge of educating teachers on how to educate a child with development difficulties.

Role of identified stakeholders in the whole school approach

At the local level at the last 15 years, Varaždin County, as the founder of primary and secondary schools, systematically investing in the implementation of additional activities that support regular school programs, but these activities are not funded by state institutions.

The following activities are carried out:

1. Organizing and financing centres of excellence for gifted children
2. Organizing and financing assistance programs for children with special needs through the provision of assistants during their education
3. Providing free nutrition for children in threat of poverty
4. Subvention of transportation costs for high school students (which reduced the number of dropouts from high school attendance)
5. Scholarships for pupils in secondary's school and students

1. 6. Introducing one shift classrooms in all schools (allows more space for additional activities for students, reduces parental stress).

Following scale has been used to describe the involvement level of each stakeholder:

missing - 1 low - 2 relevant - 3 strong and effective - 4

- social workers 1 2 **3** 4
    - their main role, if they are involved:
- youth services and organizations 1 2 **3** 4
    - their main role, if they are involved:
- outreach care workers 1 2 3 4
    - their main role, if they are involved:
- psychologists 1 2 3 **4**
    - their main role, if they are involved:
- nurses and other therapists

(speech and language) 1 2 **3** 4
    - their main role, if they are involved:
- child protection services 1 2 **3** 4
    - their main role, if they are involved:
- guidance specialists 1 2 3 4
    - their main role, if they are involved:
- police 1 2 **3** 4
    - their main role, if they are involved:
- unions 1 **2** 3 4
    - their main role, if they are involved:
- business 1 2 **3** 4
    - their main role, if they are involved:
- intercultural mediators 1 2 3 4
    - their main role, if they are involved:
- migrants associations 1 2 3 4
    - their main role, if they are involved:
- NGOs and other community based organisations from sports, cultural environment and active citizenship sectors 1 2 **3** 4

- their main role, if they are involved:

Student, parent, family, community involvement

Educational programs on all levels of education and for all students' categories are provided by Ministry of Science and Education. In legislative regulations is written that parents are no allowed to participate in providing educational programs on any educational level which only shows how parents or family members who are interested are not involved enough in the education of children with development difficulties. Because of that parents have created certain associations with other parents whose children have development difficulties. These associations allow the parents to have legal, medical and all other needed advices that concern their child's life and education. Associations are places where all kind of initiatives are made, from introducing an assistant that accompanies their child in classes (Association "Puž" from Zagreb) until initiative of gaining free medication for all categories of development difficulties. These associations have an important role in creating activities for children with development difficulties in their free time, but also, they are in charge of providing free medical aid, organizing field trips, different workshops, summer vacations and other.

CRITICAL ANALYSIS OF NATIONAL INDICATORS REGARDING SOCIAL INCLUSION

Reflection on the international comparable databases in the partner countries own context

By joining the European Union, the Republic of Croatia has become an equal member of the community. One of the tasks was to adapt the legislation in line with EU recommendations. The Republic of Croatia signed the Declaration of Human Rights, UN Convention etc. documents, and fully aligns its legislation with EU recommendations.

National indicators (questions to all partners)

According to our knowledge, in Croatia there is no system for collecting and monitoring inclusiveness indicators in educational system. Only the number of children with difficulties included into educational institutions has been registered. There are various papers on this topic. Ongoing educational reform envisages the creation of a system for monitoring inclusiveness in schools, and we hope it will be good start.

Example from Zagreb County:

"The contemporary literature on inclusive education emphasizes the need to monitor the effectiveness of inclusive policies and practices. In order to create a European reference model for assessing the quality of inclusive education within the European project EBE EUSMOSI, a measurement instrument has been created that can record inclusive education in different countries. The aim of this paper is to present the results of evaluation of inclusive education in Croatia. The study involved teachers from other grades, elementary schools in Zagreb and Zagreb County (N=120) who work in inclusive conditions, that is, teach children with identified disabilities in the classroom. The School Inclusion Quality Assessment Scale developed within the EBE EUSMOSI project was applied. The results speak to the criticality of teachers towards the implementation of inclusive

education at their school level, but they are pleased that they make the necessary adjustments for students with disabilities within their class. Among the objective indicators of the quality of inclusive education created for European countries, a smaller number is applicable in Croatian terms. There is a noticeable lack of collaborative work and discussions within the school, as well as with the local community regarding the necessary improvement of the inclusive process. The results indicate concrete activities that can improve the quality of inclusive education delivery." *(Anamarija Žic Ralić, Daniela Cvitković, Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Borongajska 83f, Zagreb, Republika Hrvatska, email: anamarija.zic.ralic@erf.hr)*

RECOMMENDATIONS

Local focus

Croatia is currently in the process of transforming the school system, which should result in better inclusion of children (in general) in education through more appropriate forms of educational content. According that process, special attention will be paid to vulnerable groups of children in the education system (children with special needs, national groups such as Roma children, gifted students, children from socially disadvantaged families, etc.).

Considering the education system so far, the following problem has been identified:

1. The national centralized education system is not flexible and effective enough. Decisions are delayed and difficult to apply to certain vulnerable groups of pupils/children.
2. Lack of a quality organizational process which would clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently (improvement of IT systems, simpler and more accessible databases, improved results tracking system, etc.) and also in the current system there are conflicts or duplications of responsibilities and tasks among different institutions. Therefore, parents, teachers and other staff in charge of support in schools (psychologists, pedagogues, rehabilitators, etc.) are not provided with timely and high-quality action.
3. Lack of quality, available, systematic and free of charge courses for additional education primarily for parents / guardians. It has been observed that a large proportion of parents need access to the information through workshops (especially families with financial difficulties and / or all kind of problems with children).
4. Systematic resolution of the problem of peer violence is also a problem that is not sufficiently recognized in society and it is resolved sporadically and declaratively without systematic prevention.
5. Insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs. The issue of divorced parents and the payment of alimony payments are particularly emphasized here.
6. The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an "extended hand" to specialized institutions.

There are solutions to these problems, which are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of

social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, schools and professional associates).

European learning perspectives

Suggestions for measures or using structural indicators for inclusive systems in and around schools are as it follows

- at national level, to be implemented by governments through strategic and cross-sector initiatives:
    - strengthen IT support
    - decentralize the system by giving more authority to local levels
- at school level, to be implemented by schools and/or local authorities, in line with national strategic initiatives:
    - strengthen co-operation and trust among all stakeholders involved in the process
    - providing support for all beneficiaries form assistance to beneficiaries (children, parents, schools and professional associates).

DISCLAIMER

This project has been funded with support of the European Commission.

The content of this publication is responsibility of Varaždin County. The views expressed in this publication do not necessarily reflect the views of the European Commission.

The European Union is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 50 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms.

The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

APPENDIX - STATISTICS

ESLplus database

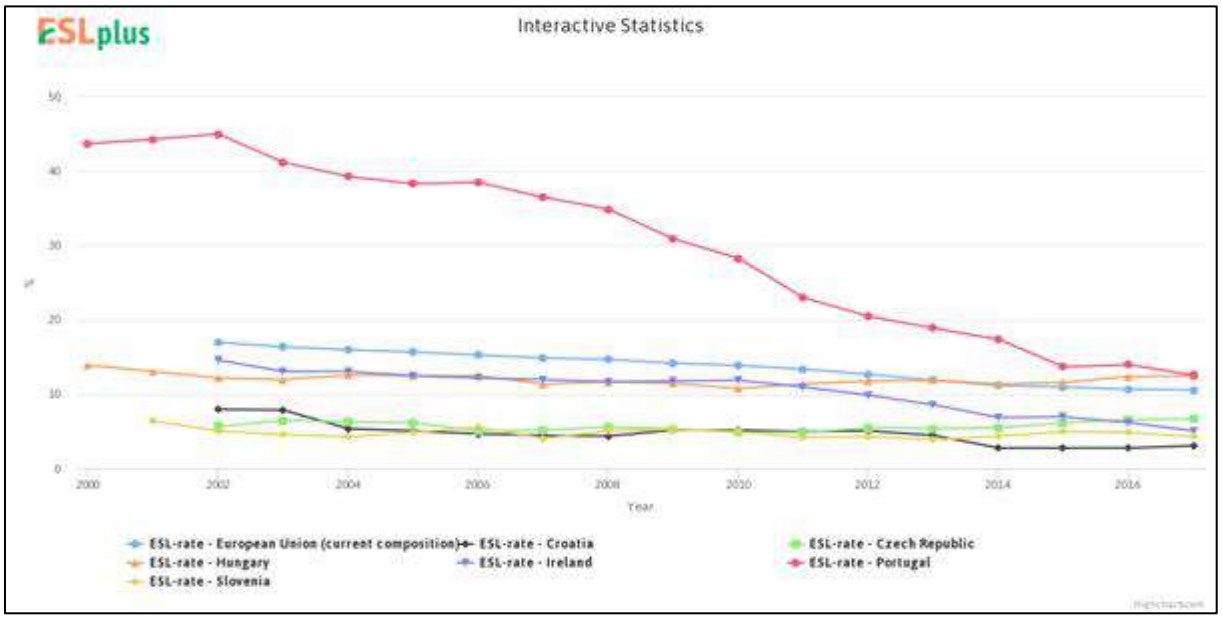


Figure #2: ESL-rate in selected European countries. Source: ESLPlus Database. http://eslplus.eu

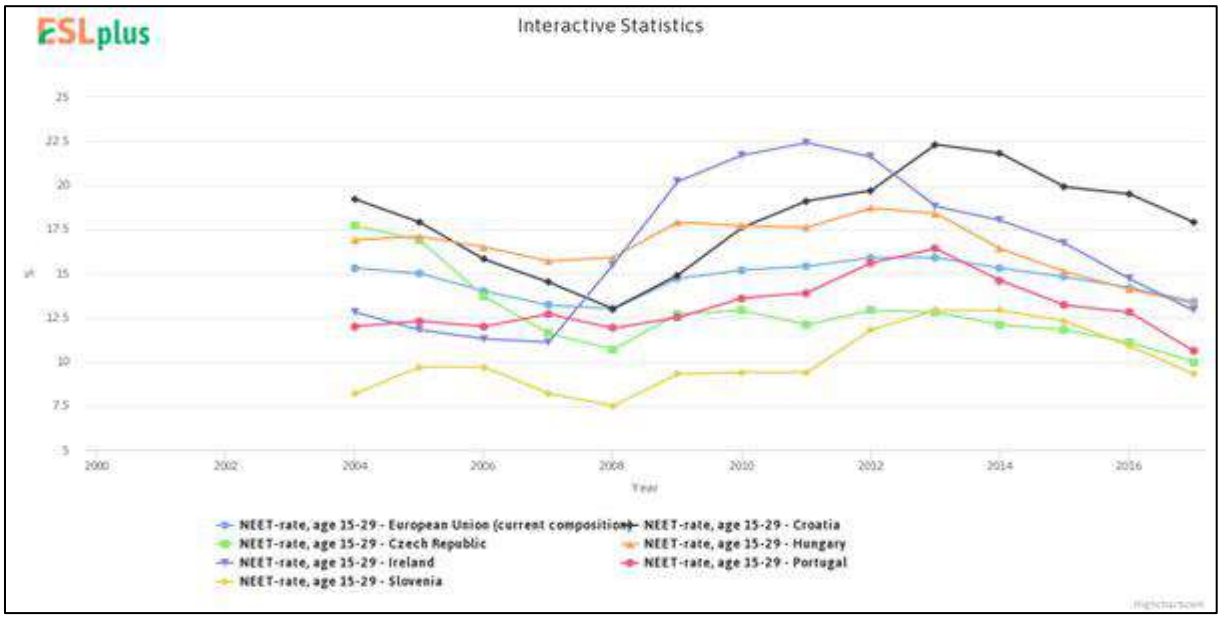


Figure #3: NEET-rate in selected European countries. Source: ESLPlus Database. http://eslplus.eu

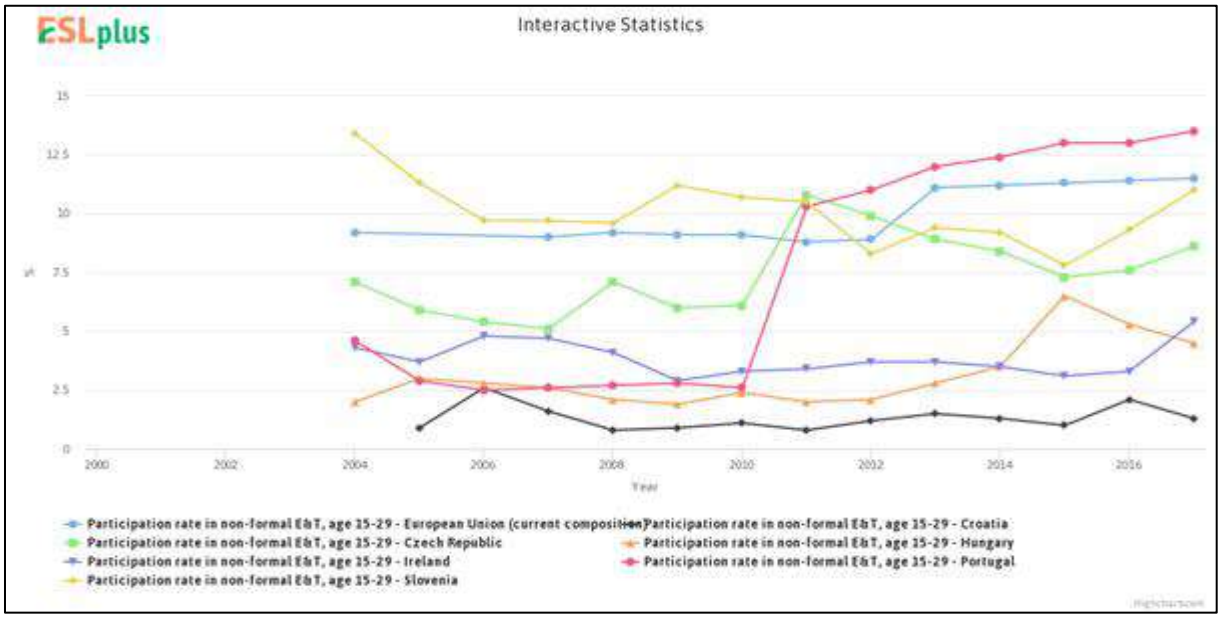


Figure #4: Participation rate in non-formal education and training. Source: ESLPlus Database. http://eslplus.eu

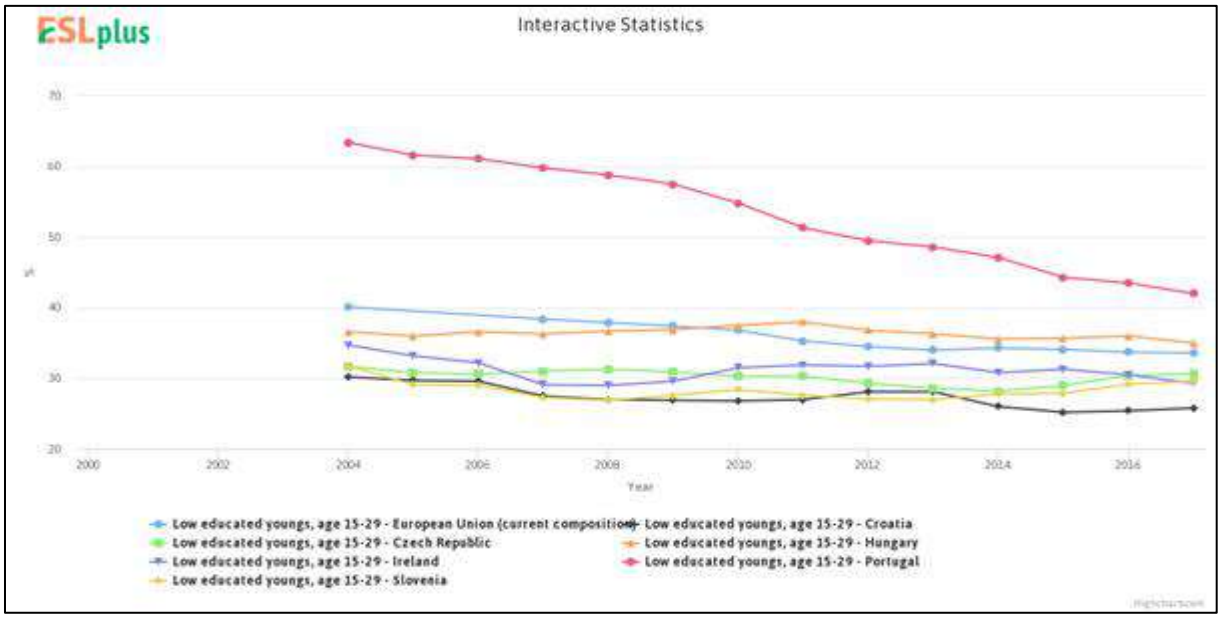


Figure #5: Low educated young's age 15-19. Source: ESLPlus Database. http://eslplus.eu

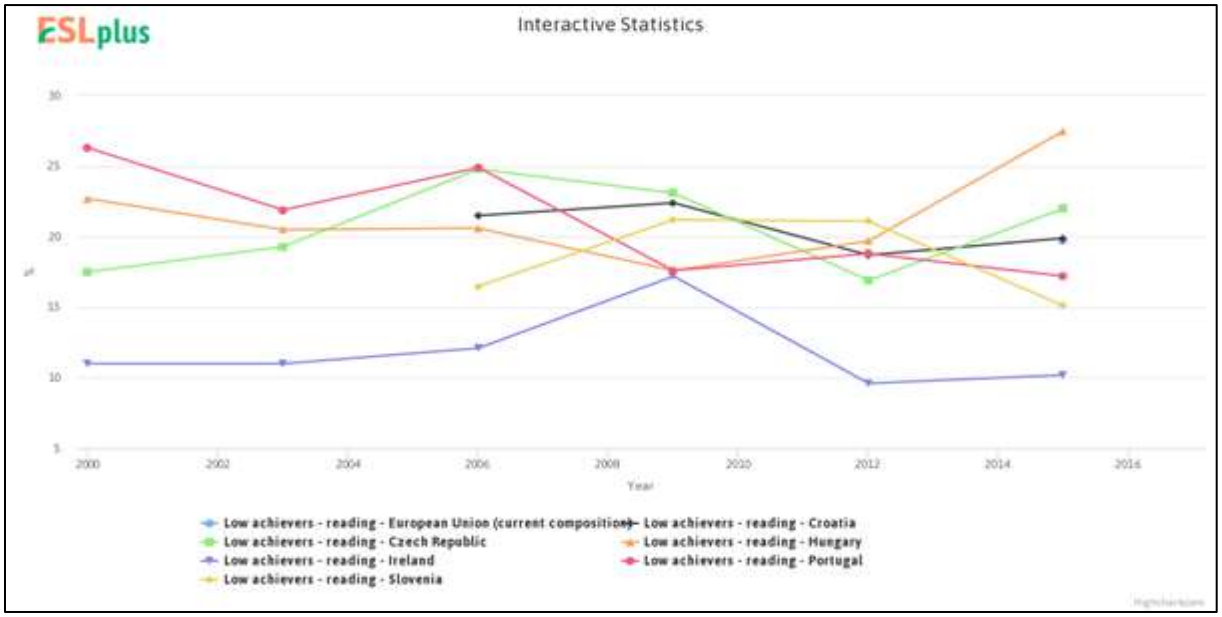


Figure #6: Low achievers in reading (PISA). Source: ESLPlus Database. http://eslplus.eu

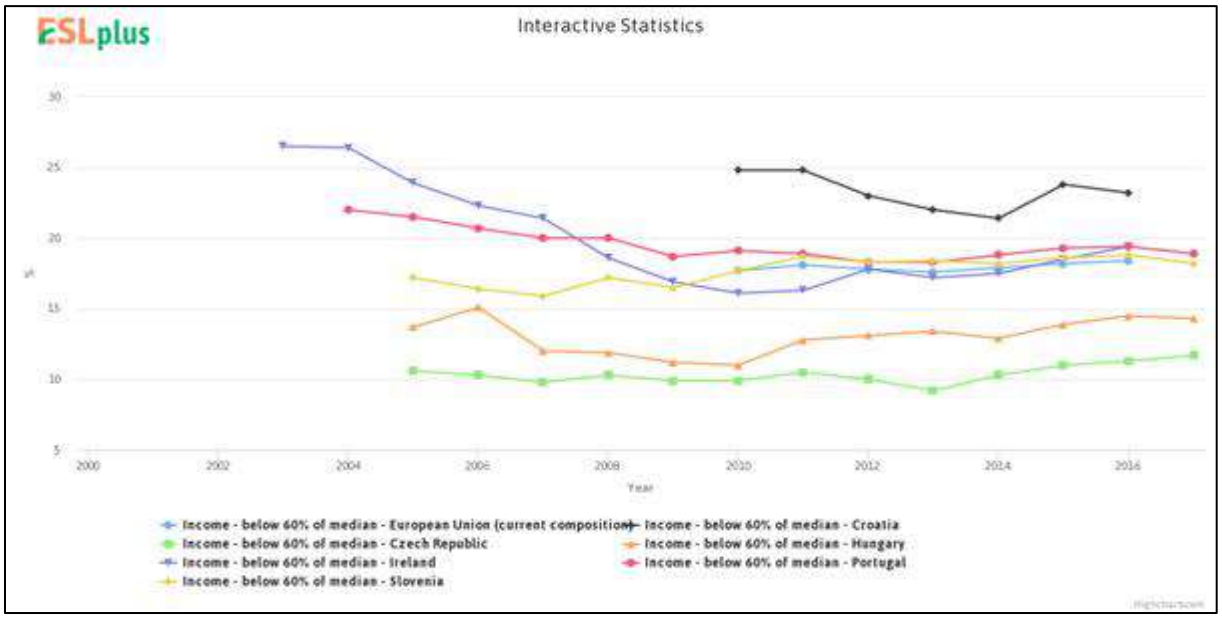


Figure #7: Income below 60% of median. Source: ESLPlus Database. http://eslplus.eu

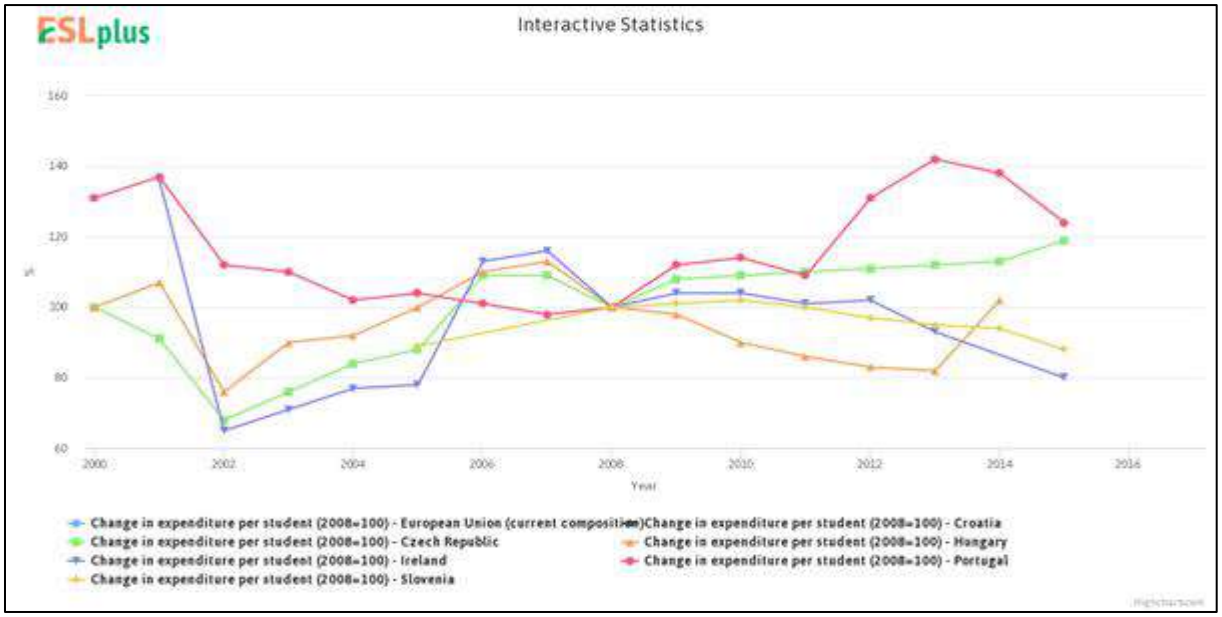


Figure #8: Change in expenditure per student (2008=100%). Source: ESLPlus Database. http://eslplus.eu

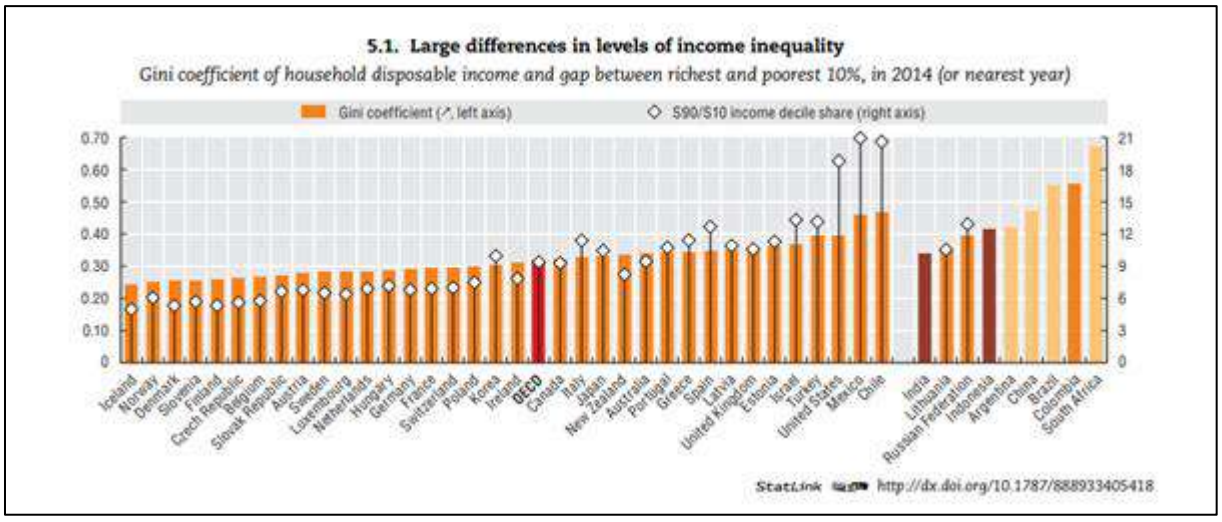


Figure #9: Society at a Glance. Source: OECD

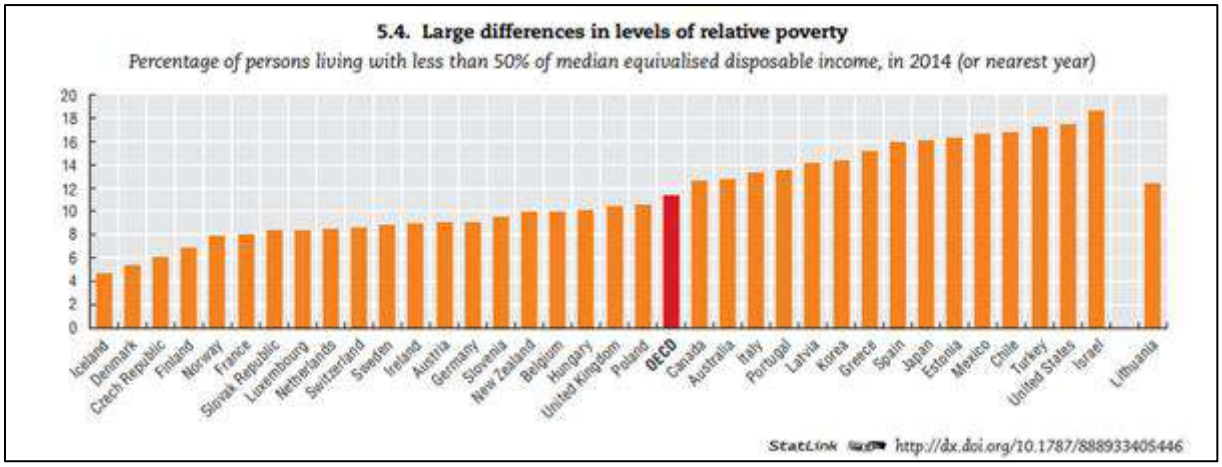


Figure #10: Society at a Glance. Source: OECD.

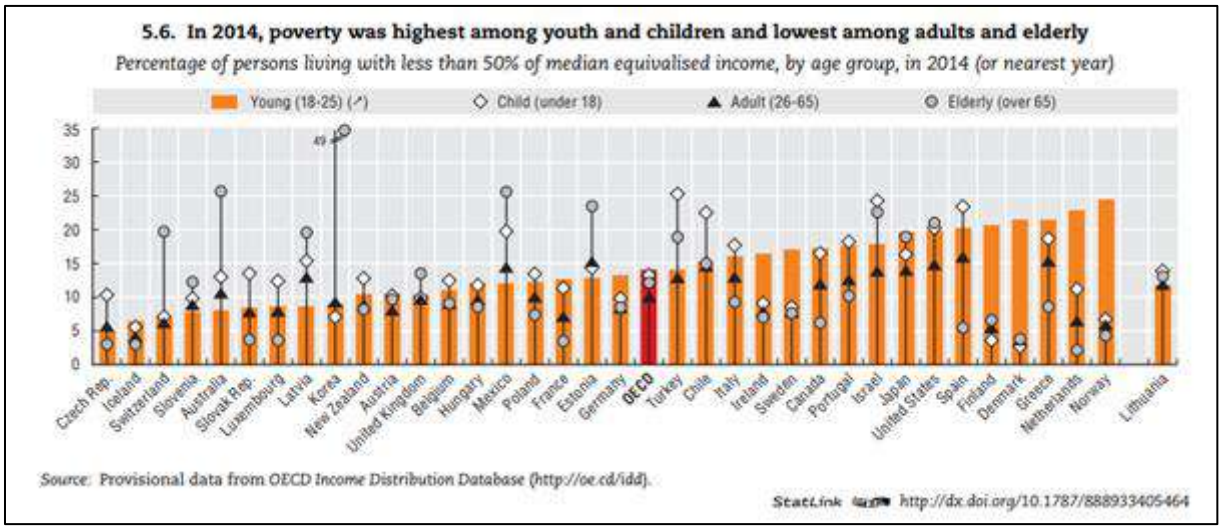


Figure #11: Society at a Glance. Source: OECD

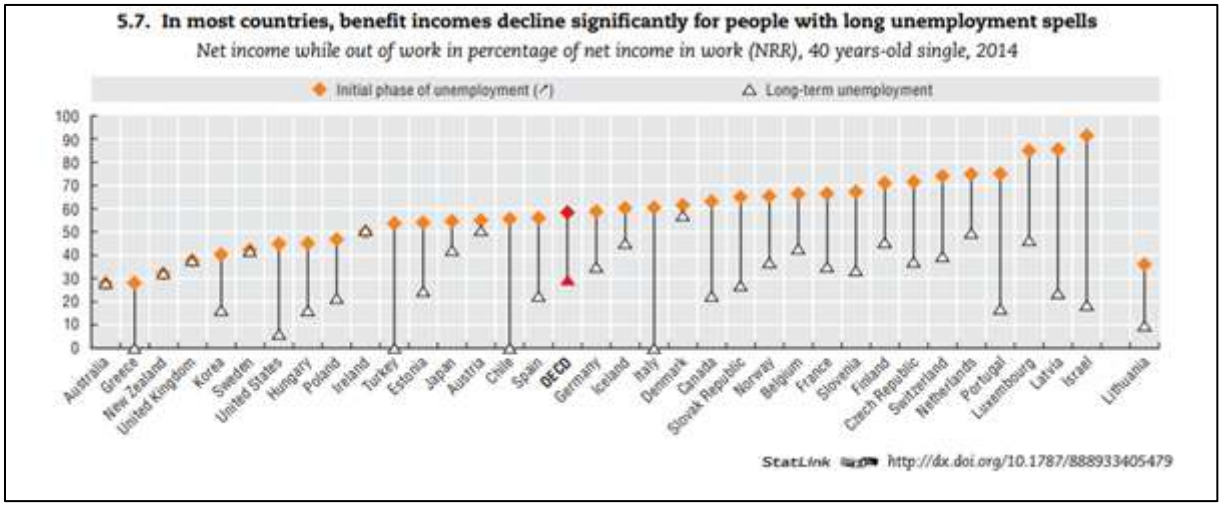


Figure #12: Society at a Glance. Source: OECD

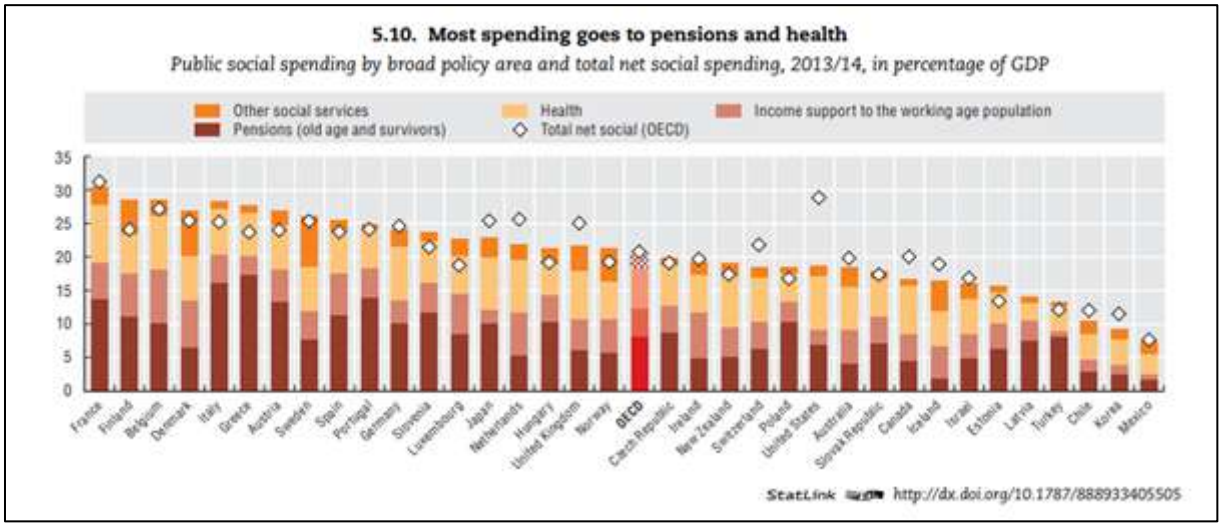


Figure #13: Society at a Glance. Source: OECD

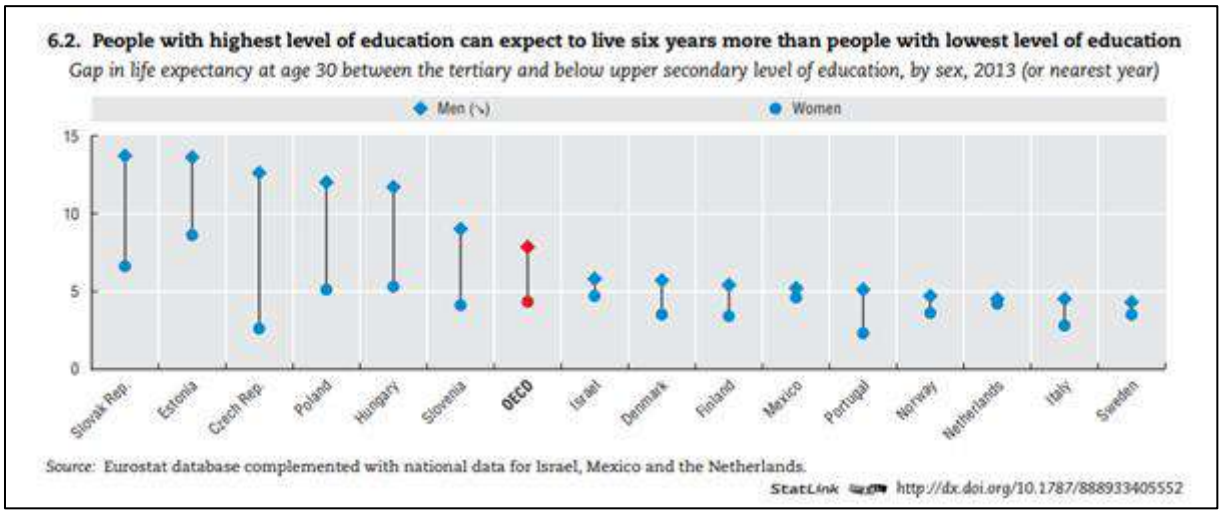
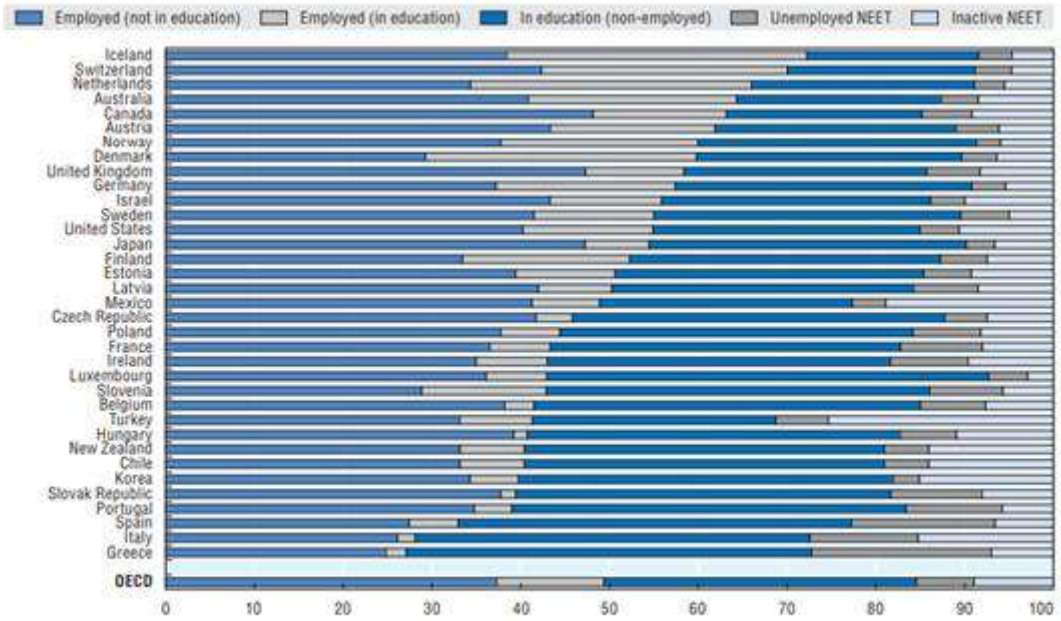


Figure #14: Society at a Glance. Source: OECD

Figure 1.4. **In the best-performing countries, many young people combine work with education**

Labour market status of young people, percentages, 2014



Note: Countries are ranked, from top to bottom, in order of youth employment rates. Data for Chile, Korea, New Zealand and Turkey relate to 2013.
Source: OECD calculations based on national Labour Force Surveys and the OECD Education Database (Australia, Germany, Israel and New Zealand).

StatLink http://dx.doi.org/10.1787/888933404835

Figure #15: Society at a Glance. Source: OECD

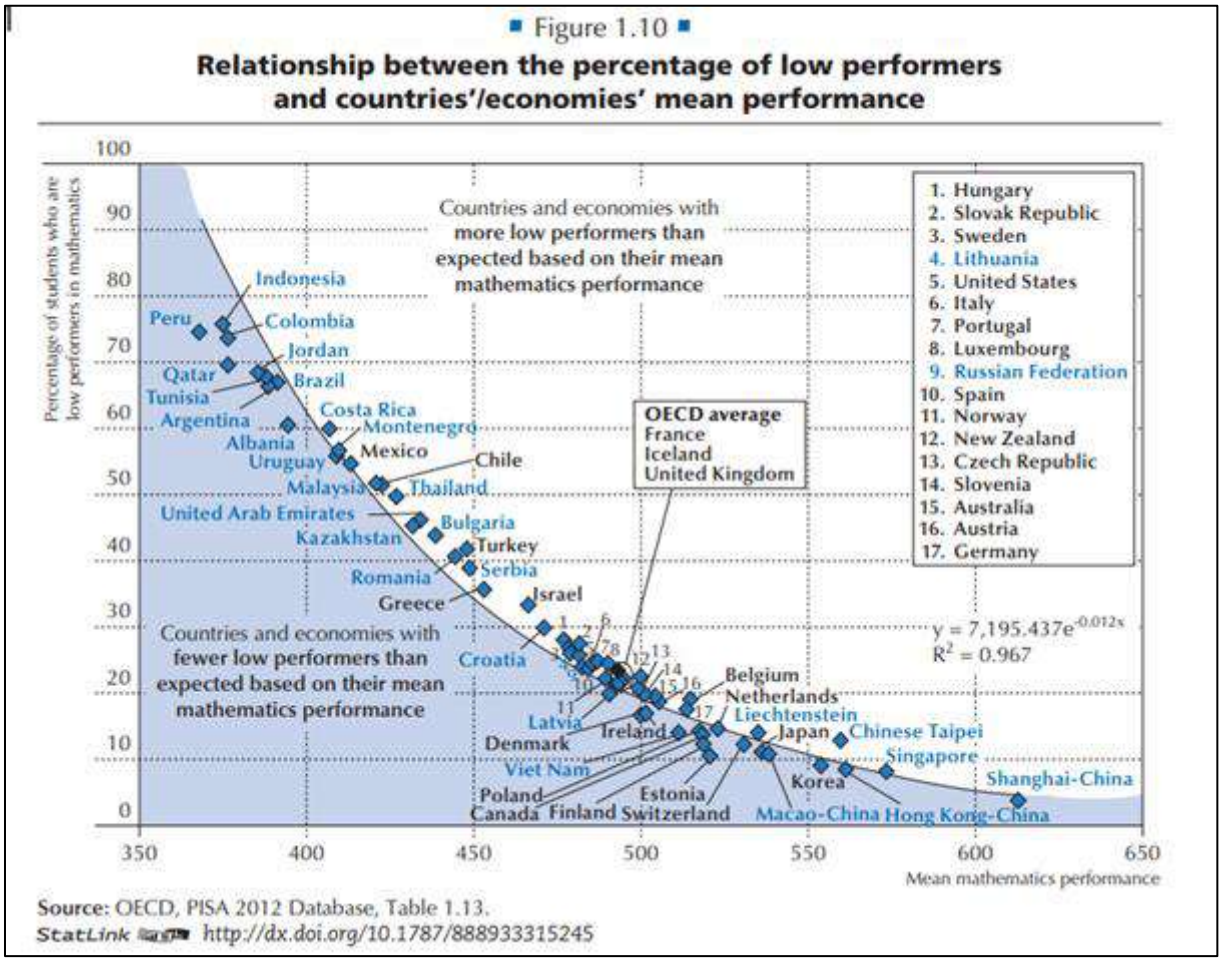


Figure #16: PISA Low-Performing Students. Source: OECD, PISA 2012 Statistics

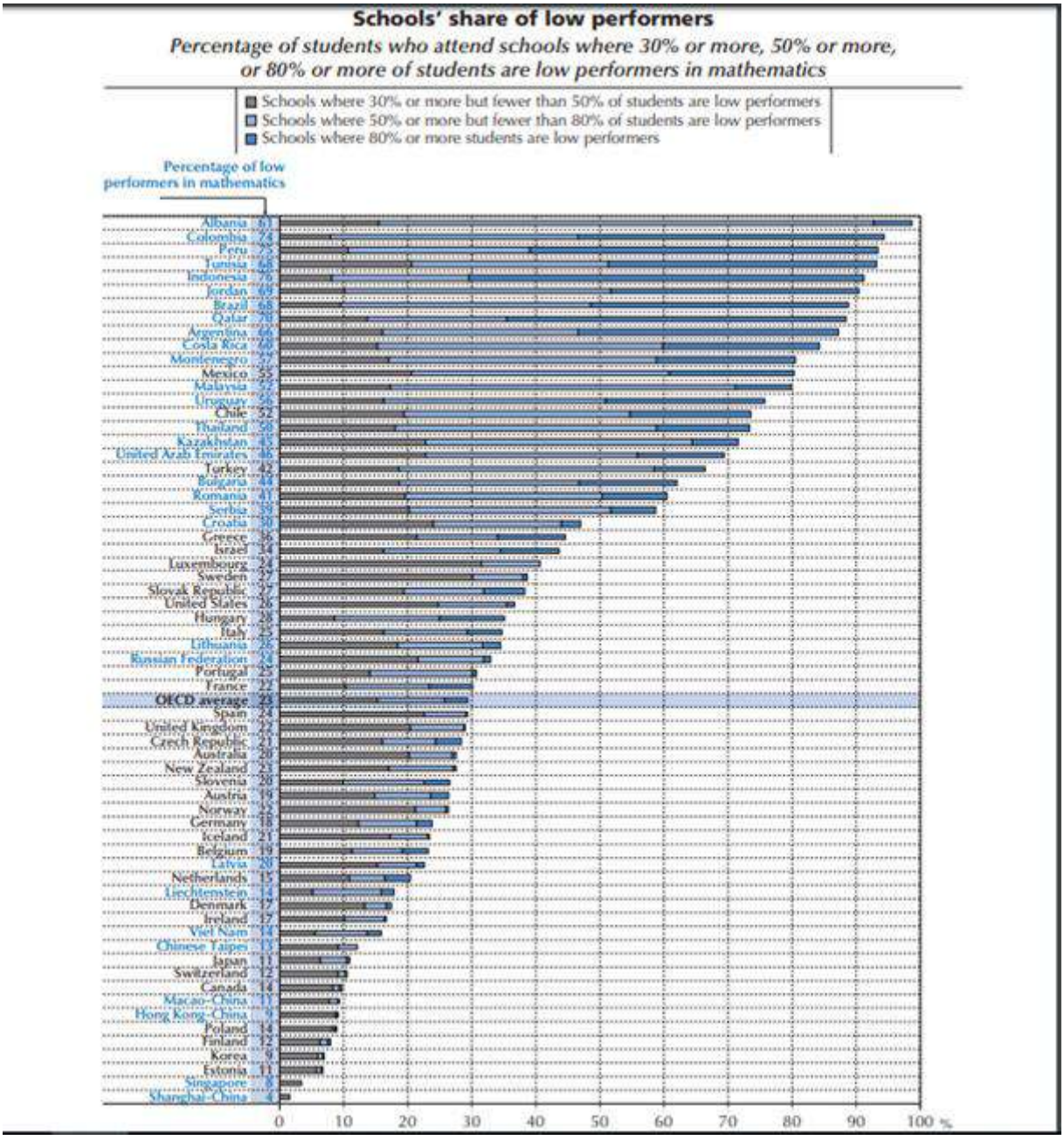


Figure #17: Schools' share of low performers. Source: OECD, PISA 2012 Statistics

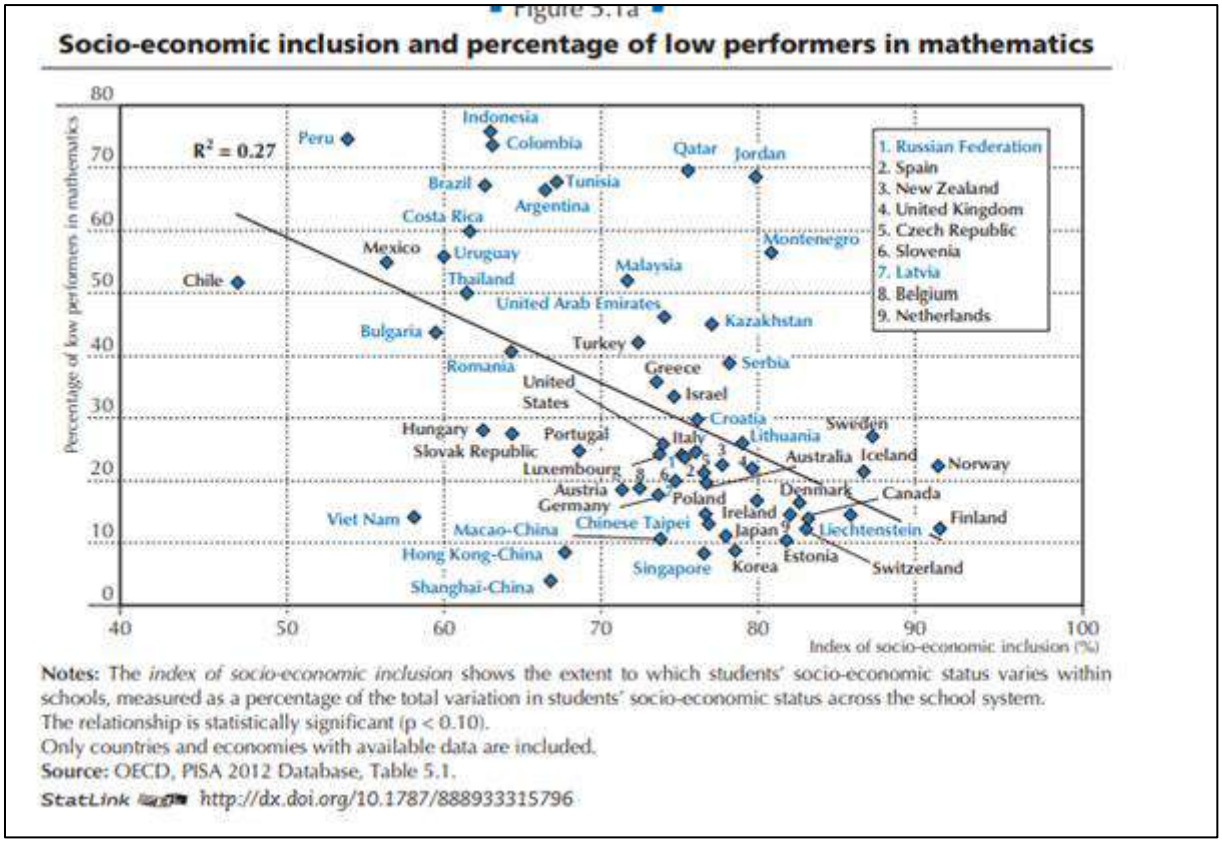


Figure #18: Socio-economic inclusion and percentage of low performers in mathematics. Source: OECD, PISA 2012 Statistics

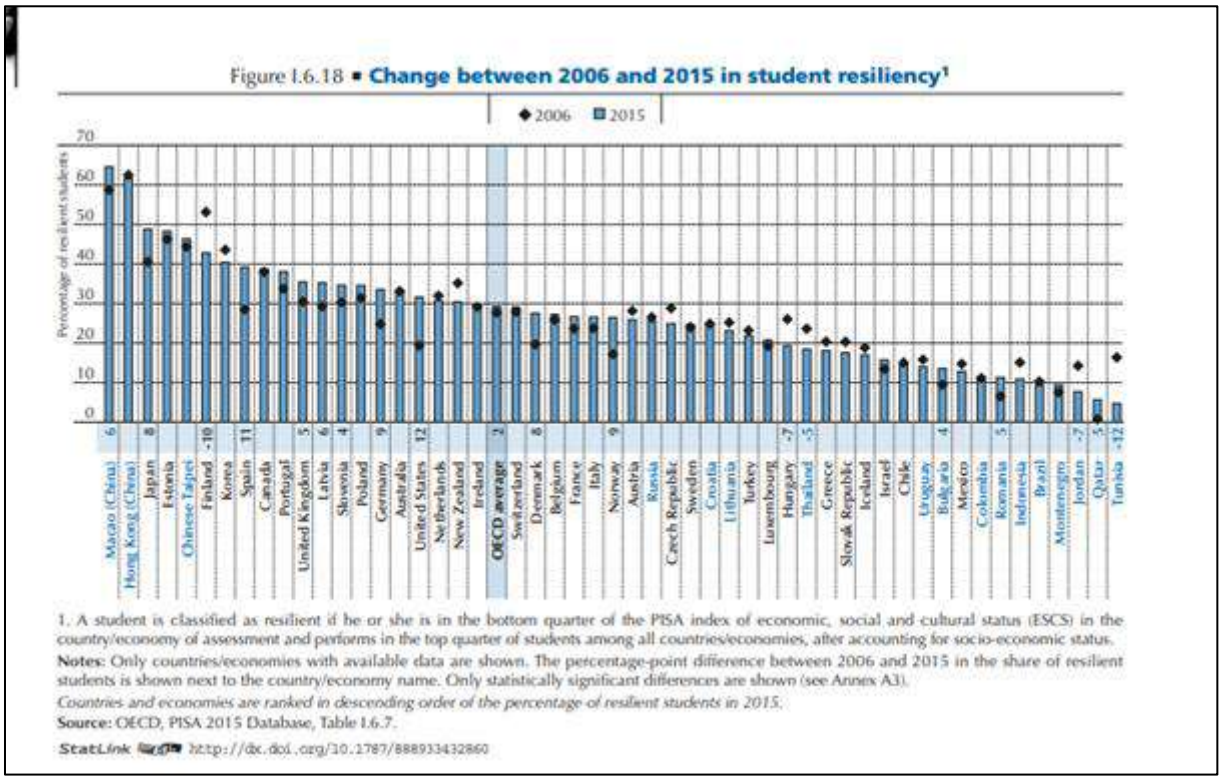


Figure #19: Change between 2006 and 2015 in student resiliency. Source: OECD, PISA 2015 Statistics

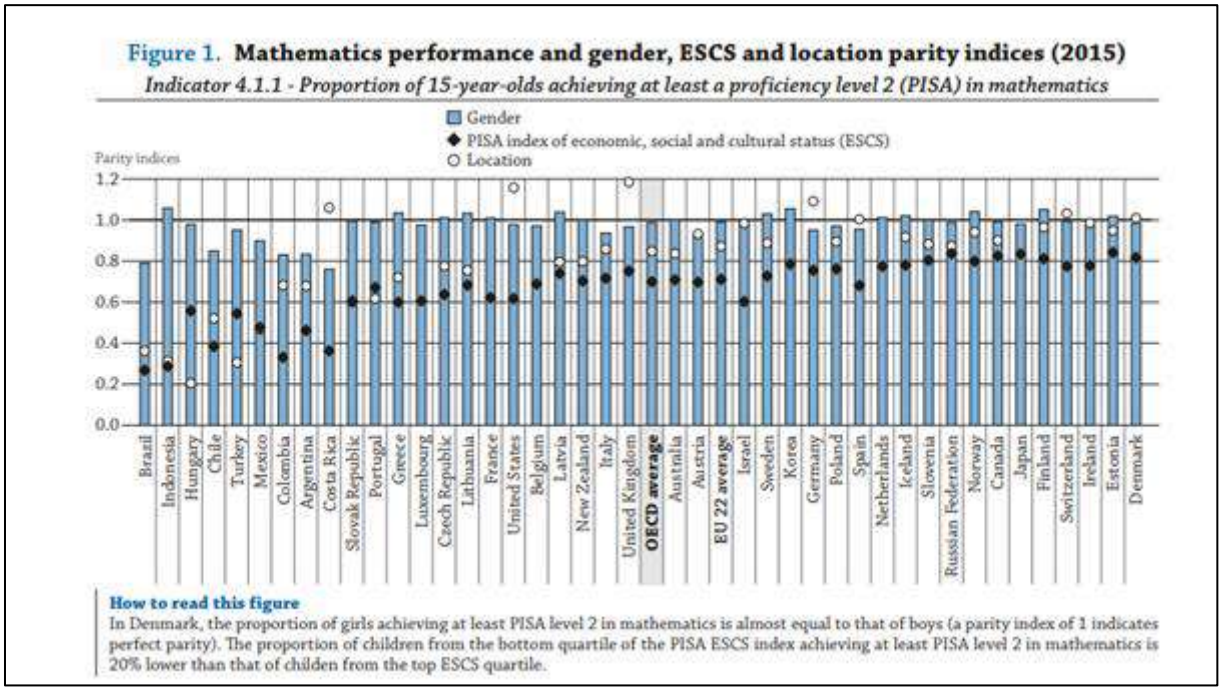


Figure #20: Mathematics performance and gender, ESCS and location parity indices. Source: Education at a Glance, 2015, OECD



STAIRS

COUNTRY REPORT OF THE CZECH REPUBLIC

Authored by: Mgr. Ludmila Půbalová, Mgr. Martina Košťálová, Bc. Jitka Fantyšová

Edited and published by: TEMPUS PUBLIC FOUNDATION

2020

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS TO PROMOTE INCLUSIVE EDUCATION

Co-funded by the Erasmus+ Programme of the European Union

TEMPUS PUBLIC FOUNDATION

STAIRS

TABLE OF CONTENTS

Structure of education 4

Structure of the National Education System 4

Early childhood education and care (ECEC) (ISCED 0) 5

ECEC 2 - Pre-school programs (ISCED 0) 5

Primary and secondary education (ISCED 1, 2, 3) 5

General education (ISCED 1) 5

Lower secondary education (ISCED 2) 7

Upper secondary education (gymnasium, Lyceum) (ISCED 3) 7

National context and current research 8

Management of secondary education 9

Identifying key local stakeholders 9

Main features of the education system 9

Counselling in education 11

Counselling in schools 13

Counselling at primary and secondary school level 14

Counselling in school counselling facilities 16

Psychological counselling 16

Educational and Psychological Counselling 16

Special Educational Center 17

Diagnostic Institute 19

Career counselling 19

Career issues in educational content 19

Career guidance institutions 20

National Institute for Education (NIE) 21

Professional preparation of pupils with special educational needs 22

Questionnaire 22

Question 1. 22

What is inclusion? What is social inclusion and why is it important? What is the difference between inclusion and integration? How do you understand inclusion specifically? 22

Question 2. 23

Who participates in the development of the national concept in the Czech Republic? Which people most influenced the changes? Who or what was an obstacle to change? What are the greatest achievements of inclusion (advantages and disadvantages)? 23

Question 3. 23

What impact does inclusion have on 23
Question 4. 24
When did you feel pressure on inclusion and why? Still pressure continues? 24

This project has been funded with support of the European Commission. The content of this publication is responsibility of the author(s). The views expressed in this publication do not necessarily reflect the views of the European Commission.

STRUCTURE OF EDUCATION

Structure of the National Education System

The education system in the Czech Republic is based primarily on the Education Act (and on the Higher Education Act) and defines the process of gradual acquisition of qualifications (closer to ISCED) at individual levels of the school system. The main pillar of the system is the division of education into three areas: pre-school and primary (primary), secondary (secondary) and tertiary (other). Education in this sense is called formal. A more general term is lifelong learning, also known as lifelong learning.

The levels of the education system

The youngest children may attend facilities for children less than 3 years of age or a children's group for children from 1 year of age until compulsory education begins.

Pre-primary education (pre-school education) is provided to children aged 3-6 years of kindergarten. Preference is given to children who have reached the age of 3 for enrolment in the catchment area. Since September 2017, the last year of preschool education (i.e., from 5 years) is compulsory.

Compulsory education starts at the age of 6 and lasts for 9 years.

Primary and lower secondary education (basic education) is usually carried out in nine-year primary schools, which are divided into first and second level (uniform structure). The age of pupils is usually 6 to 15 years. Multiannual grammar schools and eight-year conservatoires may also provide lower secondary education.

Upper secondary education (secondary education) is provided by secondary schools in general and vocational fields. The age of pupils is usually 15 to 18/19 years. Graduates achieve one of three levels of education:

- Secondary education with a school-leaving examination
- Secondary education with apprenticeship certificate
- High school education

Secondary education with a school-leaving examination can be obtained in general (grammar school and lyceum) as well as professional orientation and is a condition for admission to tertiary education. High schools provide also a follow-up course that allows graduates of vocational certificate courses to obtain secondary education with a school-leaving examination, and a shortened study in which graduates with a school-leaving certificate and vocational certificate receive education in another field.

A specific type of schools are conservatories that provide lower and upper secondary and tertiary professional education with an artistic focus.

Tertiary education is provided by colleges and universities. Higher professional education is obtained through usually three-year programs. Higher education takes place in programs of the first, second and third cycle (bachelor, master and doctoral degree programs), or in unstructured long master programs.

Adult education includes general, vocational, leisure and other education.

Structure of the education system

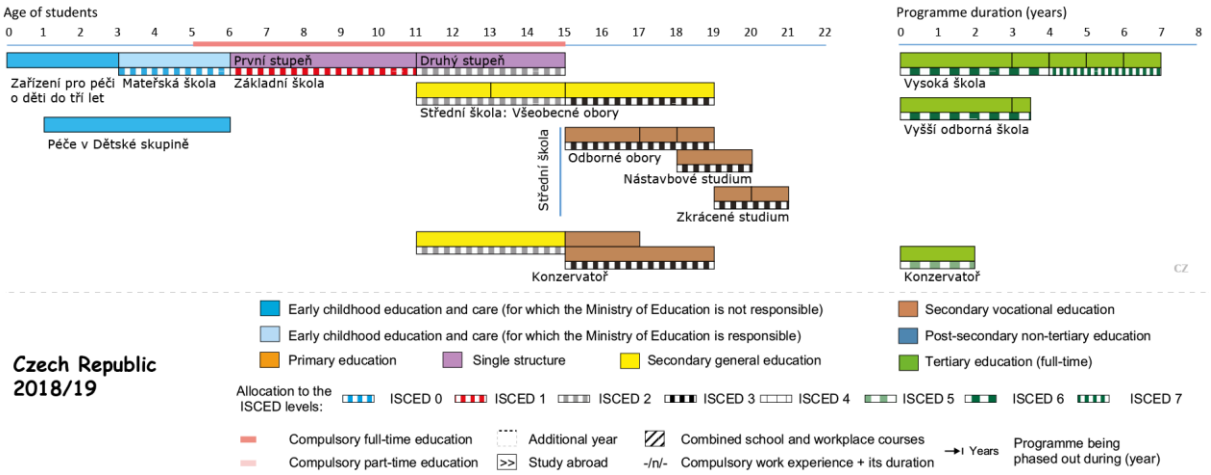


Figure #1: Structure of the National Education System. Source: Eurydice 2018/19. National-policies / Eurydice / file / czech-republicdiragram-2018-2019_en English Republic_Diragram 2018-2019

Schools are administered by the founders:

1. Municipality
2. County Office
3. Ministry of Education, Youth and Sports

Early childhood education and care (ECEC) (ISCED 0)

ECEC 2 - Pre-school programs (ISCED 0)

Pre-school education now requires at least one full year before primary school attendance.

Primary and secondary education (ISCED 1, 2, 3)

General education (ISCED 1)

Primary education

Primary education (age 6-15) is provided by a network of elementary schools lasting nine years. The last four years of elementary education may be completed at an eight-year grammar school, or it is possible from the seventh grade to change to a grammar school for a six-year study. In the Czech Republic, compulsory nine-year schooling is anchored in the law and may be preceded by pre-school education (age 2-6) organized by kindergartens and children's groups.

Secondary education

Secondary education is the second level of education in the Czech school system, following and continuing with primary education in the development of pupils already acquired knowledge, skills, abilities, attitudes and values necessary for professional employment. It also serves as a basis for

tertiary and subsequently life-long studies. Czech secondary education is most often named as “secondary education”, but according to different classifications, these terms are not entirely identical.

In the description of secondary education, the term "regional education" is used to include all education outside higher education.

Since the first concept (secondary education) focuses on defining the range of skills that need to be acquired at this stage and the second (secondary education) – examining the appropriate level of the different facilities that the teaching services provide, the education systems of different countries have not mutually similar enough to allow comparative analysis in the context of international education research. One of the most widely used is the ISCED (1997) *International Standard Classification of Education,* offered by UNESCO in the 1970s based on OECD and EU statistics. The basic elements of a certain level of education have been defined and the unification of evaluation parameters has created a reliable system of indicators enabling a comprehensive understanding of the different types of facilities and assessing whether equivalent education components in European countries are equally effective.

In order to avoid distortions and inaccuracies in the analyses caused by the diversity of the types of school systems, tables have been created which have included each national education system in an international standard. The table for the Czech system was created in 1999 and since 2008 it has been used by the Czech Statistical Office to analyse the current state of the education system, until after the influence of new educational trends, the original classification applied by the Czech system in 2014 was transformed.

ISCED level 2011	**Type of education**	**It is being implemented in the Czech Republic**	**The original ISCED level 97**
0	Early childhood education	kindergartens - level 02 (pre - primary education)	0
1	Primary	primary schools	1
2	Lower	secondary schools	2
3	Upper	secondary schools	3
4	**P**ost-secondary not included in tertiary	Postgraduate studies, part-time study for upper secondary education postgraduate study, part-time study for upper secondary education with apprenticeship certificate or school-leaving examination (completed at secondary schools)	4
5	Tertiary – short cycle	tertiary professional education at tertiary professional schools	5
6	Undergraduate or equivalent degree	undergraduate studies at a university (bachelor degree)	6
7	Master's or equivalent degree	master's degree at college	7

8	Doctoral or equivalent degree	doctoral study at a university	8

Table #1: ISCED levels of education. Source: Špačková based on ISCED 2011 International Standard Classification of Education, UNESCO Institute for Statistics, 2012

The table shows that the content of secondary education is not provided to Czech pupils in a single part of the education system, but starts at the second stage of primary school (lower secondary), continues in several types of secondary schools and conservatories (upper secondary). Post-secondary study programs, such as post-secondary and part-time studies, aimed at completing a pupil's preparation for tertiary education outside the classical secondary school plan. The differentiation of the secondary system is much more distinctive than the primary one.

Lower secondary education (ISCED 2)

Type of institution, main features, key data

The lower sub-type of secondary education (ISCED 2) follows primary education (creating the basic conditions for lifelong learning) and expands previously acquired skills (especially general skills) in a more specialized way. In most education systems, it is related to the completion of compulsory education (PSD). What is also important is the greater variability of school facilities compared to the previous level of education: in the Czech Republic, it can be provided through secondary school studies (6th-9th grade) or special schools, lower years of multi-year grammar schools, apprenticeships or practical schools.

Upper secondary education (gymnasium, Lyceum) (ISCED 3)

Type of institution, main features, key data

Upper secondary education (ISCED 3) is the next stage, whose function may be either to develop the prerequisites and skills for further educational growth or to provide vocational and general training to enter the workforce. Depending on the individual alternative decisions of pupils to continue or terminate their studies, two forms are distinguished – the 'transit' and the 'final' stages of education. Most often within this degree, graduates receive a certificate of fulfilment of ESD, therefore the length of study is usually related to the stipulated ESD deadline. The diversity of device types is the largest in this type, which partly explains the problem of high heterogeneity in educational outcomes across schools. The basic division of individual types is categorization according to the expertise of the provided education – general (grammar schools), vocational (vocational secondary schools) or vocational (apprentice) schools.

Post-secondary education is the last subtype in a given category and relates to the organization of follow-up courses for secondary school graduates with an apprenticeship certificate in order to continue their education. It is mainly provided by secondary schools that include these courses in the school curriculum.

Tertiary education

Type of institution, main features, key data

Tertiary education (age 19 and over) enables graduates to further increase their qualifications in various specializations by studying at either conservatoires, colleges or colleges (or universities).

Education at universities can then be distinguished into three basic levels: bachelor, master and doctoral (Ph.D.).

There are diverse objectives for organising the course and organization of education. In the context of the European Union, the basic principles and priorities shared (but with varying degrees of application) by its members can be mentioned – the principles of accountability, equal opportunities, multiculturalism, European dimension, democracy, subsidiarity, employability, European plurilingualism; information and communication technologies (ICT), environmental education, active European citizenship education, promoting social cohesion, etc.

NATIONAL CONTEXT AND CURRENT RESEARCH

KEY ISSUES REGARDING SOCIAL INCLUSION

In the Czech system of regional education there are two significantly different categories of institutions providing educational services – schools and school facilities, together forming its so-called "infrastructure". Schools provide education for pupils according to educational programs and school facilities provide services that are related to, support or supplement school. The main condition for the functioning of both types is their presence in the School Register, which gives them the right to draw funds from the state budget and also allows schools to issue state-guaranteed certificates.

The basic forms of schools are mainly kindergartens, primary, secondary and tertiary professional schools, as well as conservatories, elementary art schools and language schools with the right of state language examination. Of these schools, secondary education, all secondary schools, conservatories (completion of part of education corresponding to secondary education and passing the school-leaving examination), basic art and language can be included in secondary education, which emphasizes greater diversity of this level of education. School facilities can provide a variety of services, linked to the needs of pupils in the context of school education – such as after-school clubs and clubs, pedagogical-psychological counselling, accommodation and catering facilities, as well as various special-purpose facilities. Secondary education may include all of the above categories.

Compulsory school attendance (CSA)

CSA is one of the central concepts in the analysis of secondary education mechanisms, because its length and proportionate content depend on it. According to the Education Act, the minimum length of study in the Czech Republic is 9 years and starts no later than the sixth year after the child's birth, but this obligation expires after the student reaches 17 years of age. It is officially determined length can be tied to a certain number of years, or through the setting of the mandatory age of entering and leaving school. Compliance with ESD is most often associated with lower secondary education and in most European countries, at least one of them is certified in several possible ways: 1) a final examination; 2) stamps and year-round work; 3) final examination with regard to all-year work.

Forms and levels of upper secondary education

Pursuant to Section 25 of the Education Act, there are several forms of upper secondary education, unlike lower education, which are only in full-time form. These other forms of education are intended for people who have to master education and profession at the same time.

In the Czech system, there are three levels of secondary education and related three alternative possibilities of its completion – secondary education, secondary education with a vocational certificate and secondary education with a school-leaving examination.

Management of secondary education

The main actor of the Czech school system is the Ministry of Education, which is responsible for the state administration and is a guarantor of the level, quality and unity and quality education system.

However, the ministry does not have an administrative network to enable the state administration to be carried out immediately, but it can influence other subjects of the education system through various orders, superiors and instructions. For example, the School Register is a tool for influencing the form of education, and the Education Act is a basic legal document defining general educational objectives, content and scope. [6] Other documents are, for example, the National Program of Education (defines the main areas of education, its objectives, contents and means necessary to achieve these objectives), Framework Educational Programs (defines the compulsory content, scope and conditions of education for each field) school education programs) as well as various government decrees and orders.

Regional authorities are territorial self-governing units with a considerable degree of autonomy, for which the law does not stipulate any direct and explicit competence. In addition, they are an important element of the education system, as they establish approximately 68% of schools and are therefore the most important actor in regional education. They prepare a long-term plan of education and development of the education system.

Funding of public state facilities is provided through subsidies from the state budget and the European Social Fund. Regional education (primary and secondary schools) is funded through a so-called “mixed” model of financial administration, in which the Ministry of Education represents the state and delegates selected competences, powers and responsibilities to local authorities (regions and municipalities).

Since the Ministry of Education, Youth and Sports (MEYS) is the main decisive actor in the education system in the Czech Republic, setting up and overseeing the pursuit of objectives is its responsibility. The definition and declaration of the principles of the school system can be found in the main public policy document in the field of education – Act 561/2004 Coll. on pre-school, primary, secondary,

More specific goals of secondary education as well as the compulsory content, scope and conditions according to the fields of study are set by **the framework educational programs** for grammar schools, (grammar schools – called gymnasium) with sports training and vocational education.

IDENTIFYING KEY LOCAL STAKEHOLDERS

INSTITUTIONS AND PROFESSIONALS

Main features of the education system

Schools managed by public administration; powers distributed among central managing authorities, regions and municipalities

Ministry of Education, Youth and Sports as a state administration body in education:

- Is responsible for the state, conception and development of the education system;
- Allocates funds from the state budget;
- Sets the qualifications and working conditions of teachers;
- Determines the framework content of pre-primary to secondary education;
- Approves educational programs of tertiary professional schools.

County:

- Establishes secondary schools (ISCED 3);
- Establishes conservatories (ISCED 2, ISCED 3, ISCED 5);
- Establishes higher professional schools (ISCED 6).

Municipalities:

- Establish kindergartens (ISCED 0);
- Establish primary schools (ISCED 1, ISCED 2);
- Ensure compulsory education.

Legal entitlement to pre-school education from 3 years of age

The Education Act imposes an obligation on the municipality to ensure that a child who has a permanent residence in the municipality and who has reached at least 3 years before the start of the school year (by 31 August) is placed in a kindergarten. Pre-school education is compulsory for children who have reached the age of 5 (from the beginning of the school year following the day they reach 5 until the start of compulsory education). Education in the last year of public or state kindergarten is provided to the child free of charge.

After completing compulsory education, most pupils move to upper secondary education (ISCED 3)

The percentage of people in the 20-24 age group who have successfully completed at least upper secondary education was 89%, while the European average (EU 28) was 83% (2017). *Source: Eurostat Database*

High level of pupils enrolled in vocational programs (ISCED 3) 78.5% of upper secondary pupils are enrolled in vocational programs, with an EU average of 55.7% (2012). *Source: Eurostat Database*

Low drop-out rates (ISCED 3) The rate of early school leavers (defined as the percentage of the population aged 18-24 with at most lower secondary education not participating in further education or training) was 6.7% in 2017, while the European average (EU 28) was 10,6%. *Source: Eurostat Database*

Autonomy of universities

Universities (ISCED 6-8) are generally independent legal entities with a high degree of autonomy. Their self-governing powers include:

- Labour relations (including wages);

- Economy;
- Creation and implementation of degree programs accredited by the National Accreditation Office for Higher Education.

Low fees at public universities

The only fees paid by students are associated with the admission procedure and are paid by the students on a one-off basis (except for students studying in a foreign language who pay tuition fees).

Counselling in education

Counselling in education from an early age, usually from the age of three, to university level includes a wide range of services that complement and support the effectiveness of school education of pupils (children, students). Advisory services in education are provided in co-operation and close co-operation with schools / school educators and pupils' parents, adult learners. Counselling services include **psychological, special education and career activities**. These activities include diagnostics (psychological diagnostics, special pedagogical diagnostics, diagnostics of the need for support measures for pupils with special educational needs), formulation of recommendations for necessary support measures, assistance and participation in their implementation into practice, continuous monitoring of their fulfilment and effectiveness. Further consulting, intervention, methodological, coordination and educational activities and career counselling. Counselling services are provided with the **informed consent of the counsellor** (legal guardian / adult) and in accordance with ethical principles.

Counselling in the Czech education system is **an extensive system**. Institutions are only partially specialized, most institutions operate in all three monitored areas – pedagogical (study), psychological and career. Professional competence of the area is required. Institutions focusing on the needs of pupils with disabilities and some institutions that focus solely on career guidance are more distinct.

Educational counselling services are aimed at **supporting** the development of pupils 'skills and knowledge, including social skills, promoting universal and harmonious personal development, supporting pupils' career decision-making, promoting pupil's orientation towards lifelong learning.

Counselling services also include activities aimed at **preventing** school failure, preventing early school leavers, preventing risky behaviour, preventing pupils' relationship and personality problems, and targeted intervention services to address these areas

Counselling services are also focused on providing **direct psychological and special pedagogical intervention** to pupils with special educational needs, assistance in resolving pupils' crisis situations, methodological support of parents and pedagogical staff of schools and school facilities.

School counselling services also include **social counselling**, including in particular the provision of social-legal counselling, social intervention and cooperation with public authorities (social and legal protection of children) in promoting the pupil's interest.

The system of counselling in education in the field of identifying **the need for support measures** for pupils with special educational needs, gifted pupils, pupils from other cultural backgrounds, designing specific support measures according to the pupil's identified educational needs and the task to participate in their implementation support the success of the educational process. It also

includes monitoring of the progress and effectiveness of the support measures in practice. (For more on the support system through support measures, see Education of pupils with special educational needs.)

The role of educational counselling is to identify early risks of pupil development and risk in the smooth running of their education, to identify pupil's educational needs in a timely manner and to design and implement targeted support activities to improve pupil learning outcomes based on teamwork of all relevant actors and individual case analysis; support of his personal development and professional orientation.

Supporting activities and measures include a wide range of special pedagogical, psychological and pedagogical-organizational, personnel and technical measures, which are provided to pupils in need of support **free of charge** from the state budget.

Counselling services are provided to **pupils**, their **guardians, schools and school facilities** in close cooperation with them.

Advisory services provide:

- **Schools** (through professional teaching staff (educational counsellor, school prevention methodologist, school psychologist or school special educator) and non-teaching staff (social worker)
- **School counselling facilities**, which are a pedagogical-psychological counselling centre and a special pedagogical centre
- More detailed information on the activities of counsellors is available in the section Counsellors in pre-school and school education in Chapter 9.

Advisory services may be provided by other natural or legal persons within the specified scope and conditions.

Methodological and theoretical background of counselling is formed by the National Institute for Education, which also fulfils the coordinating role and role in the area of further education of counselling staff, and the Department of Psychology and Special Education of Universities. It also provides information and methodological background and direct services in the field of pedagogical-psychological and career counselling. In the area of career counselling, it cooperates with the Labour Office of the Czech Republic and its regional branches, which are in the competence of the Ministry of Labour and Social Affairs. (See Career Counselling.)

The methodological and professional platform is represented by professional associations dealing with various fields of education and universities (departments of psychology, special education). (See Career Counselling.)

The National Institute for Education is authorized to **revise the recommendations** of school guidance facilities concerning the assessment of the educational needs of pupils with special educational needs, the draft conditions for their education, the identification and design of support measures to support the success of education of pupils with special educational needs. Adolescent pupils, legal guardians of underage pupils, or a public authority, school or school facility or the Czech School Inspectorate have the right to request a revision of a recommendation issued by a school counselling centre if they have doubts about the correctness of the issued recommendation. (See Special support measures.)

Families of children under 7 years of age with disabilities can benefit from **early care** services provided under the Social Services Act. This is a field service, possibly supplemented by an outpatient form, provided to the child and the parents of a child who is disabled or whose development is in danger due to unfavourable health. The service is aimed at supporting the family and supporting the development of the child with regard to its specific needs. About 50 providers are registered in the register of the Ministry of Labour and Social Affairs. Some of them, for example, organize various seminars or lend appropriate toys and toys for children. Consultations take place in the field. They can be supported from public sources.

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities

Counselling in schools

Schools provide counselling services to their **pupils and their guardians**. The focal point of the school's counselling services is to support the development of the pupil's personality, his / her educational outcomes, setting suitable conditions for education, prevention of risky behavioural manifestations, assistance in deciding on the pupil's professional orientation and creating and implementing pedagogical support plans.

Schools provide counselling services to the school counselling centre, which **usually operates:**

- **Educational counsellor** (provides counselling services in the area of choice of educational pathways and job application, i.e., career counselling, participates in solving educational or relationship difficulties of the pupil, mediates contact to professional workplaces)
- **School prevention methodologist** (co-ordinates the creation and implementation of the school prevention program, which mainly includes activities to prevent risky behaviour – truancy, self-harm, substance abuse, sexual abuse, racism and xenophobia, promoting multicultural values facilitating contact with professional workplaces)

The provision of school advisory services **may also be ensured by**:

- **School psychologist** (mainly involved in the creation of an inclusive climate at school, participates in the development of educational support plans, individual educational plans, provides guidance to legal representatives on education issues, provides consultations and assistance to pupils in solving their problems, participates in support of education pupil, including gifted pupil, early identification of risk factors in pupil development, performing orientation psychological diagnostics, direct psychological support to pupils with special educational needs in accordance with the content of support measures)
- **School special educator** (especially in the area of support for the creation of an inclusive school climate, support for education of pupils with special educational needs, especially pupils with disabilities, early identification of risk factors in child development) , participation in the preparation of the educational support plan and its fulfilment, participation in the creation and implementation of individual educational plans, methodological assistance to school teachers in the education of pupils with special educational needs, methodological assistance and support to pupils' legal

representatives in education and training). The decision to fill the school advisory office is the responsibility of the school head

School counselling primarily includes:

- Supporting the building of an inclusive school climate
- Promoting the success of education and preventing school failure
- Primary prevention of risky behaviour of pupils, creation of school preventive programs and support of their implementation, education to healthy lifestyle
- Career guidance is integrated from the level of basic education integrating educational, information and counselling support in the choice of educational path and later professional employment
- Professional support for inclusion and education of pupils with special educational needs (including gifted pupils, foreigners or persons belonging to national minorities)
- Detection of problem areas in the performance of the pupil, his / her strengths, recommendation of the method and participation in solving the problem
- Preparation of a plan of pedagogical support within the support measures of the first level and its fulfilment in the education of pupils at risk of school failure, early school leaving or risky behaviour
- Continuous and long-term support for the education of gifted and exceptionally-gifted pupils
- Methodological support for teachers in applying psychological and special pedagogical knowledge and skills to the educational activities of the school
- Implementation of support measures of the second to fifth level in cooperation with school counselling facilities (pedagogical-psychological counselling centre, special pedagogical centre) and provision of intervention activities to pupils with special needs; educational needs
- Co-ordination of provided support services at school, participation in the preparation of individual educational plans of pupils with special educational needs
- Provision of information and mediation of the possibility of using other relevant services in relation to the support of school pupils' education
- Providing basic information on available social services and other relevant professional services
- Methodological support for teachers in applying support measures to the school's educational activities

Counselling at primary and secondary school level

In providing counselling services, the school counselling staff (usually an educational counsellor, school prevention methodologist, school psychologist and school special educator) cooperates with all schoolteachers, especially classroom teachers, and school counselling facilities to address issues related to pupil education and setting appropriate conditions for their education.

The school co-operates with a pedagogical-psychological counselling centre, a special pedagogical centre, or with other institutions that are involved in supporting the education of the pupil and protecting his / her interests, e.g., with the authority for the social and legal protection of children,

with NGOs working in support of social inclusion. In the area of career counselling, the school co-operates with the Labour Office within the competence of the Ministry of Labour and Social Affairs.

The basic document to support the school success of pupils in the provision of school counselling services is the pedagogical support plan, which is a document of support measures of the first level. The plan of pedagogical support is elaborated by the school, if necessary, to support the pupil's performance in some area by pedagogical means. The pedagogical support plan contains a description of the pupil's difficulties to which the pedagogical support is directed, the pupil's strengths, the objectives to be achieved and how they are achieved, and the effectiveness evaluated.

Children with special educational needs

In order to support the education of pupils with a wide range of special educational needs and the need for support measures of levels 2 to 5, schools prepare an individual pupil's educational plan based on the recommendations of the school counselling centre. At secondary level, the school head may authorize education according to an individual educational program for other serious reasons than special educational needs or pupil's talents. *See also Special support measures.*

Nursery school counselling

Kindergartens, which are intended for children as a rule from the age of three (at the earliest two years), provide guidance to the child's parents in the field of pedagogical support for child development, provide parents with information on available professional counselling and other services aimed at promoting support for its successful development and development and support for its preparation for compulsory education.

Kindergartens may set up a school guidance centre for the provision of guidance services.

The nursery school co-operates with a pedagogical-psychological counselling centre, a special pedagogical centre, or with other institutions that are involved in supporting the education of the child and protecting his / her interests. In case of threat to the interests of the child, it co-operates with the body of social and legal protection of children. Kindergartens cooperate with elementary schools in ensuring the smooth transition of children from pre-school education to compulsory education, and co-operate with organizations providing early care within the competence of the Ministry of Labour and Social Affairs in ensuring the smooth transition of children from early care to pre-school education.

Kindergartens provide specific support to children with special educational needs by applying supportive measures. Support measures are implemented by professionally trained and professionally qualified pedagogical staff of the school (pedagogue, special educator, school speech therapist, etc.) in accordance with the educational needs of children and recommendation of support measures by the school counselling centre and in cooperation with it.

A key document that nursery schools prepare and implement as part of their counselling services is a pedagogical support plan. The pedagogical support plan is developed for a child who requires the application of first-level support measures in his / her education.

In order to support the education of children with a greater range of special educational needs and the level of support from 2 to 5 kindergartens, based on the recommendations of the school

counselling centre, elaborate an individual educational plan of the child that includes necessary pedagogical-organizational, content, school. *See also Special support measures.*

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities. Law on social and legal protection of children

Counselling in school counselling facilities

Special education centres focus primarily on supporting pupils with hearing, visual, physical, speech impairment, multiple disability, autism or mental disabilities.

In relation to pupils with disabilities, as codified in the Education Act, pedagogical and psychological counselling centres tend to specialise in providing counselling services to pupils with learning disabilities or behavioural disorders. The target group is furthermore pupils with personality or relationship problems, foreign pupils and pupils disadvantaged due to cultural or other life situation. See Psychological counselling for more details.

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities

Psychological counselling

Educational-psychological counselling provided to pupils (children, students) is an integral part of the system of education and support of education of all pupils and their harmonious development, including pupils with special educational needs.

Pedagogical-psychological and special pedagogical counselling support is provided to pupils by school counselling facilities, which are pedagogical-psychological counselling centres and special pedagogical centres.
Diagnostic institutions and educational care centres provide counselling services in the context of institutional care or protective care and preventive educational care.

On the website of the Ministry of Education, Youth and Sports there is a map of educational and psychological counselling centres in the Czech Republic.

Legislation and Bibliography: Education Act.

Educational and Psychological Counselling

Educational and psychological counselling centres are school counselling facilities established by regions or other legal or natural persons (ecclesiastical and private counselling centres). There is at least one workplace in each district.

Psychological counselling services are provided by psychologists, special educators and social workers.

The individual or group work of these experts with pupils, their guardians and teachers includes diagnostic, interventional, methodological and information activities. It is carried out on an outpatient basis at the counselling centre and visits to the counselling experts in schools and school facilities.

Educational and psychological counselling usually performs the following **activities**:

- It determines the pedagogical-psychological readiness of pupils for compulsory education and publishes a report and recommendations.
- Identifies the special educational needs of school pupils using methods of psychological and special pedagogical diagnostics.
- Develops recommendations with proposals for support measures for pupils with special educational needs and gifted pupils.
- Provides pupils with direct psychological and special pedagogical support and intervention.
- Provides support for pupils at increased risk of school failure or personal and social development problems.
- Provides counselling services to pupils with different cultural backgrounds and living conditions.
- Provides career guidance to pupils.
- Provides information, methodological and advisory support to pupils' legal representatives.
- Through prevention methodology it ensures prevention of risky behaviour, implementation of preventive measures and co-ordination of work of school prevention methodologists.
- Provides methodological support to pedagogical staff of schools and school facilities in providing advisory services to schools and school facilities in the application of support measures.
- It draws up recommendations for adjusting the final examinations of secondary school and tertiary professional students, including the school-leaving examination.
- Provides assistance and consultation to schools in identifying extraordinary talents and provides professional pedagogical and psychological services to gifted pupils.
- Performs regular evaluation of the implementation of support measures.

In the area of career / career counselling, counselling centres co-operate with relevant workplaces of the Labour Office of the Czech Republic (see Career Counselling in the Concept of Lifelong Learning).

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities

Special Educational Center

Especially pedagogical centres operate mainly in schools established for groups of pupils with physical, mental, hearing or visual impairment, speech disorders, autism, multiple disabilities, exceptionally in schools for pupils with developmental learning or behavioural disorders. They specialise in providing counselling services for the category of pupils for which the school is established. The development trend is to provide these specialised counselling services in an integrated way for more categories of pupils with disabilities.

The expert teams of the centres are special educators, psychologists and social workers. Depending on the type of disability of the clients of each centre, these teams may be supplemented by other specialist staff. The activities of the centres are carried out on an outpatient basis at the centre and by visits to the centre's staff in schools and school facilities, or in families and facilities providing care for pupils with disabilities.

The main focus of the activity is to support pre-school children in the care of parents (legal guardians), to support pupils integrated into schools and school facilities, to support children with severe and multiple disabilities who cannot attend school, usually between 3 and 19 years. Schools for pupils with a specific type of disability are provided with counselling services only in the framework of diagnostic care.

The Special Educational Centre usually performs the following activities:

- Determines the preparedness of pupils with disabilities for compulsory education.
- Identifies the special educational needs of pupils with disabilities and the need for support measures.
- Prepares professional documents for creating conditions for education of pupils with special educational needs.
- It draws up recommendations for adjusting the final examinations of pupils with disabilities.
- Provides career guidance in continuing education and employment.
- Provides special pedagogical care and support services to pupils in inclusive education, if the school cannot provide this support to its teachers.
- Performs special pedagogical and psychological diagnostics and provides counselling and assistance in solving problems in education, mental and social development of pupils with disabilities.
- Provides guidance on the education of pupils with disabilities to educational staff and pupils' legal representatives.
- Provides methodological, information and consultation support to schools that educate pupils with disabilities to pupils' legal representatives.
- Performs regular assessments of the need and effectiveness of support measures.

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities

Educational Care Centres are educational establishments that provide diagnostic, preventive and counselling services to minors in difficult life situations, persons at risk of behavioural disorders or already developed manifestations of behavioural disorders and negative phenomena in social development, for which no institutional care is ordered or imposed protective education, eventually for adults until the completion of secondary education (client).

Diagnostic activity is focused on recognition of essential features of client's personality, identification of client's needs and problems. It is the starting point for elaboration of an individual educational plan and setting of special pedagogical and psychological therapeutic procedures. Therapeutic activity is aimed at more fundamental changes in the client's behaviour and attitudes.

The Educational Care Centre provides psychotherapeutic assistance to children, young people and parents, for example in relationship issues, behavioural disorders, bullying among children, and asocial manifestations in children and youth in children and youth (aggression, substance use, initial crime) or psychiatric problems and personality problems in children.

This care is provided by a team of experts in the field of psychology, special education and social work.
The basic methods of work include the following individual psychotherapy, family therapy, group psychotherapy.
The centres also offer the possibility of co-ordinating voluntary therapeutic stays in educational care centres for children and young people with the accommodation department.

Some centres develop prevention programmes for schools; such as bullying, racism, drug addiction or the safe use of the Internet. It also offers diagnostics and intervention in the case of socially pathological phenomena in the class team.

The Centre of Educational Care co-operates with the school, pedagogical and psychological counselling institutions, the body of social and legal protection of children, health care facilities and other bodies involved in the prevention and solution of the risk behaviour of the client.

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities

Diagnostic Institute

The Diagnostic Institute is a school facility that performs during the diagnostic stay special pedagogical and psychological examinations of children who were ordered by the court for institutional care or protective care, or children whose placement in the diagnostic institution for the purpose of professional examination and suggestions for their behaviour asked the parents / persons responsible for their upbringing (on the basis of a contract between the institution and the child's legal guardian or adult). Outpatient care can provide preventive educational care, ie provide special pedagogical or psychological services to children with behavioural disorders, their families or schools.

Legislation and Bibliography: Education Act. Decree on the provision of guidance services in schools and school guidance facilities. Act on the Performance of Institutional Education or Protective Education in School Facilities and on Preventive Educational Care in School Facilities and on Amendments to Other Acts

Career counselling

The transmission of information about the world of work is part of the content of education in both compulsory and post-compulsory education.

Practical training is another form of preparation for life in the world of work, particularly in upper secondary education, particularly in vocational schools, which attends nearly 75% of the population concerned.

In addition to school, **guidance counsellors** (see School Counselling), career guidance counselling is carried out by institutions specialising in career counselling.

Legislation and Bibliography: Decree on the provision of guidance services in schools and school guidance facilities. Development Yearbook of Education in the Czech Republic 2006 / 07–2016 / 17

Career issues in educational content

In compulsory education, one of the educational areas of the Framework Educational Programme for Elementary Education is the area of Man and the World of Work.

In the first stage it includes four thematic units:

- Work with small materials
- Design activities
- Growing work
- Food preparation

All circuits are mandatory.

The second level is divided into eight thematic areas:

- Working with technical materials
- Design and construction
- Growing and breeding
- Operation and maintenance of the home
- Food preparation
- Work with laboratory technology
- Use of digital technologies
- The world of work

Thematic area, "The world of work", is compulsory and at least one other area is selected from other schools according to their conditions and pedagogical intentions. Given its focus on the selection of future occupations, it is recommended to rank it in the highest grades.

At **the upper secondary level**, preparation for professional and economic civic life takes place within the framework of teaching topics in the educational field (for grammar schools), respectively. cross-sectional topic (for professional fields) **Man and the world of work**. Framework educational programmes require that grammar school graduates have the entrepreneurial competence and graduates of vocational fields of competence for employment and entrepreneurial activities.

The inclusion of vocational training and vocational training in enterprises in the vocational curricula of vocational secondary schools enables contact between pupils and employers, which may influence the decision to start employment. In addition, some pupils continue to work as employees in the company where they practice. Contact with the world of work in VET is ensured through practical training in enterprises (see Teaching and learning in upper secondary education).

Legislation and Bibliography: Framework Education Program for Primary Education. Framework Educational Program for grammar schools. FEP for secondary vocational education

Career guidance institutions

Career counselling provides pupils with:

- Educational counsellor at school (see Counselling at school)
- Educational and Psychological Counselling
- Special education centre (in the case of pupils with disabilities)
- Career guidance centre

- Information and counselling centres for career choices of the Czech Labour Office (IPS)

Information and Advisory Centres for Employment Choice of the Czech Labour Office (IPS)

Labour Offices have undergone a new legal regulation establishing the Labour Office of the Czech Republic, which has its regional branches; they include contact centres set up according to accessibility needs. Information and counselling centres (IPS) for career choices operate at regional branches of the Labour Office, **providing up-to-date information**:

- A network of high schools and universities, study and apprenticeships across the country
- The conditions and course of the admission procedure
- The demands and requirements of each profession
- On graduate employment opportunities
- The situation on the labour market in the region and in the whole Czech Republic
- On the possibilities of retraining (for details see Unemployed and other defined groups)

Information and counselling centres for the selection of occupations of the Labour Office of the Czech Republic (IPS) provide detailed descriptions of individual professions, the possibility of self-service testing of professional interests in relation to the profession and relevant education, electronic search of study or apprenticeship throughout the Czech Republic and they are all free of charge.

The standard activities of an educational counsellor include (in addition to those listed in the School Advisory section) the accompaniment of class teams of the final year at school year during a visit to the Information and Advisory Centre of the Labour Office of the Czech Republic, where are pupils introduced to the current situation on the labour market. Pupils are also informed that they can make an appointment for individual consultation on career choices or transition to the labour market.

National Institute for Education (NIE)

The Career Guidance Center is part of the National Institute for Education (NIE), which also publishes a number of publications analysing the success of graduates in the labour market.

NIE manages the information portal www.infoabsolvent.cz - Information System on the Employment of School Graduates in the Labour Market (ISA), which was created within the system project VIP Career (2005–2008) of the Ministry of Education, Youth and Sports, co-financed by the European Social Fund. On the website of the applicant, for each field of education at secondary schools, conservatories and colleges, will find a summary of the field, graduate employment, unemployment information, basic documents, schools implementing the field, and basic information on admission to these schools. It is also possible to search according to the selected occupation - for each position is given its characteristics, activities performed, overview of fields in which it is possible to obtain the necessary qualifications, average monthly earnings and other information. Educational fields can also be selected according to the type of disability of the pupil. The website also contains advice on career choices and, in case of difficulties in study, contacts to professional staff of pedagogical-psychological counselling centres, Career Counselling Centre, Labour Offices and Youth Information Centre.

An important part of the VIP Career system project was also the creation of school counselling centres at more than a hundred schools where a school psychologist and / or school special

educator, educational counsellor and school prevention methodologist work. The current tendency is to increase the number of school counselling centres and thus strengthen the competences of schools to provide counselling services to pupils directly.

An important part of the systematic project called VIP Career system project was also the creation of school counselling centres at more than a hundred schools where a school psychologist and / or school special educator, educational counsellor and school prevention methodologist work. The current tendency is to increase the number of school counselling centres and thus strengthen the competences of schools to provide counselling services to pupils directly.

Professional preparation of pupils with special educational needs

The vocational training of pupils with special educational needs and the offer of courses is similar to that of the general population, while maintaining the special educational support resulting from pupils' special educational needs. Career counselling is provided similarly to other pupils; in the case of the disabled, special educational centres also participate in it. The transition of young people with severe or multiple disabilities from vocational training to the labour market seems to be the most problematic area of care for the disabled. The situation is particularly difficult in the area of employing people with intellectual disabilities. These adolescents are generally listed as long-term unemployed, eventually earn a pension in connection with their disability and often remain in the social network.

Legislation and Bibliography: Decree on the provision of guidance services in schools and school guidance facilities.

To complete the questionnaire, we addressed teachers

- Kindergartens – (kindergarten Radotín Prague, kindergarten Strakonice, kindergarten Klatovy, kindergarten Beroun, kindergarten Kamenice nad Lipou)
- Children's groups (DS Sedmikráska České Budějovice, DS Brouček Čkyně)
- Elementary schools (Elementary school České Budějovice, elementary school Vlachovo Březí)
- Special Elementary Schools (Primary School Strakonice)
- Children's homes (DD Volyně and DD Písek)
- Secondary schools and colleges (SPgŠ a VOŠ Prachatice, VOŠ a SŠ České Budějovice)
- Universities (University of West Bohemia in Pilsen, Miroslav Ondříček Film Academy Písek)

QUESTIONNAIRE

Question 1.

What is inclusion? What is social inclusion and why is it important? What is the difference between inclusion and integration? How do you understand inclusion specifically?

Inclusion is understood by teachers from different levels of education in the same way.

Inclusion is a school system in which everyone has the chance to educate indiscriminately, merging into the mainstream.

Social inclusion is seen as very important for individuals and society as a whole, as it enables quality coexistence in society in everyday life.

Social inclusion aims to integrate people with various disadvantages into everyday life. Social inclusion is important both from the normal human point of view, where everyone should have a chance to live a successful full life, and from an economic point of view, where the dependence of disadvantaged people on financial contributions should be reduced.

Inclusion vs. integration - in integration we try to adapt the pupil to the school, in inclusion we adapt the environment to the needs of the pupils. Inclusion is therefore understood as merging with mainstream education, integration as inclusion

Question 2.

Who participates in the development of the national concept in the Czech Republic? Which people most influenced the changes? Who or what was an obstacle to change? What are the greatest achievements of inclusion (advantages and disadvantages)?

Development of the national conception in the area of inclusion is solved by some professional publications, they are part of bachelor and diploma theses (e.g., INCLUSION AS A CURRENT TREND IN EDUCATION, author Bc. Eva Rygelová, published by Masaryk University 2017). The history of development is therefore well known and sophisticated.

It is based on the Action Plan for Inclusive Education 2016-2018, elaborated by the Ministry of Education, Youth and Sports in relation to the approved amendment to the Education Act. The idea is certainly worthwhile, but it is already in the middle of 2019 and it is not working on its connection to the next period, nor its evaluation.

Main achievements of pro-inclusive measures:

- Funding of basic elementary schools - support measures
- Possibility to fill some positions in regular schools - eg special educator, psychologist
- Creating new jobs - teaching assistant
- Material security
- Main achievements of negative aspect for pro-inclusive measures
- Elimination of high-quality special education.
- Overall reduction in basic education.
- Increasing the burden for ordinary and gifted pupils.
- Financial demands.
- Unqualified teaching staff.
- Restrictions on the rights of the disabled child who have the right to education appropriate to him / her.
- Inability to achieve the success of a handicapped child in a common elementary school team.

Question 3.

What impact does inclusion have on

Children - more disadvantaged pupils have a chance of education. However, this fact also affects the so-called intact pupils, who are often not given due attention due to the included pupil in the classroom. This often reduces the demands on all pupils, which leads to a decrease in the level of learned educational content, skills, or lessons, overall knowledge and skills development.

Parents – in many cases, parents think they have the full right to "put" their disadvantaged child into the mainstream class without thinking what the consequences will be and whether it really will be beneficial. Given the legislation set, it is very difficult for them to explain that this is not always the best way.

Educators and non-educators – as with the previous ones, depend on the nature of the disadvantage. In case of a pupil's minor disadvantage, the teachers have a number of tools to work with the pupils, given the support measures available. Nonetheless, in many cases, the overall process of degradation (especially in the case of more severe disadvantages) is generally reduced as the teacher usually adapts to the weakest pupil (of course this depends on a number of factors – e.g., number of pupils in class, number of pupils included, teaching method).

Directors - this is probably the most difficult position. On one hand, the director is being pushed by legislation, another by the parent, the founder and, last but not least, by the CSI, which expects certain educational results (as well as the general and professional public). Unfortunately, finding a conflict of interest for all these groups is quite often impossible, so the director is constantly shifting from one to the other, trying to find the best way, while facing considerable criticism from the rest.

Question 4.

When did you feel pressure on inclusion and why? Still pressure continues?

The problem is perceived differently by elementary schools, otherwise by special education.

In special education, adjustments were begun in 2014, which led to a reduction in the number of pupils, often rash, hasty inclusion of pupils in mainstream primary schools. They were not prepared for changes either materially, financially or personally. The concept of inclusion was not sufficiently elaborated and interconnected, pedagogical staff lacked sufficient education, lacked professional positions. There was also a lack of public awareness. The pressure to develop inclusion continues, educators and parents of mainstream schools are opposed to inclusion. First of all, there are no individual plans for inclusive pupils, which would allow for the involvement of pupils in a collective where the child can excel (e.g .education), in other subjects pupils could be educated individually.

As an example, we take a look at a private high school.

Given the perspective of secondary vocational education and the less ties to this issue compared to compulsory education, I cannot claim to be subject to sudden enormous pressure. We only deal with partial cases and, unlike primary schools, it is unlikely that we will meet five included children in one year. The pressure aimed at us most probably during the 2016 amendment, when the bureaucracy and all the documentation became more difficult. After this year, the awareness of inclusion in society has also expanded, so we have started to address the different requirements of parents. Nowadays we have become accustomed to it and it is more of a routine work for us, but it is burdensome.

Question 5 Sources: knowledge, people, buildings, equipment, transport and finance. How were the resources provided at urban, regional and national level and implemented in practice? What were the obstacles and how did they overcome them? What helped principals and teachers to implement inclusion in practice?

All resources that have been provided to us (and are still provided) flow through support measures. Thanks to them, it is possible to provide assisted pupils with assistants and possible compensatory aids. Prior to the amendment to the Decree, the financing of these resources was a problem. As a private school, we had to pay everything from our own resources, and we could only apply for partial financial compensation under the development program. However, this compensation only paid a percentage of all the necessary costs for the included pupils. Financially standardised support measures were created with the amendment – every school, regardless of the founder, is entitled to the payment of the necessary compensatory aids and support measures. This step has helped us greatly in implementing effective pupil inclusion. Currently, the biggest problem is the small number of staff suitable as teaching assistants. Education of pedagogical staff in the field of inclusion is currently complemented by schools within various ESF-funded projects, specifically in the addressed schools, e.g., the project, “Support of pupils with disabilities at primary schools in the South Bohemian region”, or the project, “Kindergartens as centres of peer support in to individualise education and develop creativity.”

COUNTRY REPORT OF SLOVENIA

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Edited and published by: TEMPUS PUBLIC FOUNDATION

2020

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS TO PROMOTE INCLUSIVE EDUCATION

Co-funded by the Erasmus+ Programme of the European Union

TABLE OF CONTENTS

Structure of education 4

Structure of the National Education System 4

Early childhood education and care (ECEC) (ISCED 0) 4

ECEC 1 and 2 – Creche and Pre-school programmes (ISCED 0) 4

Primary and secondary education (ISCED 1, 2, 3) 5

General issues on the inclusiveness of the education system of Slovenia 5

General education (ISCED 1 and 2) 5

Upper secondary education (gymnasium, Lyceum) (ISCED 3) 6

Short vocational education 7

Vocational education 7

Vocational technical education 8

Technical education 8

General education 8

Adult education 9

Upper secondary non tertiary education 9

National context and current research 9

Characteristics by the level of education 10

Early childhood education and care (ECEC) and transition to the compulsory education 10

Primary school 10

Upper Secondary education 11

Characteristics by the education system and governance 12

Features of the education legislation 12

Teacher policy 15

Social dimension 16

Terminology and its national context 17

Terminology in Slovenia 17

Diversity 17

Equality 17

Equity 18

Inclusion 18

Inclusive education 19

Special educational needs (SEN) or special educational needs and disabilities (SEND) etc. 19

Identifying key local stakeholders 19

Institutional leaders 19
Organisation of schools 21
Actors 22
Parents 23
Role of identified stakeholders in the whole school approach 24
Critical analysis of national indicators regarding social inclusions 25
National indicators 26
Recommendations: local focus 27
Slovenian learning needs 27
European learning perspectives 27
Appendix – Statistics 30

This project has been funded with support of the European Commission. The content of this publication is responsibility of the author(s). The views expressed in this publication do not necessarily reflect the views of the European Commission.

STRUCTURE OF EDUCATION

Structure of the National Education System

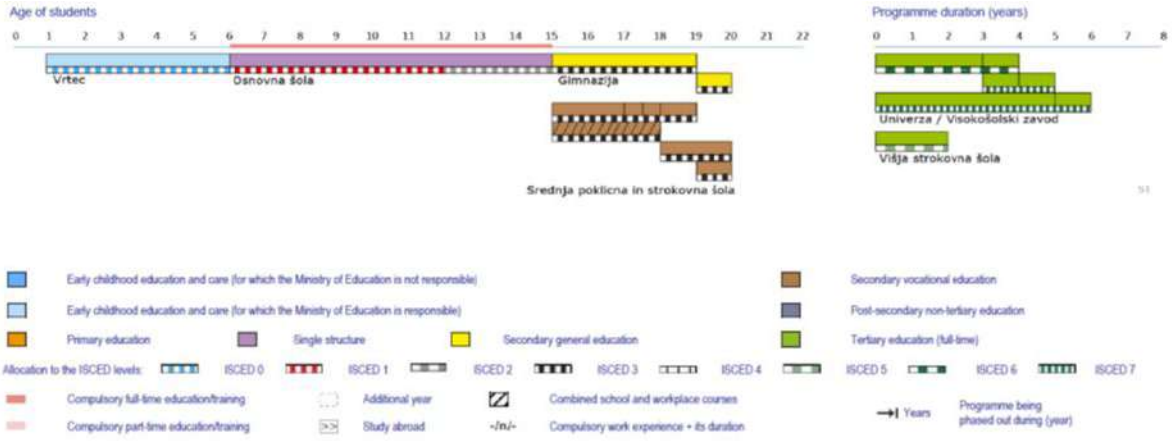


Figure #1: Structure of the National Education System. Source: https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

Organisation and Financing of Education Act (1996) states that the education system in Slovenia among other aims shall aim at:

- guaranteeing optimum development to individuals regardless of their sex, social and cultural background, religion, national origin and physical and mental handicaps;
- educating for mutual tolerance, developing the awareness of the equality of rights for men and women, respect for human diversity and mutual cooperation, respect for children's and human rights and fundamental freedoms, and fostering equal opportunities for both sexes and thereby the capacity to live in a democratic society;
- guaranteeing equal educational opportunities in regions with special developmental problems;
- guaranteeing equal educational opportunities to socially deprived children;
- guaranteeing equal educational opportunities to children, youth and adults with special needs.

Early childhood education and care (ECEC) (ISCED 0)

ECEC 1 and 2 – Creche and Pre-school programmes (ISCED 0)

Kindergartens Act (1996) is carried out according to the following principles related to inclusive education:

- pluralism,
- equal opportunities for children and parents, taking into account the differences between children,
- the right to choose and to be different.

Type of institution, main features, key data

- Pre-primary education is part of the education system. Pre-primary provision includes unitary centre-based childcare and education which is mainly public. Pre-primary institutions (kindergartens) are set up by municipalities. Attendance is optional. Children can attend pre-primary institutions from the age of 11 months until they enter compulsory education at the age of 6 (that is, from 5 years and 8 months to 6 years and 8 months).
- The percentage of children with SEN in the population of all children enrolled in public pre-primary schools has increased in recent years, from 1.2–1.3% between 2006 and 2011, up to 1.7% in 2015/2016. The inclusive trend is evident (Source: FPIES – Slovenia Country Report, p. 23).

Specific issues on the inclusiveness on this level

- Children with special needs have two options:
  - An adopted programme for Pre-school children and additional professional support (DSP), which means that the child is in the usual kindergarten department and is allowed to adjust the program according to the decision and guidance in the form of DSP hours.
  - Separated adopted programmes, known as departments for SEN children. These are departments within kindergartens, where are only children with special needs {small groups (up to 6)} and special rehabilitation teachers or teachers with special qualifications to work with them.

Relevant measures in the past 10 years (successful or failed)

- The education of learners with special needs is regulated by the Placement of Children with Special Needs Act (2000, 2006, 2007). The Act defines procedures for the placement of learners with special needs in all types of education, from pre-primary to upper-secondary education. Since January 2019 it is supplement with Integrated Early Treatment of Preschool Children with Disabilities Act (ZOPOPP).

Primary and secondary education (ISCED 1, 2, 3)

General issues on the inclusiveness of the education system of Slovenia

Basic School Act (1996) defines the following goals related to inclusive education:

- education for respect and cooperation, for accepting differences and tolerance, for respect for human rights and fundamental freedoms;

General education (ISCED 1 and 2)

Type of institution, main features, key data

- It is compulsory education organized as integrated primary and lower secondary education. Nine-year basic school is attended by pupils aged 6 to 15 years.
- The Placement of Children with Special Needs Act (ZOUPP) regulates procedures for the placement of learners with special needs into the educational programme. Depending on the learners' psychological and physical status, the Act enables their inclusion in

education, based on the assumption that additional help from experts and adaptation of the implementation of programmes will help learners to achieve a comparable standard of knowledge. Learners with severe disorders can still attend special forms of education in schools for learners with special needs and institutions for the education and training of learners with severe developmental difficulties.

Specific issues on the inclusiveness on this level

Specialised forms of education within mainstream schools:

- Education programmes with adapted provision and additional specialised assistance: aimed at SEN students for whom adaptations in the provision of the programme, which is otherwise identical to the mainstream primary curriculum, are sufficient.
- Adapted education programmes with equivalent performance criteria: these programmes include adaptations to the actual programmes for various groups of SEN students (e.g. deaf children); lesson organisation, assessment methods etc. are adapted. Additional specialised assistance is also provided.
- Adapted education programmes with lower performance criteria, aimed in particular at students with mild learning difficulties.
- Special education programmes for children with moderate and severe learning difficulties and other special programmes, and
- Education programmes aimed at students with behavioural and personality disorders.

The first two types of programmes are provided in mainstream schools, while the others are as a rule provided in specialised schools. An individual school can offer multiple programmes simultaneously, but in the case of lower performance criteria they are always provided in separate classes.

The school prepares an individualised curriculum for every student enrolled in one of the above programmes. It contains all the adaptations the student requires in order to participate equally in lessons and achieve optimal learning objectives.

Relevant measures in the past 10 years (successful or failed)

- A five-step model for assisting students with learning disabilities is recognised from year 2008 and it is obligatory for schools from 2015.
- Minor changes to the The Placement of Children with Special Needs Act ZOUPP (e.g. since 2012 among recognized groups of learners with special educational needs are also pupils with autism spectrum. Since 2015 an educational programme with equivalent performance criteria is adapted to them).

Upper secondary education (gymnasium, Lyceum) (ISCED 3)

General Upper Secondary School Act (1996) defines the following aims of gymnasiums related to inclusive dimension of education:

- educates for the responsible protection of liberty, for the tolerant, peaceful coexistence and respect of others;
- develops a willingness to build a free, democratic and socially equally state.

Type of institution, main features, key data

- Upper secondary education is not compulsory and is provided by public upper-secondary schools. It takes 2 to 5 years.
- Learners can choose between two educational programmes: general education and vocational-technical education.
- Students may choose freely among general and vocational programmes. If the number of candidates exceeds the number of places, schools may limit enrolment in the first year and students can enrol regarding their grades in last 3 years of basic school.
- There are four types of VET programs (short vocational educational programmes, vocational educational programmes, vocational technical programmes and technical educational programmes) and two types of general education programs at this level.

Short vocational education

Type of institution, main features, key data

- Short vocational upper secondary education (NPI, ISCED 353, SOK 3) lasts for two years and enables pupils who have completed compulsory schooling (nine years of regular schooling or schooling for special needs pupils) to later, after finishing the program with final exam, enrol in 3- or 4-year VET programmes or enter to the labour market for assistant type of places.

Specific issues on the inclusiveness on this level

- Educational programmes are generally designed for enrolment of SEN learners, who have completed compulsory education (nine years of basic education) but not achieved competences on level ISCED 2.

Relevant measures in the past 10 years (successful or failed)

- The problem is a narrow professional set of programs aimed primarily at boys, fewer girls.

Vocational education

Type of institution, main features, key data

- In vocational upper secondary education (SPI, ISCED 353, SOK 4) can enrol anyone who has successfully completed primary school or short vocational upper secondary education and fulfils specific conditions if required.1 Since school year 2017/18 onwards, students enrolling in this type of VET programmes can choose a school based or apprenticeship implementation.2

Specific issues on the inclusiveness on this level

- Similar to the primary level, the educational programme could be adapted to the SEN learners. Additional professional assistance (DSP) is also possible (The Placement of

[1] There is a special condition for entry into the geo-operator miner VET programme, i.e. psychophysical ability (call for applications for enrolment in upper secondary programmes in 2016/17).
[2] Professions are gradually available, so in school year 2019/20, there are 11 SPI VET programs prepared for apprenticeship form.

Children with Special Needs Act (ZOUPP)). But when adjustments in the mainstream schools are not sufficient for a successful inclusion, a learner with special needs is enrolled in the adapted or special programme, carried out by specific schools and institutes (e.g. CIRIUS Kamnik, Zavod za gluhe in naglušne).

Relevant measures in the past 10 years (successful or failed)

- Minor changes in legislation (ZOUPP)

Vocational technical education

Type of institution, main features, key data

- After completion of a 3-year VET programme with a final exam, pupils can enter labour market or enrol in the vocational technical upper secondary education (PTI, ISCED 354). Those 2-year programmes target students who want to attain a higher level of education or want to increase their opportunities to enter tertiary education after passing the vocational matura.

Specific issues on the inclusiveness on this level

- The same as the vocational education; the educational programme could be adapted to the SEN learners. Additional professional assistance (DSP) is also possible (The Placement of Children with Special Needs Act (ZOUPP)).

Relevant measures in the past 10 years (successful or failed)

- Minor changes in legislation (ZOUPP)

Technical education

Type of institution, main features, key data

- The entry conditions for technical upper secondary education (SSI, ISCED 354, SOK 5) are the successful completion of primary school or a short vocational upper secondary education programme and the specific requirements of some programmes. After four years, SSI programmes are completed with a vocational matura, young can enter the labour market or enrol in higher vocational education or higher education, but the choice is limited. It is possible to pass one additional exam (5th exam) from the general matura subjects, which enables student to enrol in some first cycle academic programmes.

Specific issues on the inclusiveness on this level

- The same as the vocational education; the educational programme could be adapted to the SEN learners. Additional professional assistance (DSP) is also possible {The Placement of Children with Special Needs Act (ZOUPP)}.

Relevant measures in the past 10 years (successful or failed)

- Minor changes in legislation (ZOUPP)

General education

Type of institution, main features, key data

- General upper secondary education (ISCED 345, SOK 5) lasts for four years. Pupils can opt from classic general or professional programmes. After completing with general matura, young can enter the labour market or enrol in tertiary education.

Specific issues on the inclusiveness on this level

- The same as the vocational education; the educational programme could be adapted to the SEN learners. Additional professional assistance (DSP) is also possible {The Placement of Children with Special Needs Act (ZOUPP)}.

Relevant measures in the past 10 years (successful or failed)

- Minor changes in legislation (ZOUPP)

Adult education

Type of institution, main features, key data

Adult education is marked by its considerable diversity of programmes and institutions, supporting lifelong learning trend and policy. Adults can enrol in the same formal programmes as young people, but they have to pay tuition. Organisation and means of assessing knowledge are adjusted to suit an adult learner. Education market is full of non-formal programmes and some of them are considered as continuing VET, offered by public and private providers; regulation of provision of such programmes is not part of legislation. Anyhow in late 2018 first formal continuing VET programme was accredited. In the school year 2016/17, 5% of adult learners enrolled in general upper secondary programmes, while 95% enrolled in upper secondary VET programmes (61.3% in technical programmes, 33% in vocational programmes and 0.7% in short VET programmes). The national vocational qualifications (NVQ) system is intended for adults over 18 who would like to verify knowledge gained outside formal education. The system has been in place since 2000.[3]

Upper secondary non tertiary education

Type of institution, main features, key data

Post-secondary non-tertiary education does not exist in Slovenia.

NATIONAL CONTEXT AND CURRENT RESEARCH

KEY ISSUES REGARDING SOCIAL INCLUSION

The White paper on Education in Slovenia (2011: 14) place equity as one of the main principles of education in Slovenia, which should provide anyone the equal opportunities for success in life.

The equality of opportunities presupposes that everyone is treated in accordance with the classical rule of equity (equal must be treated equally and unequal unequally in line with their diversity). The concept of social justice as an equality of opportunity thus allows inequality in the achievements of

[3] Cedefop (2019). VET in Slovenia. In: Cedefop (2019). Spotlight on VET – 2018 compilation: vocational education and training systems in Europe. Luxembourg: Publications Office, pp. 62-63. http://data.europa.eu/doi/10.2801/009.

individuals, but only if they have equal opportunities to reach them, and this inequality of individuals' achievements is the result of their free choices, abilities, effort and risks assumed (White paper, 2011: 14).

Inequality in the education is, when on one hand educational activities are conducted regardless specific (physical and/or mental) health and developmental, cultural, socio-economic and any other circumstances students may have and/or on the other hand when student's circumstances are to easily used as an excuse for not achieved educational standards although student would be able with relevant support to reach higher.

In terms of equity goals, Slovenia has some national policies and support in place for the disadvantaged students. The Slovenian education system includes several systemic mechanisms for disadvantaged groups (positive discrimination) to help reduce inequity (uneven starting positions) and help with an optimal development and successful integration in the education system for all students (e.g. for students from low income families, students with special needs, members of Roma community, etc.)

Characteristics by the level of education

Early childhood education and care (ECEC) and transition to the compulsory education

- Pre-primary education is part of the education system. Pre-primary provision includes unitary centre-based childcare and education which is mainly public. Pre-primary institutions (kindergartens) are set up by municipalities. Attendance is optional.
- Slovenia is one of the EU countries with the highest level of involvement of children in the formal pre-school education system for children up to three years old. Kindergartens help parents care for pre-schoolers and their holistic development through the implementation of childcare programs. This improves the quality of life of families and indirectly creates good conditions for economic and social development.
- In the school year 2018/19, 87,147 children were enrolled in kindergartens, which is 81.7% of all children aged between 1 and 5 years. In the last ten years the number of children enrolled in kindergartens increased by a third (from 65,966 in the school year 2008/09 to 87,147 in the school year 2018/19). Pre-school education was provided by 968 kindergartens and their units, 852 of them public and 116 private. A large majority of children (94.4%) were attending public kindergartens.
- The European strategic goal for education and training 2020 is 95% inclusion of children of that age in pre-school education. Slovenia has not yet achieved that goal but is coming closer each year. 39,753 children aged 4 and 5 years were enrolled in pre-school education, which is 95% of all children of that age. The enrolment rate of the youngest (1 and 2 years of age) increased as well from a half of the population in 2008/09 to 65.5% in 2018/19.

Primary school

- Primary education is accessible to all residents due to its wide-ranging network of primary schools. Parents can choose whether their child will attend public or private elementary school or be educated at home.

- In the school year 2018/19, 186,328 children were enrolled in basic school program with regular and adapted curriculum, 5,000 more than in the previous year. The number of children in basic education continues to grow since 2010/11 when the population of pupils was the smallest in independent Slovenia (161,046). Smaller generations born 15 years ago are leaving for upper-secondary schools and bigger generations of 6-year-olds are entering. This year's generation of first-graders is a quarter larger (21,945) than the generation of ninth-graders (17,721).
- Children enter basic education at 6 years of age. However, lately more and more children enter at the age of 7. Five years ago there were 5.7% 7-year-olds among first graders. In 2018/19 the share was 10%.
- Compulsory basic education was carried out by 774 basic schools and their subsidiaries and by 48 basic schools with adapted curriculum and institutions for children with special education needs. In the largest school 1,108 pupils were attending classes, in the largest school branch 361 and in the smallest branch only 4. On average there were 342 pupils in independent and central schools and 54 in subsidiary schools.
- In the school year 2018/19 the average class had 19.1 pupils. This number varies depending on the organizational form of schools. In independent and central basic schools there were on average 20.7 pupils per class, and in subsidiary schools only 11 pupils per class. The average number of children per class also varies among statistical regions. The average number of children per class was the lowest in basic schools in the Koroška statistical region (15.9) and the highest in the Osrednjeslovenska statistical region (21.5).
- There were 1,692 repeaters in total (0.9% of all pupils). Most of them (355) repeated the 6th grade, followed by grades 8 and 7. The fewest pupils (21) repeated the 9th grade.
- In regular and adapted basic education programmes there were 9,948 children with special needs. Most of them (76.5%) were included in regular programmes with adapted implementation and additional professional assistance and represented 4.1% of all pupils in regular basic education programmes.
- In the school year 2017/18 basic school education was successfully completed by 17,116 pupils, 263 of them in basic schools with adapted curriculum.

Upper Secondary education

- Upper-secondary education is not compulsory and is provided by public upper-secondary schools. Learners can choose between two education programmes: general education and vocational-technical education.
- In the school year 2018/19, 73 110 students were enrolled in the upper secondary education carried out by 144 public upper secondary schools, 6 private upper secondary schools and 5 institutions for special needs children. The number of upper secondary students continues to fall as the generations of young people currently in upper secondary schools are the smallest in the last 70 years. However, we expect this trend to turn since larger generations of 15-year-olds begin to enter upper secondary education.
- Among 19 735 first-year students 18 920 were new entrants, entering upper secondary education for the first time. Others were either repeaters or have changed their study programme.

- 91.2% of all young people between 15 and 18 years of age were enrolled in upper secondary education, 92.5% if we include those 15–18-year-olds who were enrolled as adults.
- In upper secondary general programmes 35% of all upper secondary students were enrolled, 61% of them girls. 46.2% of all students were enrolled in technical programmes (47% of them girls). In vocational education 18% of all upper secondary students were enrolled, 30% of them girls.

Characteristics by the education system and governance

Features of the education legislation

School are obliged to practice inclusion. According to national Organisation and financing of education Act, the education goal of the Republic of Slovenia is to provide the optimal development of the individual, irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or invalidity. The importance of ”equal opportunities and non-discrimination” and ''fairness'' of the public education system is highlighted also in the White Paper (1996, 2011).

To foster inclusion Slovenia has a range of mechanisms to support specific groups of children (e.g. minorities, Roma, special needs, immigrants). Several relevant documents (guidelines, strategies) have been developed at the national level:

- Guidelines for the integration of immigrant children in kindergartens and schools,
- Guidelines for the counselling service in schools,
- Guidelines for the counselling service in kindergarten,
- Strategy of Education and Training of Roma Children in the Republic of Slovenia,
- Guidelines to the Kindergarten Curriculum in programmes with adapted implementation and additional expert support for children with special needs,
- Supplement to the Kindergarten Curriculum in ethnically mixed areas, Supplement to the Kindergarten Curriculum for work with Roma children,
- Kindergarten Curriculum in the adapted programme for pre-school children,
- Learning difficulties in school: concept of work,
- Children with deficits in certain areas of learning: instruction for adapted provision of the basic school programme with additional expert assistance,
- After-school classes and other forms of care in the nine-year school: the concept,
- Programme guidelines for the work of class’ teaching staff and class community in basic and upper secondary schools and pupil’s dormitories.

For the basic school programme in ethnically mixed areas, there is a list of adapted syllabuses and the Instructions for the implementation of the 9-year bilingual basic school. In addition, there are also adapted curricula for certain groups of SEN pupils (with hearing, sight or motor impairments)

and adapted curricula with lower educational standards. These documents are provided on the website of the Ministry[4].

Beside the mechanisms (documents) listed above we highlight three domains regarding the inclusion: education of children and students with special needs (through The Placement of children with special needs Act), Italian and Hungarian minorities (The Act on special rights of members of the Italian and Hungarian national communities in education) and members of the Roma community (Roma community in the Republic of Slovenia Act).

The provision of Special Education Needs (SEN) in Slovenia follows a multi-track approach towards inclusion, which means that a variety of services are offered by mainstream education and by segregated settings. By following the principles of inclusion, most children with special needs are integrated into the mainstream schools, but the programmes are adapted to them and they also have additional support (The Placement of Children with Special Needs Act, 2011). Upon request, a special committee at National Education Institute Slovenia (NEIS) may grant learners a SEN status. A customised learning programme is then prepared that defines the learning forms and methods, additional professional support, physical help and necessary adjustments to the organisation, assessment, grading, progression and schedule. At the upper secondary level, learners with special needs are included in all types of programmes. When adjustments in the mainstream schools are not enough for successful inclusion, learners with special needs are enrolled in an adjusted VET programme[5] carried out by 6 specific schools and institutes.[6] Educational programs with adjustments should provide children with disabilities the opportunity to acquire the same standard of education as providing educational programs of primary, vocational and technical education and general secondary education. For children with special needs who, depending on the type and level of the disability, obstacles or disorders, cannot reach the educational standard according to the elementary education curriculum, there are personalized education programs with a lower educational standard and a special program for children with moderate, severe and a severe mental disorder.[7]

There are 15 institutions for young with special needs. On the level of basic education, there are 28 schools and 21 schools with at least one class for children with special needs. 31 kindergartens are taking care for youngest special need children. At the upper secondary level, students with special needs are included in the NPI and SPI programmes. But when adjustments in the mainstream schools are not sufficient for a successful inclusion, a child with special needs is enrolled in the adjusted or special VET programme, carried out by specific schools and institutes. Four public counselling centres

4 http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Programske_smernice_za_delo_ouz_in_os.pdf

5 Educational programs with equal educational standards, adapted for the hearing impaired, learners with speech disorders, physically disabled learners and for blind and partially sighted learners. In 2018 there were 5 NPI, 10 SPI, 3 SSI and 7 PTI programmes adapted.

6 Source: Knavs, S.; Šlander, M. (2019). Vocational education and training in Europe – Slovenia. Cedefop ReferNet VET in Europe reports 2018, p. 26. http://libserver.cedefop.europa.eu/vetelib/2019/Vocational_Education_Training_Europe_Slovenia_2018_Cedefop_ReferNet.pdf.

7 Placement of Children with Special Needs Act - Zakon o usmerjanju otrok s posebnimi potrebami ZUOPP-1 (Uradni list RS, št. 58/2011, 40/2012-ZUJF, 90/2012). Published: 22. 07. 2011. Available at: http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO5896.

for children, young people and parents in country are providing additional help to all children, young and parents in distress, financed partly through the health care system.[8]

Essential problems concerning the topic of the project

The experts observation opinion is that although various system level solutions are in place[9] (e.g. financial support for students with lower SES, expert order with instructions for inclusion of individual SEN students, program adaptation on national and individual levels, additional teachers for SEN students in school, reduced number of students in class when SEN students is included…), these do not ensure meeting quality education standards in the practice, e.g.:

- low SES students do not get additional educational support needed,
- teachers lack expertise for instruction classes with SEN students,
- classes can include SEN students with different kind of special needs,
- classes at EQF level 3 can have more than prescribed number of SEN students because schools do not have the capacities for smaller classes in some cases (merging different occupations into one class during general subjects),
- SEN teacher cannot be equipped for teaching students with different SEN,
- parents can insist in enrolling to the programmes not suited for SEN students,
- schools are motivated to enrol students based on per capita funding though can lower the educational standards (final exam is internal) …).

Several data also show that (in)equality present a challenge of the Slovenian educational system with some issues specifically linked to VET {Cankar et al., 2017: 15-18; Šterman Ivančič ~~and~~ & Štremfel, 2020 ~~(forthcoming)~~}:

- Enrolment into an academically demanding secondary school in Slovenia is closely linked, not with achievements, but with the economic, social and cultural status of the families and environments from which students come. As result, students with lower economic, social and cultural status are mainly involved in vocational programmes and students with higher economic, social and cultural status are mainly involved in general programmes (gymnasium). E.g. PISA 2015 national results revealed that students from different educational programmes vary according to their reported socio-economic background: e.g. the index of socio-economic status for students in general gymnasium programmes has value of 0.53 (above the OECD average); the value of the index for students from vocational-educational programmes is −0.61 (below the OECD average).
- There is significant variance of achievements among secondary (general and vocational) schools according to the PISA results as well among primary schools according to national external examinations (Gaber et al., 2012). E.g. secondary analysis of the PISA national data (e.g. Šterman Ivančič & Puklek Levpušček, 2018[10]) revealed significant

[8] Source: website of education ministry.

[9] E.g. White paper on education (2011) list several measures to be implemented in this regard: implementation of a policy of positive discrimination for students from socially and culturally disadvantaged backgrounds, providing everyone with the same level of free education, facilitating the individualization of the school system and teaching, which gives each student an optimal opportunity to obtain quality education and formation in an autonomous individual; inclusion of special needs students in regular education in cases where it is more beneficial to them than would be if they were going to school in special schools, etc.).

[10] Source: Šterman Ivančič, K., & Puklek Levpušček, M. (2018) Individual and teacher-level predictors of student achievement : PISA 2015. Paper presented at the EARA 2018. Ghent: European Association for Research on Adolescence.

differences in achievement in all three domains (reading, math and science) according to the student's educational programme. Results of the secondary analysis demonstrate that, for example, students from general gymnasium programmes scored on average 584 points on the science literacy scale, students from technical VET programmes (ISCED 354) scored 499 points, and students from 3-years VET programmes (ISCED 353) scored 418 points. The difference in scores between students in general gymnasium and VET programmes is approximately 160 points, which corresponds to approximately five years of schooling.

- Among the socio-economically privileged students in Slovenia, expectations that they will complete schooling (only) with secondary school are four times lower than among socio-economically disadvantaged pupils, although they show the same level of knowledge.
- The results of PISA show that socially and economically disadvantaged students are more likely to repeat the class with a higher probability, even though they show the same knowledge in the external examination.
- In Slovenia, the percentage of so-called resilient students (those who are successful in learning, despite the poor family, social, cultural and economic conditions), are 5.9 percent, which is below the average of 6.4 percent of OECD countries (OECD, 2013: page 41[11]).

Although schools have SEN teachers (professional expert's support) they are not present in the class regularly, therefore VET teachers are often alone having not enough competencies for teaching SEN students. For example, the national evaluation study showed that in terms of special needs it is necessary to strengthen the professional development of teachers in education (professional staff), even more so in vocational and technical schools (Vršnik Perše et al., 2016). On a similar note, another evaluation study showed that teachers of practical lessons in vocational and technical education are particularly in need of continuous professional development (Vršnik Perše et al., 2012[12]).

A number of new solutions at the system level have been prepared over the last twenty years, but they often lack stronger reliance on the expert findings and implementation practice, which should be the central guide for the design of further system solutions.

Currently, two year national evaluation study is planned, which aims at identification of the problems and good practice in the education of children with special needs and providing proposals for amendments needed in the field (Educational Research Institute, 2019).

Teacher policy

The education required to teach at all age levels of education and training is regulated by the national legislation. The same is true for the teachers of learners with special needs and the professionals involved in counselling work in kindergarten, basic and upper secondary education (pedagogues, psychologists and social workers).

[11] Source: OECD (2013) PISA 2012 Results: Excellence Through Equity: Giving Every Student the Chance to Succeed (Volume II). Pariz: OECD Publishing.

[12] Source: Vršnik Perše, T., Kelava, P., Kozina, A., Rutar Leban, T., Javornik Krečič, M.. (2012) Profesionalni razvoj strokovnih delavcev v poklicnem in strokovnem izobraževanju: evalvacijska študija - poročilo. Ljubljana: Pedagoški inštitut. Available at http://193.2.222.157/UserFilesUpload/Porocilo_ES%20Prof%20razvoj%20strok%20del%20v%20poklic%20in%20strok%20izob_DOPOLNJEN.pdf

Teachers may obtain the required education and training at the three state universities. The Central Faculties of Education in Ljubljana, Maribor and Koper (University of Primorska) educate kindergarten teachers, primary school teachers and subject teachers. They also train professionals in the field of inclusive education and training of learners with special educational needs, specifically for the following disabilities or disorders: sight, hearing, speech, language, learning and emotional and behavioural impediments. The essential objective of this programme is to train future teachers for quality implementation of programmes and inclusive education and rehabilitation, enabling them to work with people who have special needs in different work situations.

There are some new requirements relating to the preparation for teaching children with SEN and children from other minority groups since academic year 2011/2012. The principle that all teachers should obtain certain knowledge of learners with special needs was incorporated, irrespective of the subject group of their study programme. Therefore on the first level of initial teacher training there are several academic subjects that cover some topics of the inclusion process. In addition, some new study programmes were developed with the emphasis on the inclusion process on the second level of the Bologna process at different faculties of education. For example, University of Primorska and University of Maribor provides specific programme Inclusive pedagogy. One set of the anticipated competences of students at the University of Primorska is related particularly on cooperation with the working and social environment:

- with other employees at school, other schools and institutions and experts in the field of education,
- with parents and other persons responsible for pupils and students,
- establishing partnerships and cooperation with other schools, institutions in the school environment and professionals in the field of education at local, regional, national, European and global levels,
- ability to evaluate or critically evaluate existing practice, policy and diversity in education and research (University of Primorska, 2019).

In addition to regular studies, the Faculty of Education in Ljubljana offers two programmes of in-service teacher training. First for working with a selected group of learners with special needs and a study programme of in-service teacher training for supporting learners (2.150 hours) and young people with learning and psycho-social impediments (530 hours). In this programme, teachers upgrade their professional education with specialised education knowledge and findings that are mostly practice-oriented.

Teachers may obtain additional knowledge in the field of inclusive education within several short (up to 24 hours) programmes of in-service training provided by the National Education Institute. (European Agency for Special Needs and Inclusive Education, 2010; 2019, In-service teacher training catalogue "Katis"[13]).

Social dimension

Slovenia as the EU member state follows the EU 2020 target, which states that until 2020 there will be 20 million less people at risk of poverty or exclusion in the EU. The specific national target in this

[13] https://paka3.mss.edus.si/Katis/Uvodna.aspx

field is to reduce number of people in combined poverty for 40 000 until 2020. The EU statists shows that Slovenia is approaching this goal by reducing number of people at risk of poverty and social exclusion in the period 2008 to 2018 for 34 000 (European Commission, 2019a).

According to the 2018 Statistics on Income and Living Conditions (SILC), the at-risk-of-poverty rate in Slovenia was 13.3%. This means that in 2018 about 268 000 people in Slovenia were living below the at-risk-of-poverty threshold (SURS, 2019).

Among the 268 000 persons below the at-risk-of-poverty threshold, 89 000 were retired (18.1% of all retired persons), 60 000 of them were women and 29 000 men, 52 000 were persons in employment (6% of all persons in employment), 31 000 of them were employed and 21 000 self-employed, 46,000 were unemployed (45.7% of all unemployed persons), 45 000 were underage children (11.7% of all children) and 36 000 were other persons (20.4% of all persons unable to work, homemakers, students, other inactive and unclassified persons) (SURS, 2019).

The risk of poverty and social exclusion among children in Slovenia is one of the lowest in the EU. In Slovenia, 15.2% of children were considered at risk of poverty or social exclusion in 2017. This is below the EU average of 24.4% in the same year. As of 2017, in Slovenia, 19.8% of single parents were experiencing material and social deprivation. This is below the EU average of 28.4% in the same year. The at-risk-of poverty rate for children whose parents are citizens of a non-EU country was 41.5% in 2017. This is very similar to the EU average of 40.6% in the same year. This is due to the comprehensive and integrated strategies that combine support for children, families and work-life balance, as well as a horizontal redistribution of income in favour of families with children. A new Family Code was adopted in March 2017 to protect children more efficiently and effectively and underscores the focus on the child and protection of the child's benefits. A new Resolution on Family Policy 2018-2028 “The Society Friendly to All Families” was approved in February 2018. Its main aims include promoting a high quality of life for children and ensuring the protection of children (European Commission, 2019b).

TERMINOLOGY AND ITS NATIONAL CONTEXT

Terminology in Slovenia

Diversity

A multi-faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, class, gender, physical abilities, race, sexual orientation, religious status, educational background, geographical location, income, marital status, parental status and work experiences. The OECD defines diversity as: ‘characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences’ (2010, p. 21).

Equality

Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth.

Equity

Defining equity, the European Commission states that it is: 'viewed as the extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes' (2006, p. 2).

The OECD, in the publication *No More Failures: Ten Steps to Equity in Education* (2007), highlighted two dimensions of equity in education – fairness, 'which implies ensuring that personal and social circumstances […] should not be an obstacle to achieving educational potential', and inclusion, which implies 'ensuring a basic minimum standard of education for all'. Fair and inclusive education is one of the most powerful levers available to make society more equitable.

According to the Council of the European Union:

equality and equity are not identical and […] education systems must move away from the traditional 'one-size-fits all' mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue 'equity' in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all (2017, p. 4).

The Slovenian White Paper on Education (2011) points out that there are three basic interpretations of what is meant by educational justice. All three agree that individuals' achievements may be unequal if they are the result of their choices – the effort they have taken and the risks they have taken – that they must all have the same opportunity to achieve them. The analysis of differences of different interpretations, however, points out those decisions taken to ensure greater equity in the school system must take into account the advantages and disadvantages of different conceptions of justice in the design of systemic solutions.

The concept of distributive justice emphasizes three conditions:

• firstly, everyone must have the right to a most comprehensive system of fundamental freedoms (education) compatible with a similar system of liberties for all;

• secondly, socially advantageous positions (higher education levels) must be accessible taking into consideration the principle of equal opportunities;

• third, income and wealth inequality (access to education) is justified if it can be shown to benefit those in the worst situation; in other words, if they encourage an increase of the entire social production, thus allowing more resources diverted to those most deprived.

Inclusion

Inclusion is a concept that we have been able to accept from abroad rather than having time to do develop it. Although the process of inclusion is supported by the Ministry of Education and several professional meetings have been organized on the topic, and scientific and professional contributions and books have been published in the last decade, but the concept is still a source of amazement both in public and in school practice.

Inclusion replaces the notion of integration, which has already taken hold in the Slovenian school space. By integration we usually mean adapting an individual (a child with special needs) to the school environment. Inclusion should place greater emphasis on adapting the environment, not only to children with disabilities, but to each child. We also have Roma children in kindergartens and schools, and more and more children from other linguistic and cultural backgrounds, who also need

special adjustments to the learning process and learning environment if they are to be well-educated and successful in kindergartens and schools, even if by the law they are not considered students with special needs.[14]

Inclusive education

The UNESCO IBE (2008) definition states that inclusive education is:

… an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (p. 18).

The Agency views inclusive education as:

… a systemic approach to providing high quality education in mainstream schools that effectively meets the academic and social learning needs of all the learners from the school's local community (European Agency, 2015, p. 2).

Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the centre of a system that needs to be able to recognise, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset. Learners also need to be prepared to engage in society, to access meaningful citizenship and to acknowledge the values of human rights, freedom, tolerance and non-discrimination (European Agency, 2017, p. 6).

Special educational needs (SEN) or special educational needs and disabilities (SEND) etc.

SEN is a construct that countries usually define within their legislation. These definitions are then used to identify, assess and make provision for learners with different needs – including recognised disabilities – in different ways (Watkins et al., 2014). Special or 'additional' needs should not be seen as the result of 'in-child' factors, but rather 'a discrepancy between what a system of schooling ordinarily provides and what the child needs to support their learning' (Rouse, 2008, p. 6, cited by European Agency, 2017, p. 22).

IDENTIFYING KEY LOCAL STAKEHOLDERS

INSTITUTIONS AND PROFESSIONALS

Institutional leaders

According to Eurydice (n.d., a), the responsibilities and the tasks of institutional leaders in schools and school governance are specified in the Organisation and financing of education Act. These apply to preschool education, basic and upper secondary schools.

Institutional leaders in schools are head teachers (*ravnatelj*). Their responsibility is two-fold: an educational leader and an executive manager. Heads are responsible for the execution of activities as

[14] https://www.pef.upr.si/info_tocka/zanimivosti/2011050308395789/Kaj%20je%20inkluzivna%20pedagogika?/

specified by law and by the council of school. Schools at upper secondary level can be merged to establish school centre, where the director may assume the management and the head teacher of each school the pedagogical leadership.

Head teachers (management body) are rather autonomous in their function. The head teachers elaborate proposals of the development programme and annual work plan of the school, extra-curricular activities of the programmes and in VET so called open curricula of the VET programmes. The head teacher assumes responsibility for the programme implementation, exercise of rights and duties of children, pupils, students, apprentices and other interested parties; furthermore, the head teacher caters for the regularity of work; administers to the cooperation with parents, and acts as a representative of the institution.

Responsibilities of the head teachers are stipulated in detail in the article 49 of the Organisation and financing of education Act:

- Organise, plan and manage the work at the kindergarten or school;
- Draft the programme of development of a kindergarten or school;
- Draft the annual work plan and be responsible for its implementation;
- Be responsible for exercising the rights of children and of rights and obligations of pupils, apprentices, upper secondary school or higher vocational college (HVC) students, and adults;
- Manage the work of the assembly of pre-school or school teachers and lecturers;
- Develop a proposal for above-standard programmes;
- Promote the professional education and training of education staff;
- Organise mentorship for trainees;
- Attend to the educational work of pre-school or school teachers, monitor their work and offer advice;
- Recommend the promotion of education staff to titles;
- Decide on the promotion of employees to higher wage grades;
- Supervise the work of counselling services;
- Attend to cooperation between institution and parents (parent meetings, parent-teacher meetings and other forms of cooperation);
- Inform parents about the work of the kindergarten or school and amendments to rights and obligations of pupils, apprentices and upper secondary students;
- Encourage and supervise the work of communities of pupils, apprentices, upper-secondary students or higher vocational college students;
- Decide on corrective measures;
- Ensure the execution of decisions adopted by the State authorities;
- Represent the kindergarten or school and be responsible for the legality of its work;
- Define the staffing structure of posts;
- Decide on the establishment of employment relationships and the disciplinary accountability of employees;
- Ensure cooperation between the school and school health-care services;
- Ensure and determine quality through self-evaluation and an annual report on the self-evaluation of school or kindergarten, and

- Execute other assignments in accordance with the law and other regulations.

The head teacher is appointed and dismissed by the council of kindergarten or school for 5-year mandate.

The National School of Leadership in Education (NSLE) was established in 1995 by the Government of the Republic of Slovenia for training and professional development of head teachers and candidates. Its activities include professional development, training and other educational programmes, publishing books, journals and proceedings as well as promoting research and experimental development in education.[15]

The governance body of a school, school centre and kindergarten is the council. It is composed of three representatives of the founder, five representatives of the staff, and three representatives of parents. The council of an upper secondary school or a public residence hall for students includes also two representatives of the students. If the founder of the school is the State, one of the founder's representatives in the council is a representative of the local community or several local communities. Council members are appointed or elected for a four-year term and may be reappointed or re-elected for a maximum of two consecutive terms.

The council of a public kindergarten or school appoints the head teacher; adopt the development plan, the annual work plan and its implementation report, the annual report on the self-evaluation; decide on introducing above-standard programmes; discuss reports on educational issues; as the second-instance body, decide on appeals regarding the status of apprentice, student or adult and on appeals regarding the rights, obligations and responsibilities of employees that derive from employment; discuss matters submitted by the assembly of teachers, school inspection, representative workers' union, council of parents, community of pupils, apprentices or students.

Organisation of schools

Public basic schools are founded by municipalities. The role of the government is: the regulator, the property owner, the main provider of financing and the supervisor.

In addition to public basic schools basic education can also be provided by private schools (less than 1% of students attend private schools; Eurydice, n.d., b), educational institutions for children with special educational needs as well as accredited adult education organisations.

There is a well spread public network of basic schools. It secures a place at a public school for all children that reside in the catchment area of a specific school. To ensure good geographical accessibility, the system of branch schools is in place and transportation to school is provided.

A basic school may include kindergarten units or groups and/or classes with adapted programme; alternatively. In school year 2016/2017, there were 772 public basic schools (488 public and 5 private basic schools without branches, 317 public and 2 private basic schools branches, total of 780 basic schools).

Schools are responsible for the implementation of the basic school programme. The basic school programme consists of a compulsory part and an extended one. The compulsory programme includes compulsory subjects, elective subjects, as well as class discussion periods (form time) and

[15] Source: http://en.solazaravnatelje.si/index.html.

the so-called 'days of activities' (e.g. cross-curricular projects, field work). The extended programme – pupils may decide not to take lessons of the extended programme – include after-school classes (grades 1-5), morning care (grade 1), remedial lessons, supplementary lessons, extracurricular activities, as well as non-compulsory optional subjects. All basic schools have to provide free of charge non-compulsory activities of the extended programme. Most schools also offer some activities implemented by out of school providers that need to be paid for (for example dance classes). The basic school programme is laid down by the curricula for compulsory and elective subjects. Outcomes for specific subjects and knowledge standards are laid down in the curricula.

VET schools can be merged to establish one school centre. In 2018, there were 57 schools and 31 school centres, together 88 VET schools. Legislation delivers 80% of the curricula of VET programmes, and the rest is a so-called "open curriculum", which should be designed by schools in cooperation with local employers and local communities in accordance with local specifics or needs. Beside compulsory subjects, elective subjects, extracurricular activities, and open curriculum, students also participate in practical training. There are two types of practical training. Schools organise practical training at school in their workshops as a part of the vocational module. The second type is practical training in a company or Work-Based Learning (WBL), which is part of the educational programme and takes place in a real working environment, in companies or partly at intercompany training centres (MIC). In the field of agriculture, it can also be carried out entirely on school premises. The share of practical training is defined in the programme and varies according to the type of the programme.

General schools are mostly single-type organisations; some are part of school centres with several organisational units. They are focused on attaining knowledge and skills needed to continue the education at universities.

Actors

Counselling service are the specialists who - among other tasks - assist teachers and school to implement inclusion. Public kindergartens and schools must have counselling services employing professional counsellors. School counsellors may be psychologists, pedagogues, social workers, social pedagogues or SEN teachers (special and rehabilitation or inclusive pedagogues). The counselling staff shall hold at least a master's degree (or equivalent).

Larger kindergartens and schools may have more counsellors on the staff, but smaller ones must have at least one if only for reduced work hours. School counsellors perform three related and often entwined types of activities: support, development and prevention, and planning and evaluation. School counsellors do the pedagogical, psychological, and/or social counselling work. They provide support to children, pupils, students, educators, teachers, parents, and kindergarten or school management. They work together with all the stakeholders in everyday life and duties in the scope of learning and teaching (in kindergartens, playing and teaching), of the education institution's culture, education, overall climate and order, physical, personal and social development of children, pupils and students, training and vocational orientation (transition), and in the scope of socio-economic differences. They plan and apply individual support programmes for children with special needs.

The National Experts Council for General Education adopted Guidelines for the counselling service in kindergarten and Guidelines for the counselling service in schools to guide the work of the counselling service.

In terms of academic guidance counselling service in schools:

- plans, coordinates and guides the enrolment and admission procedure of children, forms class groups and helps pupils to integrate into school life
- gives expert opinions on repeating or skipping grades and school transfers
- improves learning methods and techniques
- organizes learning environments, assists in providing text-books and school supplies, organizes and coordinates additional assistance for pupils whose parents are unable to offer help, etc.

In terms of Psychological counselling service in schools:

- direct assistance and / or organize assistance and counselling for children and pupils with educational and disciplinary problems
- counselling and preventive work with pupils in programmes to promote physical, personal and social development (e.g. programmes for building self-esteem, for developing more effective communication skills, for effectively dealing with problematic situations, training pupils in social skills, for relaxation, for the prevention of drug addiction, maltreatment and forms of bullying, etc.), and
- counselling procedure (with prior consent).

School also collaborates with public health care centres and with four public counselling centres for children, young people and parents operating in the Republic of Slovenia. They help to resolve educational, emotional, upbringing, behavioural, psychosocial and psychiatric disorders and problems, and deal with psychological stress and trauma in children and adolescents. At the time of traumatic events (various accidents, physical, psychological or sexual violence, death or abandonment of a close person), a specialised team can offer psychological assistance to the affected individual or group.

The counselling service at school coordinates career orientation in basic and upper secondary schools. Pupils, parents and school staff can find exhaustive information on the web portal Moja izbira.si, which can be helpful in deciding on further educational and training paths. The National Institute for Vocational Education and Training (CPI), Chamber of Commerce and Industry of Slovenia (GZS), Chamber of Craft and Small Business (OZS), and others also provide information about occupations and vocational education. Great source for career orientation is also Employment service of Slovenia and in recent years several career centres at Universities and adult education centres.

Parents

It is the right of the parents to be informed about their child school performance. The communication goes via parental meetings and individual consultations, the on-line applications ''E-asistent'' and “Lopolis” are used in the communication. Both applications also offer view in grades, school lunch, timetables etc. Parents can be involved in the parents’ council which makes proposals,

forms opinions and elects its representatives to the school council; has the right to give consent to the proposed extracurricular activities. Parents in the parents' council provide school bodies with recommendations and views. Parents can join local and national associations of parents. Parents are also involved where it comes to enrolment, transferring, gaining a provision for special needs etc.

Role of identified stakeholders in the whole school approach

missing - 1 *low - 2* *relevant - 3* *strong and effective - 4*

- **social workers** 1 2 **3** 4
    - *their main role, if they are involved: Centres for social work among other duties, are as well responsible for Treatment of children and adolescents with difficulties in growing up. E.g. Centres for social care formally cooperate with schools in the case of recognized violence in family environment. When school staff recognizes such violence, it should report it to the Centre for social care. The multidisciplinary team, consisted from representatives of Centre for social care, Regional coordination point, school, health centre, police and parents, is formed in order to provide a plan for resolution of the situation.*
- **youth services and organisations** 1 2 3 **4**
    - *their main role, if they are involved: Local Youth Centres among other care for young people with fewer opportunities in society.*
- **outreach care workers** 1 2 3 4
    - *their main role, if they are involved:*
- **psychologists** 1 2 3 4
    - *their main role, if they are involved:*
- **nurses and other therapists** (speech and language) 1 2 3 **4**
    - *their main role, if they are involved: Healthcare centres, which provide formal basic school programme with a special curriculum for students permanently resident in these institutions.*
- **child protection services** 1 2 3 4
    - *their main role, if they are involved:*
- **guidance specialists** 1 2 3 4
    - *their main role, if they are involved:*
- **police** 1 2 3 4
    - *their main role, if they are involved:*
- **unions** 1 **2** 3 4
    - *their main role, if they are involved: Some local communities, provides financial support (e.g. scholarship) for socially deprivileged students.*

- **business** 1 2 **3** 4
    - *their main role, if they are involved: Employers have important role especially in inclusive work-based learning. E.g. There are companies with majority of employees who have special needs – Želva, SNEŽNIK SINPO, etc.*
- **intercultural mediators** 1 2 3 4
    - *their main role, if they are involved:*
- **migrants associations** 1 2 3 4
    - *their main role, if they are involved:*
- **NGOs and other community based organisations** from sports, cultural environment and active citizenship sectors 1 2 3 **4**
    - *their main role, if they are involved: The most visible NGOs, which support students social inclusion also by different forms of cooperation with schools is Slovenian Association of Friends of Youth (SAFY - Zveza prijateljev mladine). It is a voluntary, national association of societies of friends of youth, working for the benefit of children, young people and families. SAFY is also a humanitarian organisation working as a general, charitable organisation mostly in the area of social security. Among others, SAFY aims are:*
        - *to promote and implement the convention on the rights of the child,*
        - *to raise the quality of children, youth and family life,*
        - *to reduce social exclusion of children, youth and families,*
        - *to give opportunities to experience active spare time,*
        - *to promote voluntary work.*
- **Other:** 1 2 3 **4**
    - *their main role, if they are involved: National Education Institute plays a special role in special needs education. E.g. under the Placement of Children with Special Needs Act, the SEN Guidance Commission co-ordinates professional and administrative activities that qualify a child to be placed in an appropriate educational setting. The Commission prepares an expert opinion, based on the child's direct statement and an interview with the child's legal representative and on pedagogical, special pedagogical, social, psychological, medical and other documentation acquired by the relevant institutions in accordance with personal data protection legislation. The SEN Guidance Commission reports the professional statement to the National Educational institute, which issues an SEN Guidance Decision.*

CRITICAL ANALYSIS OF NATIONAL INDICATORS REGARDING SOCIAL INCLUSIONS

National indicators

What kind of national indicators are collected on national / regional or local / school level regarding inclusive education in your country?

The Statistical Office of the Republic of Slovenia (SURS) is the main producer and coordinator of national statistics in Slovenia. In line with the National Statistics Act SURS is a professionally independent Government service; head of SURS is autonomous as regards professional and methodological issues. The mission of the Slovene statistical office is to provide to users statistical data on the status and trends in the economic, demographic and social fields, as well as in the field of environment and natural resources. These data must be of sufficient quality, timely, comparable in time and internationally, and presented clearly and understandably.

MIZŠ collects many general data about the participants of education in Slovenia.

National education institute of Slovenia conducts procedures regarding the guidance of children with special needs at primary and secondary level. In doing so, it collects a wealth of information: for example, the number of guidance decisions issued based on the type of deficit, gender, age, type of educational program the child was targeted at, etc. This information is collected by the Ministry of Education, Science nad Sport (MIZŠ).

The National Examinations Centre (RIC) collects various information regarding the final exam in vocational education programs, with regard to the vocational matura examination in secondary vocational education and vocational education programs, and with regard to the general matura examination in general programs. RIC collects data such as data on success at the final exam, vocational matura examination or general matura examination at the level of an individual, department, educational program, school and country.

Who uses these national indicators for what purposes? How good are these for examining the level of inclusiveness?

Institutions under first point systematically collect a number of relevant data that can provide an excellent basis for examining the level of inclusiveness. At the decision-makers level, however, there seems to be no will to confront and deal with the facts.

Who is responsible for improving inclusiveness and equity in education in your country? Are measures built on evidence?

The Ministry of Education is the most directly responsible for improving inclusiveness and equity in education in our country. Indirectly, the Family Affairs Directorate of the Ministry of Labour, Family, Social Affairs and Equal Opportunities is responsible for the creation, implementation and coordination of family policy, including the mainstreaming of children's policies and rights. The Directorate for Social affairs of the same Ministry is responsible for social assistance.

The new framework of identifying and ensuring quality in the field of education, approach to unite different existing (internal and external) approaches of monitoring and evaluating education institutions and system in united model. The new framework among others established so called "Coordination and analytical centre" of quality assurance at the Ministry of Education, Science and Sport (the Office for the Development of Education), which is responsible for preparing a joint

evaluation of the education system (partly – at the annual level and summary quality report, presumably for three years). It is foreseen that it will significantly contributed to a more systematic, better quality and more comprehensive planning of measures and development policies in the field of education on the basis of expert data and evidence (including from ILSA) (MIZS, 2017).

RECOMMENDATIONS: LOCAL FOCUS

Slovenian learning needs

Questions regarding **Low socio-economic status of students:**

- How do sharing countries deal with it on the levels of the student, his teachers, school heads, school as a whole, local community, government?
- How the whole school approach is implemented in practice?
- Are any multi-professional teams established for dealing with these students (how do they operate)?
- How do sharing countries support student`s educational, occupational and life aspirations?
- How do sharing countries support student`s motivation to learn?
- How do sharing countries support students in their career development? Are any special measures implemented for them in the framework of career guidance?
- How do sharing countries support student`s well-being (acceptance at school)?
- How do sharing countries prevent early school leaving of these students?
- How do sharing countries follow resilient students and their educational pathways?
- How professional development of teachers and other school staff for dealing with these students is organized?
- How do sharing countries measure inequalities and how do they integrate these data in policy and practice measures?
- When sharing countries introduced the changes, what was crucial for their success?

Questions regarding **High ratio of students with special needs included in regular VET schools:**

- How do sharing countries support the student with special needs on the levels of the student, his teachers, school heads, school, local community, government?
- How the answers in the section above about low socio-economic status refer to SEN student in regular VET schools?
- How sharing countries identify SEN students (process, who decide, who starts the process, what students benefit from the process, how are parents and teachers involved, what are student's, parent's and teacher's rights and responsibilities in the process)?
- What kind of system of allocating additional support for SEN student is in place and how is operated on different levels (student, family, school, employer etc.)?

European learning perspectives

Do you have any suggestions for measures or using structural indicators for inclusive systems in and around schools

- **at national level, to be implemented by governments through strategic and cross-sector initiatives;**
- **at school level, to be implemented by schools and/or local authorities, in line with national strategic initiatives?**

There has been significant progress done regarding the development of structural indicators for inclusive education systems in the EU, mainly summarized in Downes et al. (2017).

Downes et al. (2017, 23) point out the importance of the "alignment between the structural indicators for the national level and for the school level, so that schools can be supported in implementing this agenda". Structural indicators for inclusive systems can feed into whole school planning and to external evaluation processes and as such serve for improving feedback processes between schools and national level.

Do you have any recommendations for improving school climate towards more of a learner-centred, safe and caring environment as part of inclusive education?

Downes et al. (2017) point out the importance and benefits of whole-school approach for improving school climate. Different studies demonstrate the positive effects of positive school climate on reducing violence and bullying in schools and reducing early school leaving.

Do you have any suggestions addressing teachers' preparation for better understanding the holistic needs of students (emotional, physical, cognitive or social) and recognising their individual talents and ways of support?

It is crucially important that initial and continuous teacher development programmes target not only teachers' substantial expert knowledge, but as well development of their emotional, social and relational competences. These involves "a range of holistic, psychological approaches which emphasise awareness of emotions, caring, empathy and concern for others, positive relationships, making responsible decisions, impulse control, resolving conflict constructively and valuing the thoughts, feelings and voices of students" (Downes et al., 2017: 66) and positively contribute to positive classroom and school climate development.

Do you have any suggestions for preventing discrimination, school bullying and violence at the system level with a particular focus on the differentiated needs of marginalised and vulnerable groups?

Downes et al. (2017) propose different system level measures, which could positively contribute to preventing discrimination, school bullying and violence, including "Establishing national coordination structures for inclusive systems in and around schools and local cross-school cooperation structures", "Overcoming socio-economic segregation in schools", "Developing early warning prevention and intervention systems and data collection systems", "Limiting early tracking and postponing academic selection", "Avoiding grade repetition", "Enforcing illegality under EU law of ethnic segregation in schools, "Developing alternatives to suspension and expulsion", Increasing the flexibility and permeability of educational pathways as part of cross-School and VET cooperation", "Targeting priority zones/territories with higher poverty and socio-economic exclusion for additional funding".

Do you have system-wide experience of taking into consideration children's voices or the active participation of parents in schools including marginalised families?

In Slovenia, research study (Holcar Brunauer and Kregar, 2019[16]) demonstrates the positive outcomes of simultaneous work on raising student voices and formative assessment. It shows that "In terms of the student voice it is important to create learning situations which encourage students' active learning, evaluation of the learning processes and allows them to search for new and different ways of learning." "Within the context of formative assessment, students take responsibility for their own learning and, with the help of self-assessment, peer assessment and formative feedback, develop a self-regulative attitude towards learning."

In Slovenia, parents can be involved in the parents' council which makes proposals, forms opinions and elects its representatives to the school council; has the right to give consent to the proposed extracurricular activities. Parents in the parents' council provide school bodies with recommendations and views. Parents can join local and national associations of parents. Parents are also involved where it comes to enrolment, transferring, gaining a provision for special needs etc.

Do you have any suggestions for strengthening the range of actively collaborating professionals to address the complex, multifaceted needs of marginalised groups?

Downes et al. (2017) expose multi-professional cooperation at the system level, as well in and around schools as promising measure to address the needs of marginalised groups. Different authors (in Štremfel and Vidmar, 2018) explain the complexity of factors influencing effective multi-professional cooperation at different levels, ranging from system level cross-sectoral cooperation to cooperation at the local community level and multi-professional teams in schools. These factors among others involves sufficient time, funding and resources as well task and relational competences of team members, adequate team composition, the required training of team members and the development of leadership expertise.

[16] Holcar Brunauer, A. & Kregar, S. (2019) Glas učenca in formativno spremljanje = Student voice and formative assessment. *Vzgoja in izobraževanje: revija za teoretična in praktična vprašanja vzgojno izobraževalnega dela*, *50(*2-3), pgs. 9-14.

APPENDIX – STATISTICS

ESL-rate

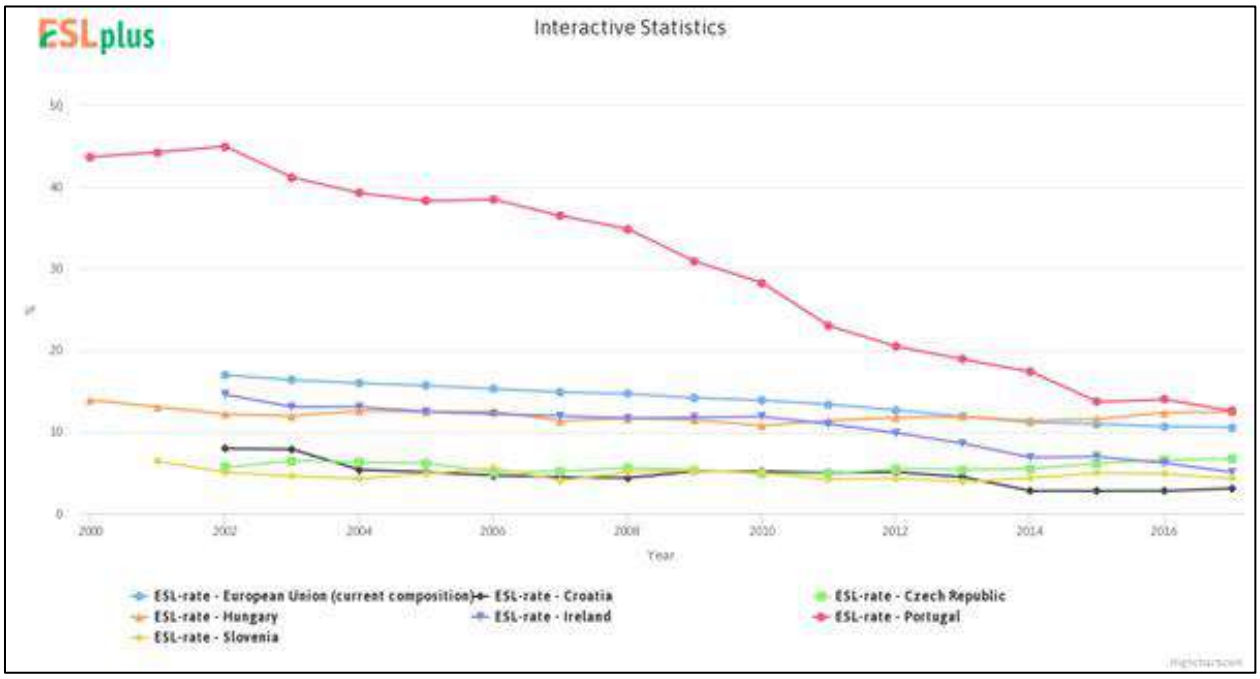


Figure #2: ESL-rate in selected European countries. Source: ESLPlus Database. http://eslplus.eu

NEET-rate

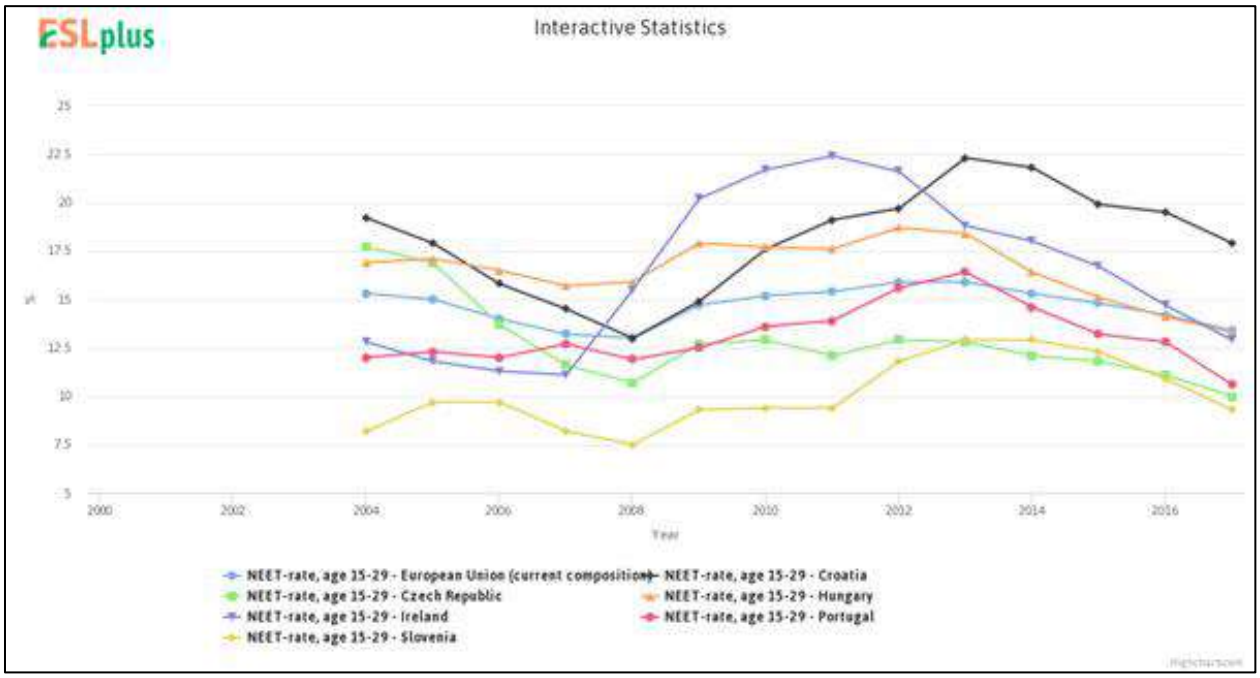


Figure #3: NEET-rate in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Participation rate in non-formal education and training

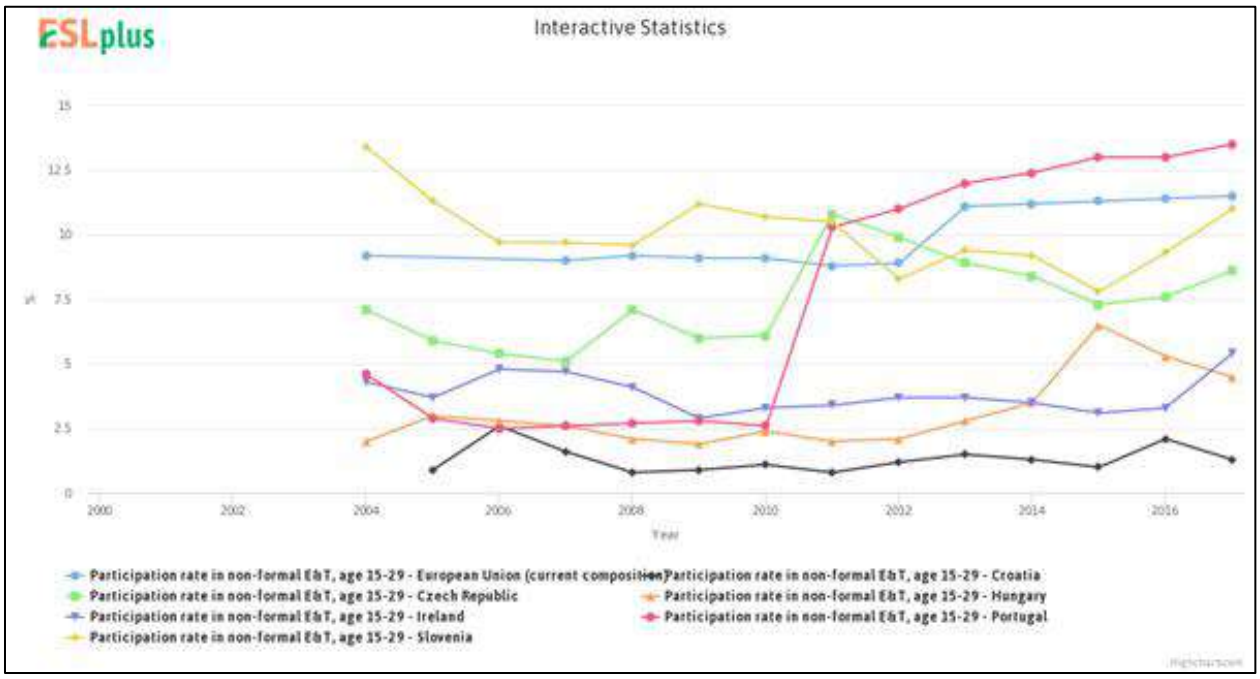


Figure #4: Participation rate in non-formal education and training in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Low educated youngs age 15-19

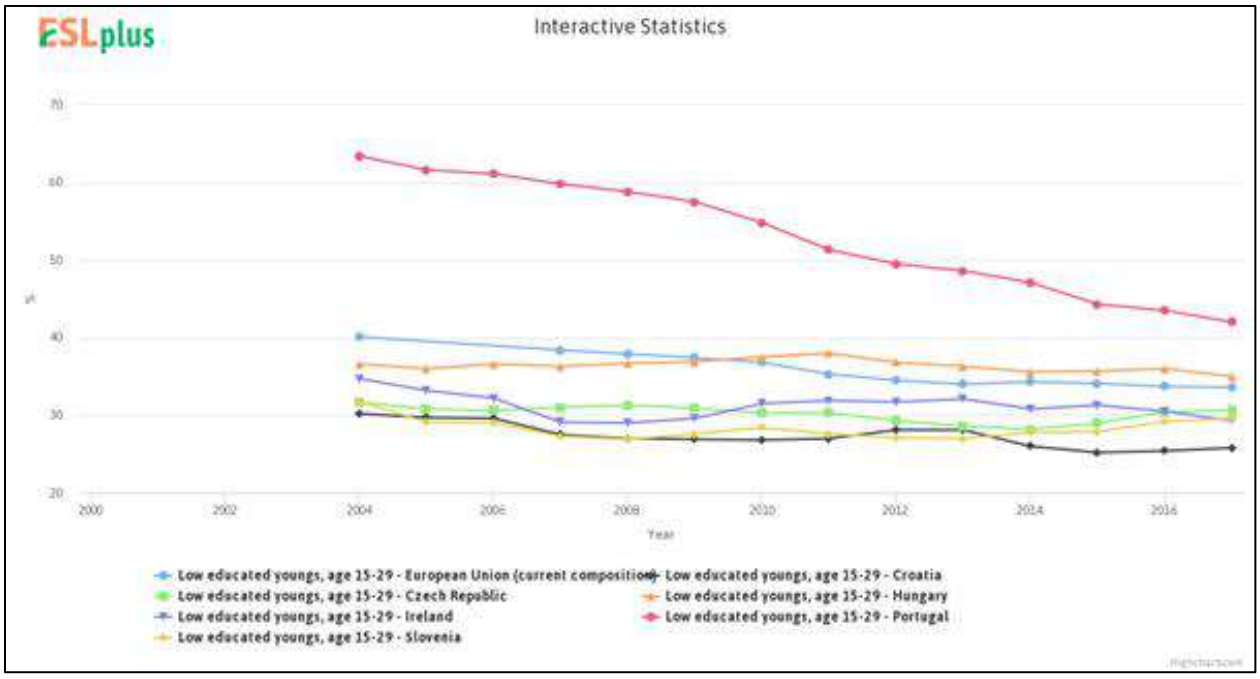


Figure #5: Low educated youngs age 15-19 in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Low achievers in reading (PISA)

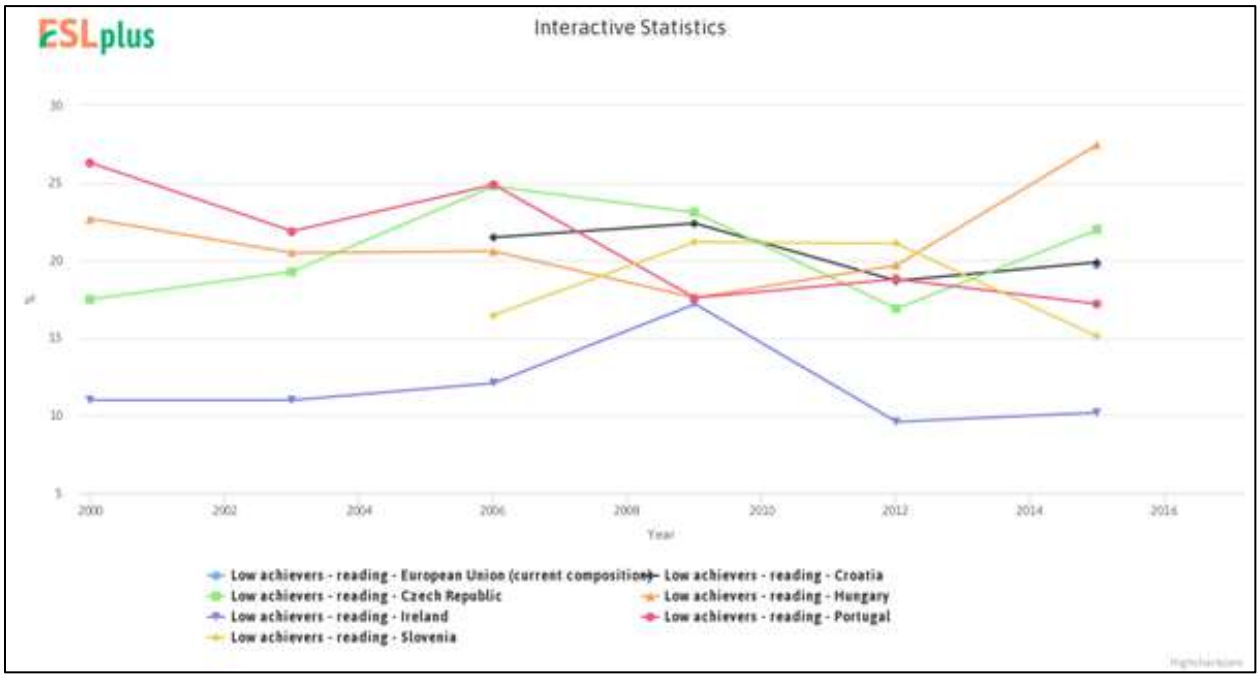


Figure #6: Low achievers in reading (PISA) in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Income below 60% of median

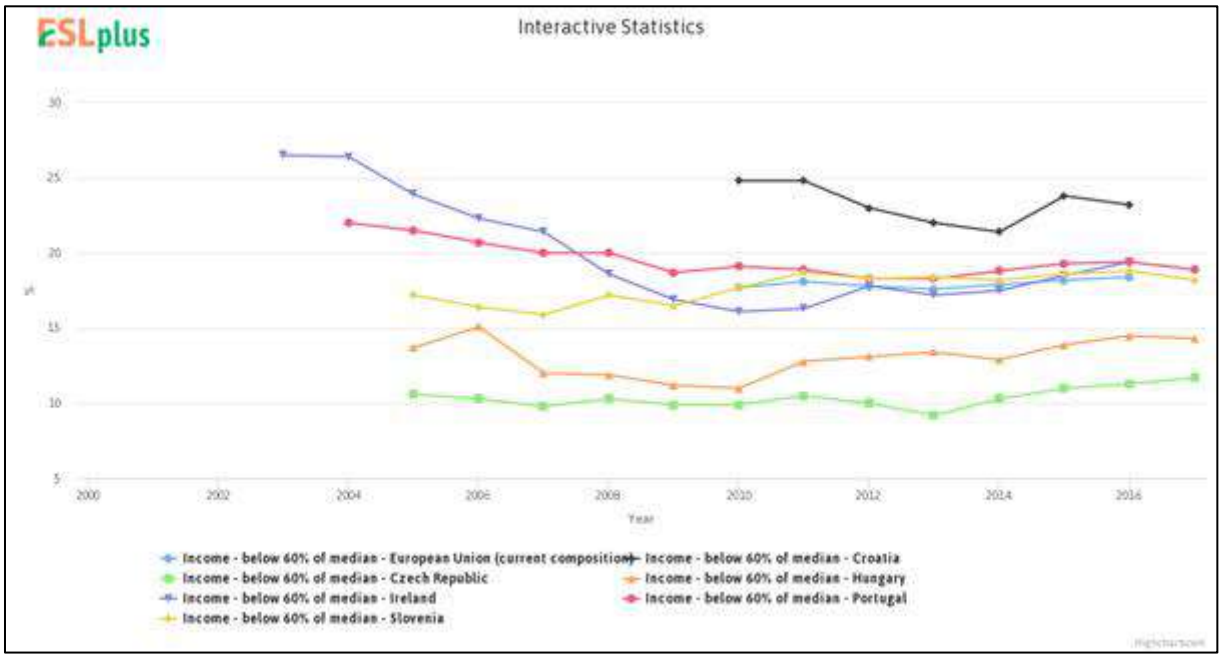


Figure #7: Income below 60% of median in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Change in expenditure per student (2008=100%)

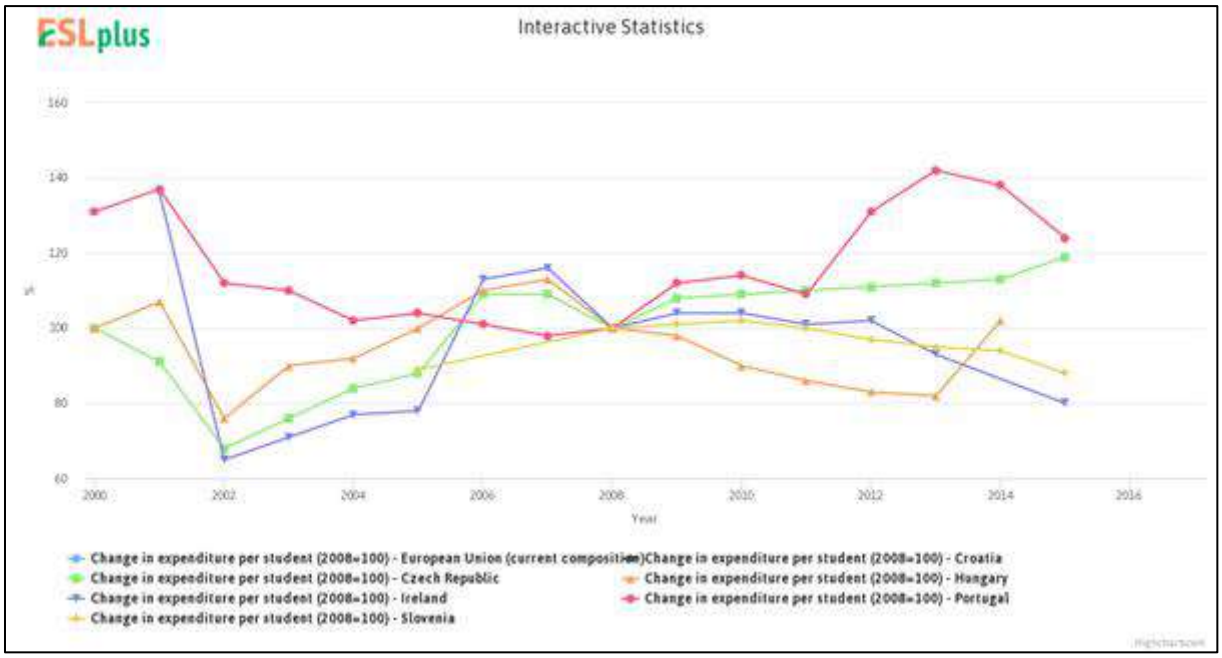


Figure #8: Change in expenditure per student (2008=100%) in selected European countries. Source: ESLPlus Database. http://eslplus.eu

Society at a Glance

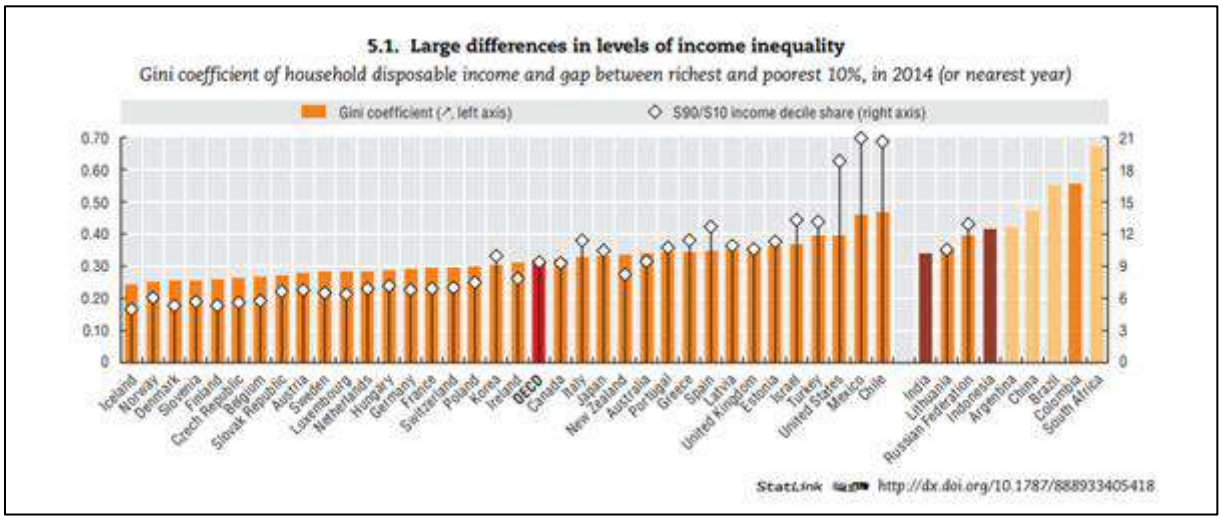


Figure #9: Society at a Glance. S Source: OECD

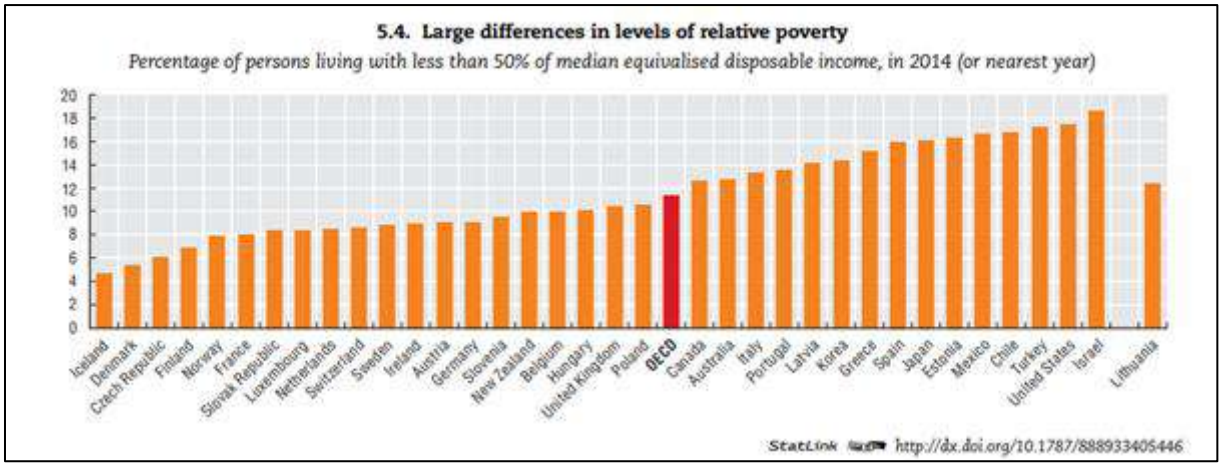


Figure #10: Society at a Glance. S Source: OECD

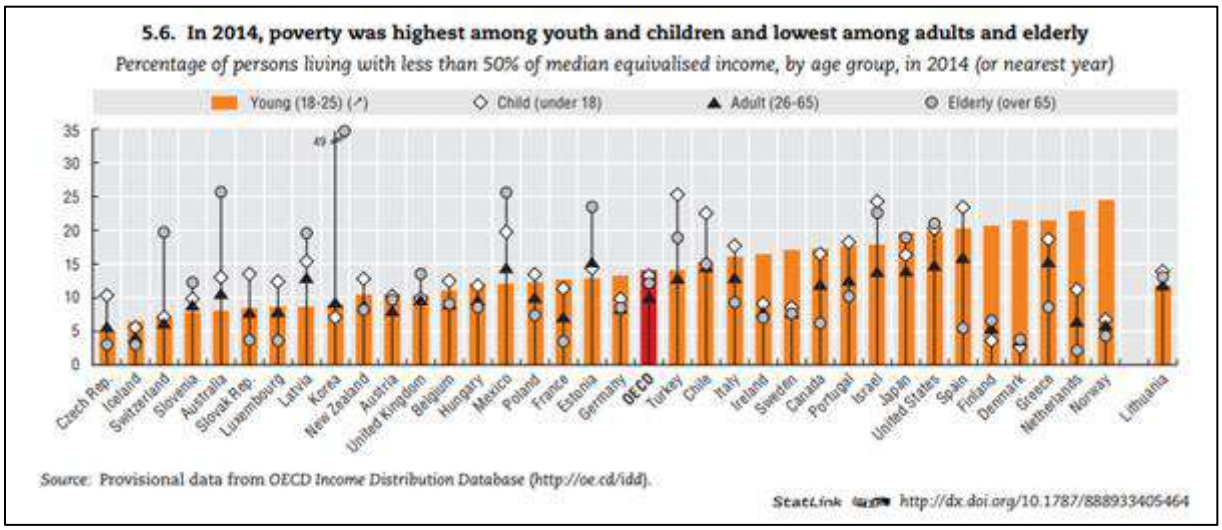


Figure #11: Society at a Glance. S Source: OECD

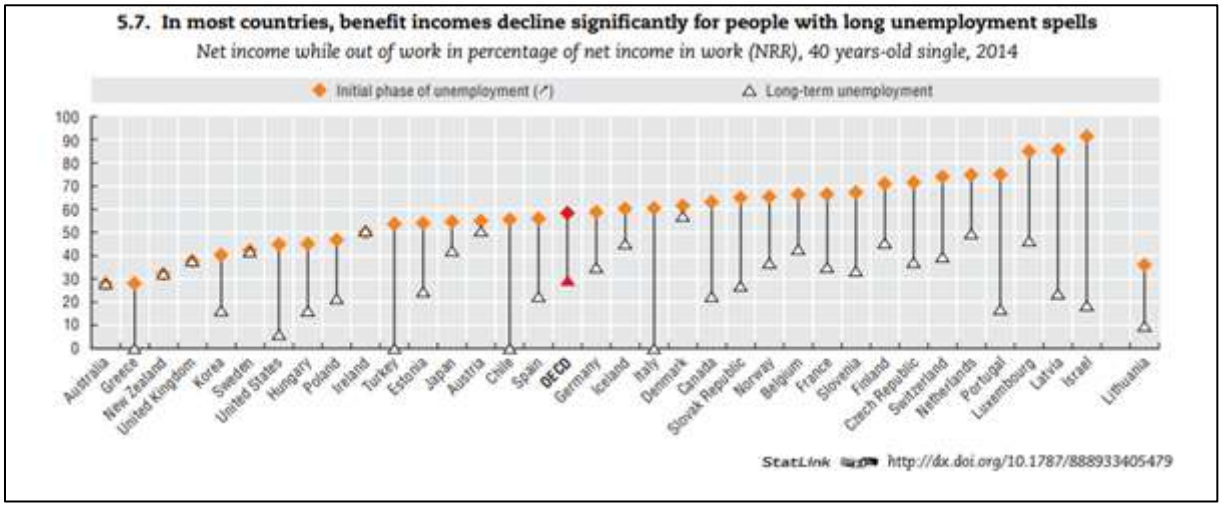


Figure #12: Society at a Glance. S Source: OECD

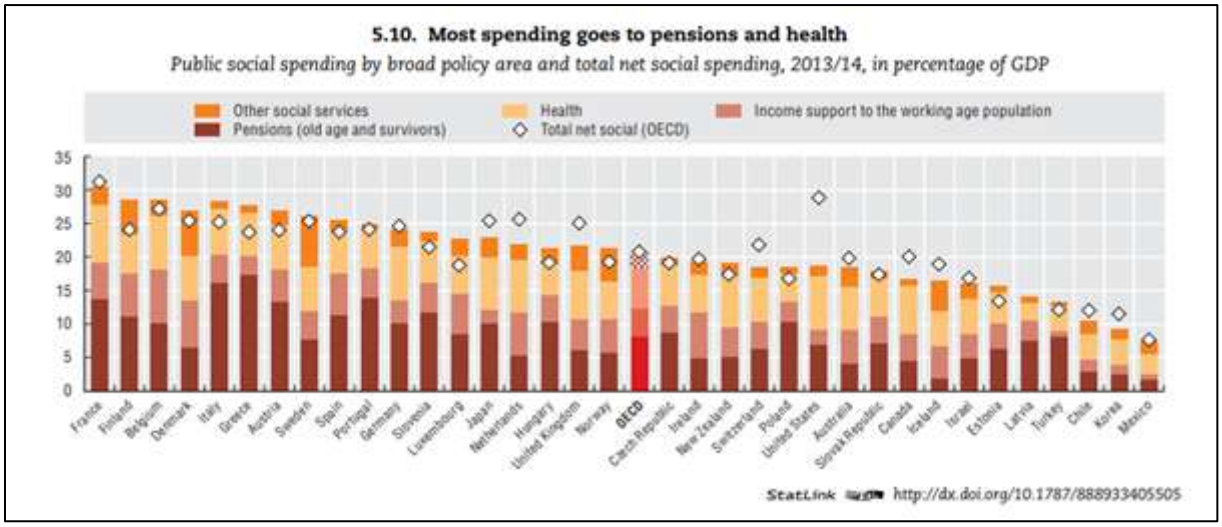


Figure #13: Society at a Glance. S Source: OECD

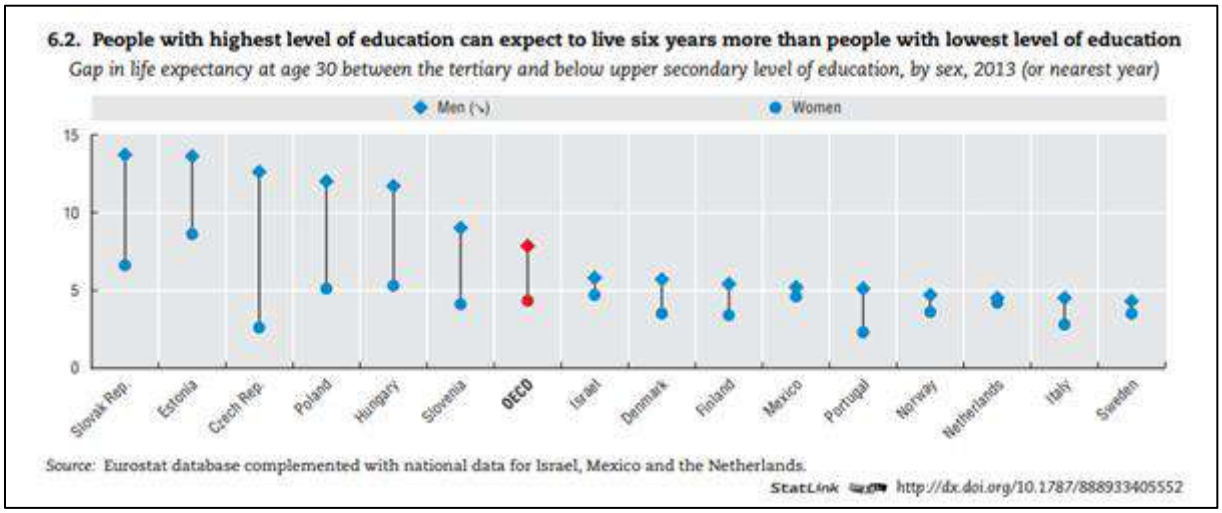


Figure #14: Society at a Glance. S Source: OECD

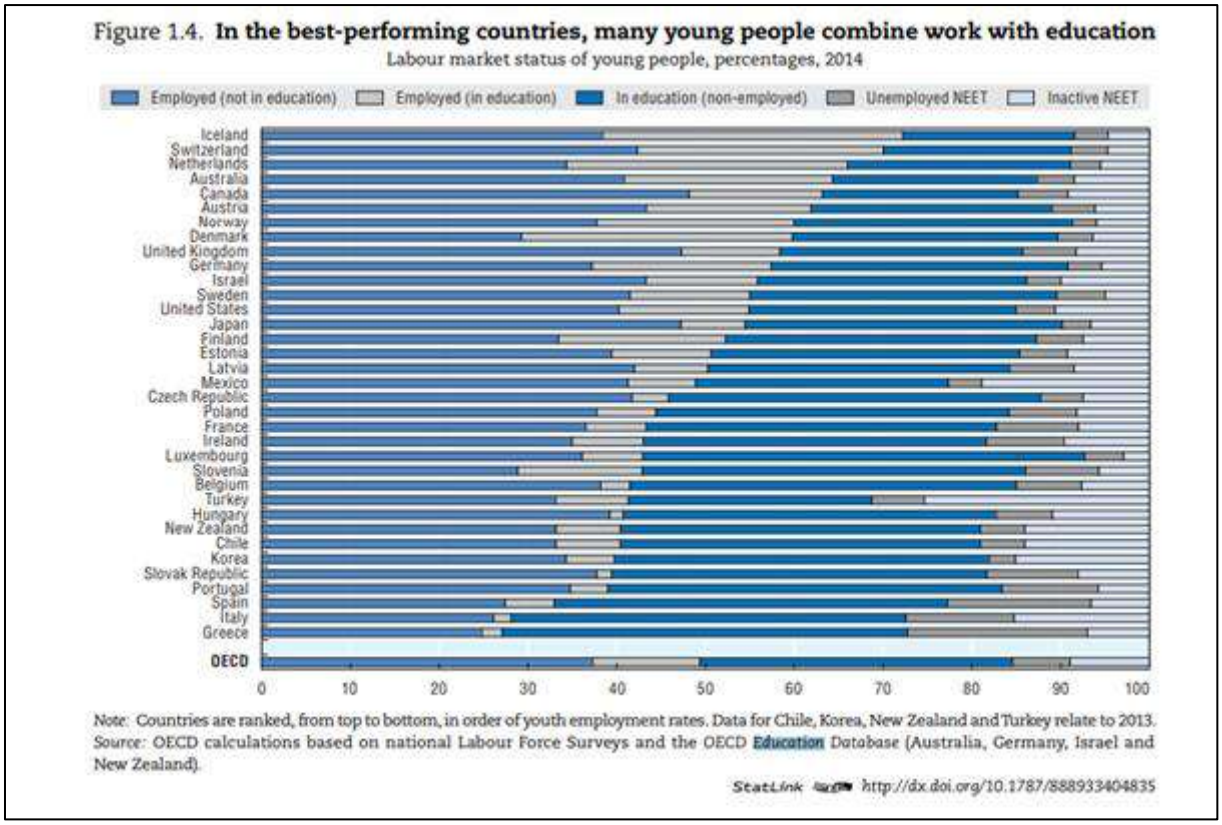


Figure #15: Society at a Glance. S Source: OECD

PISA Low-Performing Students

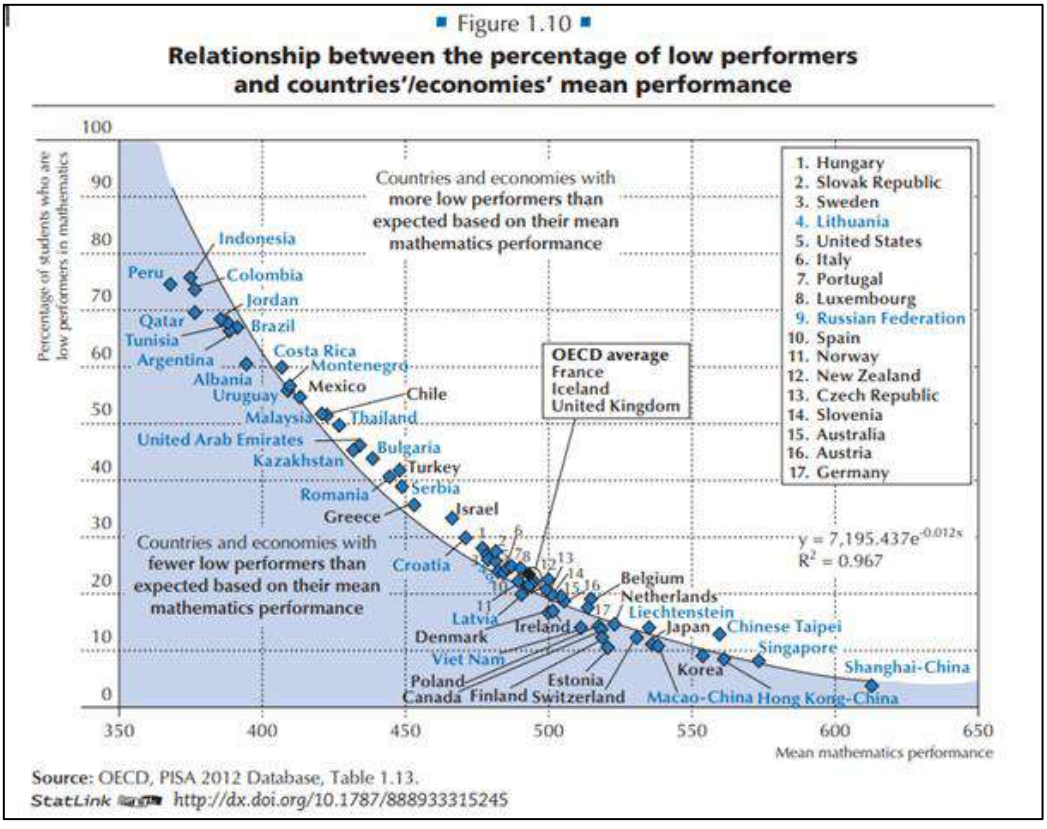


Figure #16: PISA Low-Performing Students. S Source: OECD

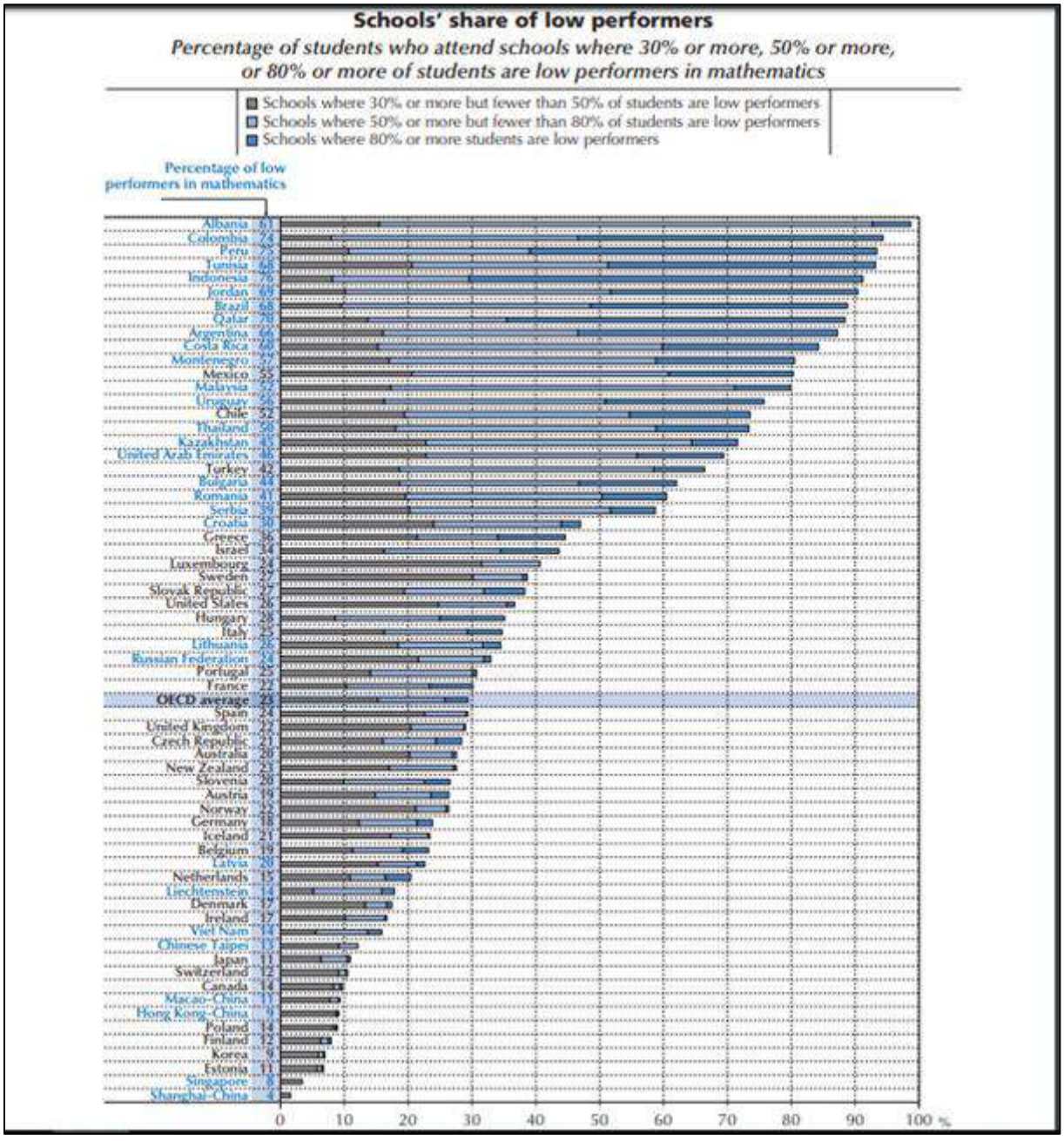


Figure #17: Schools' share of low performers. Source: OECD, PISA 2012 Statistics

Socio-economic profile of schools by proficiency levels in mathematics Schools' mean value on the PISA index of economic, social and cultural status

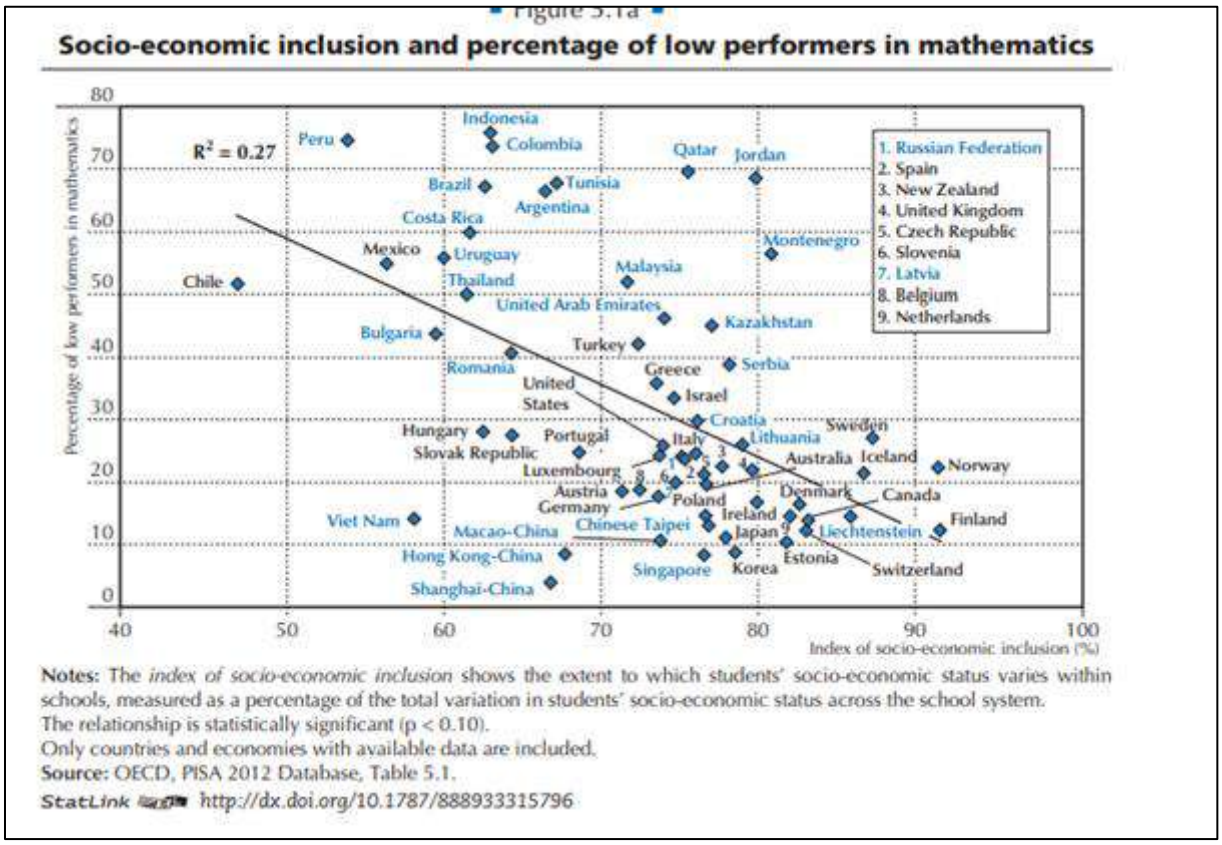
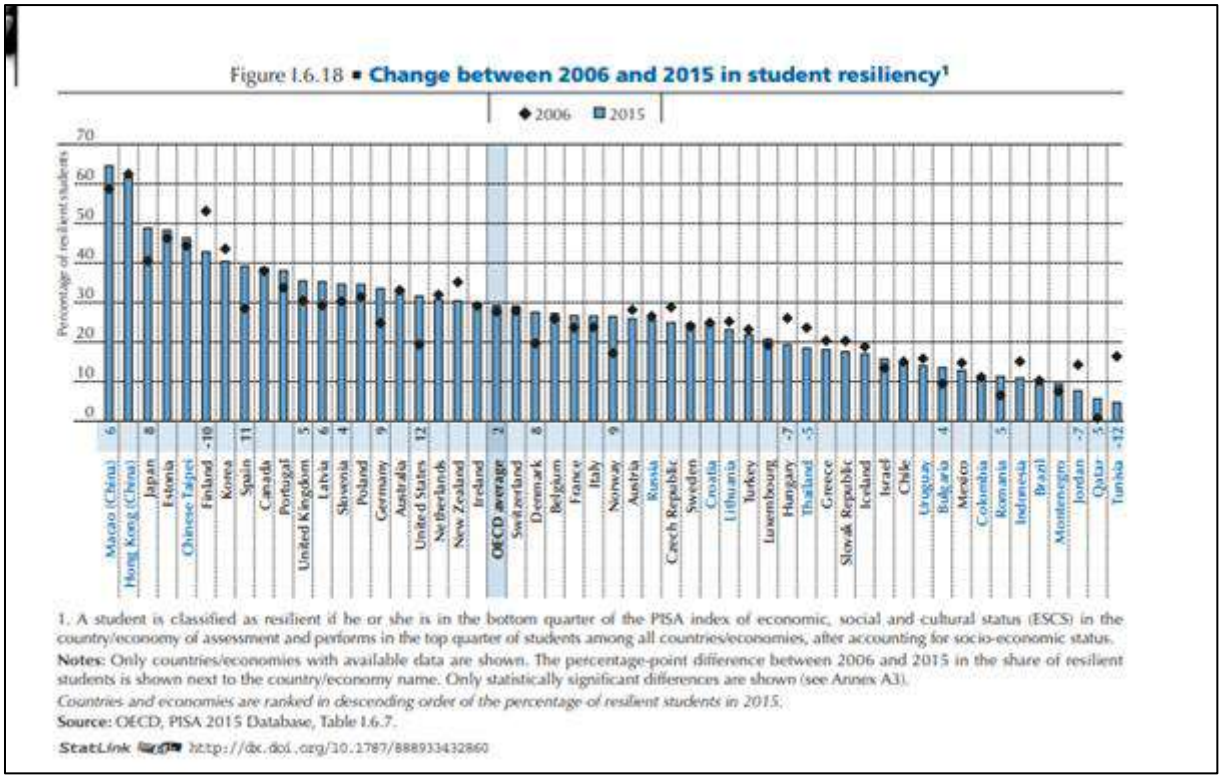


Figure #18: Socio-economic profile of schools by proficiency levels in mathematics Schools' mean value on the PISA index of economic, social and cultural status. Source: OECD.



1. A student is classified as resilient if he or she is in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in the country/economy of assessment and performs in the top quarter of students among all countries/economies, after accounting for socio-economic status.

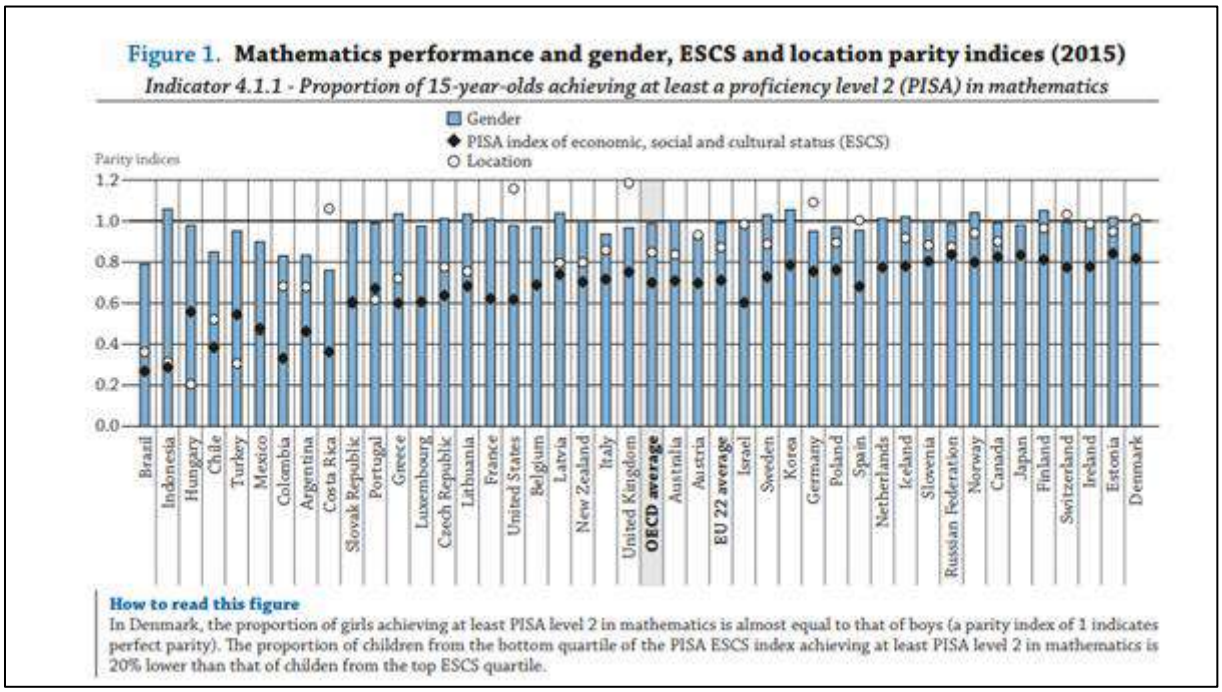
Notes: Only countries/economies with available data are shown. The percentage-point difference between 2006 and 2015 in the share of resilient students is shown next to the country/economy name. Only statistically significant differences are shown (see Annex A3).

Countries and economies are ranked in descending order of the percentage of resilient students in 2015.

Source: OECD, PISA 2015 Database, Table I.6.7.

StatLink http://dx.doi.org/10.1787/888933432860

Figure #19: Change between 2006 and 2015 in student resiliency. Source: OECD, PISA 2015 Statistics.



How to read this figure

In Denmark, the proportion of girls achieving at least PISA level 2 in mathematics is almost equal to that of boys (a parity index of 1 indicates perfect parity). The proportion of children from the bottom quartile of the PISA ESCS index achieving at least PISA level 2 in mathematics is 20% lower than that of children from the top ESCS quartile.

Figure #20: Mathematics performance and gender, ESCS and location parity indices. Source: Education at a Glance, 2015, OECD

Co-funded by the
Erasmus+ Programme
of the European Union

USING THE STAIRS GRID

APPROACHES ASSISTING GAINING EVIDENCE OF WHAT APPEAR TO PROMOTE GOOD PRACTICE IN COMBATING INEQUALITY IN EDUCATION



CONTENTS 3

Using the Grid a workshop Folder 5

Explanation: what's in the Folder 7

Explanations of the Grids 11

The 4 Grids 13

Grid 2 15

Grid 3 23

Grid 4 25

PART 2

Creating Questions to ask to "Experts" 27

Using Grid 1 to create a GRID 5 questions to ask 37

Your Notes 43

Another Blank Grid 45

Using the STAIRS GRID: A workshop folder

Introduction

This workshop covers 5 approaches designed to make the most of STAIRS GRID, looking for evidences of what appears to promote Good Practice. It is one of the tools aimed at raising awareness of and developing practice in adopting initiatives and programmes for reducing prevailing inequality across education.

Taking a multi-disciplinary and collaborative stake-holder approach, STAIRS interrogates strategies across differing contexts and comes up with suggested actions based on experience and research.

Workshop Parts: *It is suggested the folder is first read through and then tackled in this order*.

Section 1:

Explores the background and introduces an approach using self-questioning techniques to interrogate and assess whether or not an initiative or programme exhibits Good Practice (GP).

It contains:

Grid 1 – with an explanation of its contents

Grid 2 – a filled in Exemplar using one of the Irish Initiative on Literacy

Grid 3 – a blank Grid for members to use

Grid 4 – a blank cumulative Grid to allow members to compare one initiative to others

It has a dual use:-

a) aiding the recognition of GP techniques and assessing a worthwhile example

b) how these can also be used in forming, developing and sustaining initiatives and programmes of ones own, tailored to a specific context

Section 2

Introduces another facet of the use of the Grid useful in observations/dialogues etc. with the actual people engaged in enabling, presenting and evaluation initiatives for GP.

The Grid can be used as a tool for deciding what questions would be pertinent to ask the "experts" in face-to- face, skype, webinar, workshop or seminar etc. situations

Grid 5 – Takes a blank grid and gives some possible exemplars for asking questions inspired by the Grid.

It also highlights areas/questions that are basic to all GP undertakings whatever the context

EXPLANATION: The Contents of the STAIRS GRID WORKSHOP FOLDER

What seems like a long time ago now, but was only at our first meeting in Budapest we had lots of discussions about what "good practice" looked like when thinking about the STAIRS Project. This led to our pulling together a set of questions, added to and changed over the following weeks that we collectively thought would be helpful.

As part of our STAIRS Tasks for Ireland we constructed a coordinates based grid on these, that was shared with everybody.

Another part of our IRL work was to look at projects and initiatives going on in Ireland and choosing 3 or 4 illustrating Good Practice (GP)to present to you our colleagues.

We decided to use the grid to help us to choose. It quickly became obvious that the Grid, though very comprehensive, was unnecessarily complicated and unwieldly to use.

Going back to the 'drawing board' and after further research, we decided that asking ourselves the questions we had collectively drawn up would itself give useful and concrete data on how to recognise what it was contributing to 'Good Practice' across a variety of contexts.

In other words what were the indicators that were pointing to examples of GP and how could we use them to recognise GP in initiatives that were likely to lead to development and progress being made in the objectives of STAIRS.

As you will see there are 40 questions in all. These could possibly be reduced in number after more experience of using the Grid, but for the moment at least, we will use it as our STAIRS blueprint.

Take a moment to look through the whole of the folder, then return to page 11 for an explanation of how to use the various grids in this section.

Here are the Questions

The 40 Questions

To make use of the STAIRS grid pose the following questions to yourself : **'Is there evidence that they had a clear idea of … ?**

- A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns;
- History of working together – ethos of collaboration;
- Focus on desired outcomes;
- What or who their target/s were;
- What timescale was planned;
- Funding and resources available;
- If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes;
- If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued;
- Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines;
- Clear lines of communication and overall management;
- Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support;
- Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks;

- How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change;
- Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision;
- Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working;
- Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build; ethos emerges from the values held;
- Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc);
- Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore);
- Built-in permission to fail and try again – evaluation mechanism;
- Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context);
- That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing');
- Full use of the opportunities given for information and knowledge gathering and sharing by information technology;
- Who or what were the agents of change;
- Opportunities for agencies to come together and discuss issues;
- Opportunities to share good practice;
- Opportunities for all agencies to input into evaluations and reviews;
- Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.;
- Evidence of support from government (central, regional and local), education sector and community;
- Evidence of buy-in from the targeted group;
- A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge;
- Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone';
- Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact;

- Agreed, shared and clear qualitative and quantitative indicators that measured outcomes;
- For example, achieved / work-in-progress (yet to be achieved) / reflections and learning;
- Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used;
- A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made;
- A record of the strategies used, including written, on-line materials etc., from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time;
- Self-generated materials for knowledge/skill gain and support;
- Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved;
- What do they actually do?

You will need to go to Section 2 where all 4 grids are available referring back to page 11 for guidance in using them.

GRID 1 will help to find examples of some or all of the criteria in the project you are considering e.g. it may be clear that those involved have/had a partnership agreement, have worked on research in that area before, are all members of staff team, share other projects.

Explanations of the GRIDS

looking at **GRID 1**

You will see it is divided into two columns:

- The left hand poses the questions (now numbered)

- The right hand is to make a note of the answer/s to that particular question you can find in the project/initiative you are researching.

To get started on interrogating an initiative, programme or project to see whether there are indicators of GP in it, go to **GRID 2** to see more

This is an exemplar of interrogating an initiative to assess whether or not it has indicators of Good Practice.

The Programme used here is from Ireland, its called the DEIS Primary Schools Literacy Initiative (it is one of the GP examples for Ireland, detailed information is in the Irish Section on the STAIRS website)

In **Grid 2** you will see the right hand column has an indicator found in the initiative, for simplicity this has been restricted to one example per question and each question has been addressed. In some Programmes this need not be the case, although certain indicators have proven, backed-up by research data, to be vital.

In the same vein many of the indicators could be described as 'basic' requirements across all subjects/contexts etc. More of this later.

We have tried to show a range of types of 'evidence' for these 'indicators' of GP, in an attempt to raise increased awareness of observation and reflection needing to be made.

A few examples being: -

- reflection, change and attitudes and actions shown via video interview with practitioners in the Literacy programme in a reflective feed-back situation. (Q.21)
- how the setting up, funding and retention of Limerick Education Centre shows commitment of managers and policy makers. (Q.30)
- Or how the periodic Reviews ensure the continual assessment of actions, progress and efficacy in meeting the goals of the programme. (Q.34)

You can look for yourself at how the full range of stakeholders in the initiative can demonstrate their contribution to bringing, allowing and supporting GP within any initiative.

A second blank **Grid 3** is in the package for you to try out as a template for your own interrogation of Projects to assess their place on a scale of Good Practice and ultimately whether any of their data could be of use in your particular context, either as it stands or adapted to suit the situation.

Grid 4 is a cumulative proforma to help in assessing one initiative compared with another and its potential usefulness.

We hope you will enjoy using them!

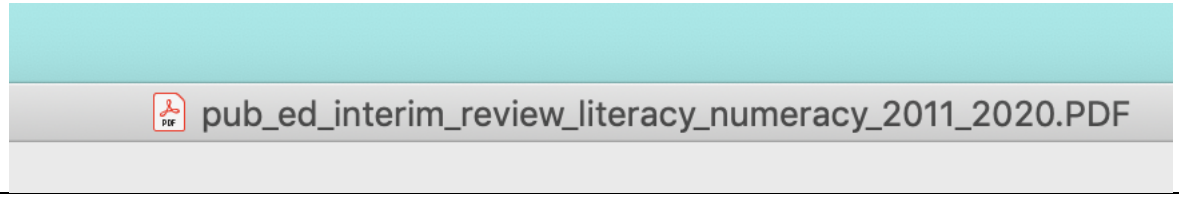
GRID 1

Indicators of "Good Practice" perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality, commitment to inclusive practice. an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	*e.g. Collaborated on project XXX 2 years ago*
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	
9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	
18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	

19.Built-in permission to fail and try again – evaluation mechanism	
20.Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21.That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')	
22.Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23.Who or what were the agents of change	
24.Opportunities for agencies to come together and discuss issues	
25.Opportunities to share good practice	
26.Opportunities for all agencies to input into evaluations and reviews	
27.Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35.Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36.A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	
37.A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38.Self-generated materials for knowledge/skill gain and support?'	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	

GRID 2

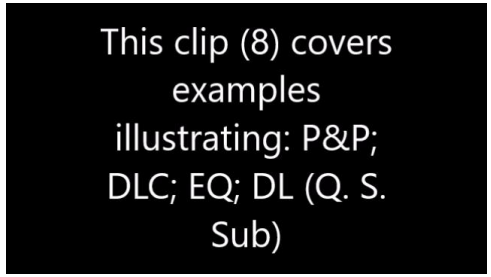
To give an example here is a completed Grid showing one positive attribute of criteria in the Irish Literacy Initiative (please note there may not be an exemplar for each question- some may be in-appropriate to the context etc. Some instances of evidence may cover more than one question)

Indicators of "Good Practice" perquisites in the Project: to what extent evidence of these queries are present	
Question	Indicator from (name of project)
1. A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	In July 2011, the Department of Education and Skills (the Department) launched the National Strategy: Literacy and Numeracy for Learning and Life 2011-2020 (the Strategy). The Strategy sets a clear vision for raising standards in literacy and numeracy in early years, primary and post-primary settings by 2020. actions in the Strategy are identified across six Pillars of the education system: Pillar 1: Enabling parents and communities to support children's literacy and numeracy development Pillar 2: Improving teachers' and Early Childhood Care and Education (ECCE1) practitioners' professional practice Pillar 3: Building the capacity of school leadership Pillar 4: Improving the curriculum and the learning experience Pillar 5: Helping students with additional learning needs to achieve their potential Pillar 6: Improving assessment and evaluation to support better learning in literacy and Numeracy URLS of full documents: 
2. History of working together – ethos of collaboration	Development of earlier or on-going initiatives covering Early-childhood care and Education (EccE) involving practitioners, teachers and school leaders, parents and school managers, staff in support services of various types, teacher educators and a range of other bodies, agencies and organisations, and especially the young people, who have worked so hard to enhance their literacy and numeracy skills. These commitments have been underpinned by support and resources from the Department.
3. Focus on desired outcomes	https://pdst.ie/sites/default/files/Literacy&NumeracyforLearningandLife2011-2020.pdf **Develop and promote models of • good practice that enable parents, families, communities, ECCE settings and schools to work together to support literacy and • numeracy acquisition** Engage with a wide range of child and family support agencies to disseminate information to parents and families on promoting the development of literacy and numeracy skills Develop, in co-operation with the public library service, models of engagement between schools, ECCE settings and libraries, to include areas such as selection and provision of materials, library membership schemes and planned library visits Use existing networks to encourage sharing of best practice in literacy and numeracy development between groups of schools and ECCE settings in local areas.

	Department of Children and Youth Affairs : Department of Education and Skills.
4. What or who their target/s were	Stated:-Including • Tackling educational disadvantage – with targets that will link the literacy and numeracy agenda with the DEIS Plan 2017. • Enabling higher-achieving learners to reach their full potential in light of the strong messages from a number of national and international assessments which indicate that the attainment of higher-achieving Irish learners lags behind their international counterparts. • Embedding achievements in literacy – additional emphasis needs to be placed on gaining improvements in literacy for and through the Irish language and on enhancing the digital literacy skills of our learners.
5. What timescale was planned	Initiatives and funding covered 2005 – 2020 – now extended to 2026: reviewed at intervals set when each amendment or addition to the central aim was put in place
6. Funding and resources available	• Provision has been made for more time to be spent on literacy and numeracy in primary schools • The Department introduced mandatory school self-evaluation from 2012 for all primary and post-primary schools. The Department determined that schools should focus this self-evaluation on aspects of their teaching and learning, and especially (though not exclusively) on the enhancing of literacy and numeracy skills of their students • Making real progress in respect of these key priorities will depend on a range of actions by stakeholders across the education system. These are discussed in more detail across Parts III and the most important key priority actions are listed here: • Support practitioners in EccE settings and teachers in Early Start centres to gain a deeper understanding of literacy concepts, the sequence in which children learn early speech - speaking and listening ideas and identifying and providing materials and activities which further promote learning in this area, through the implementation of the national curriculum framework Aistear along with the roll out of the Department of Education and Skills' Early Years' Education-focused Inspections. • Roll out, by the full-time primary literacy team in the Professional Development Service for Teachers (PDST), of supports in priority areas, including cluster meetings for schools which are being developed as professional learning communities and Team Teaching for literacy seminars which also have a focus on learning support and inclusive teaching. • Examination by the PDST of ways to provide further opportunities to support speaking, reading and writing across post-primary subject areas. • Promote and encourage projects and initiatives that heighten interest. • Design resources for teachers and schools to support a broad range of teaching and learning methodologies, including inquiry-based learning and problem solving. • The Digital Strategy for Schools 2015-2020 sets out an ambitious plan to embed ICT in teaching, learning and assessment over its lifetime, which coincides with the remaining lifetime of this Strategy. • The Strategy also looks at provision of advice and information to parents on how to support their children's language, literacy and numeracy development. • The National council for curriculum and assessment's (Ncca) publication of materials that are targeted towards or can be used by parents in supporting their children's language and mathematical learning, e.g. the Aistear Síolta Practice Guide (www.aistearsiolta.ie) for early years and the toolkit of support materials for the new Primary Language curriculum (www.curiculumonline.ie) • The distribution of promotional material for www.helpmykidlearn.ie in early years settings, to every crèche, pre-school, parent and toddler group

	• The National council for Special Education's (NcSE) information booklets for parents of children with special educational needs on the transition between educational settings http://ncse.ie/information-booklets-pamphlets-2.
7. .If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	Mentioned in the national strategy to improve literacy and numeracy among children and young people 2011-2020 (DES, 2011),
8. If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	Expansion of DEIS Schools to be included in the developed programme
9. Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	Committee make-up: consultation across all members: engagement of school principals; teachers, literacy tutors, Steering committee, local agencies Knowledge generation, expertise sharing, peer learning; policy informed and evidence-based project
10. Clear lines of communication and overall management	Interim reviews of all: including
11. Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	Focused meetings organised with groups of principals, teachers and students. Review of National and International Reports on Literacy and Numeracy (2016), a report analysing the findings from national and international surveys, was completed and published by the Department's Inspectorate in February 2016. In addition, a forum was held in January 2016, where an outline of the findings and proposed priorities, based on the consultation process, was presented to stakeholders for consideration. The findings were also considered by the Literacy and Numeracy Implementation advisory group. a list of members of this group in 2016 is included as appendix 3. The Interim Review also took on board the targets set in the new Action Plan for Education 2016-2019. Finally, this Report also awaited the publication of two key international survey reports: PISA 2015 and TIMSS 2015. Evidence from all of these sources has informed the content and recommendations in this Interim Review.
12. Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	The priorities under the Strategy are linked to actions for related policy developments in the Department, including: • Action Plan for Education 2016 – 2019 • Digital Strategy for Schools 2015 – 2020 • DEIS Plan 2017 • Further Education and Training Strategy 2014 – 2019 • Policy on gaeltacht Education 2017 – 2022 • School Self-Evaluation and Looking at our Schools 2016: a Quality framework for Primary / Post-Primary Schools • Science, Technology, Engineering and Mathematics (STEM) Education Policy Statement –2017.
13 .How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	Pilot: Plan; Phased development: revision after the reviews: internal and external quality evaluations; after each review changes/additions/withdrawals etc.
14. Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	In order to keep focus on this cohort, a set of discrete targets were identified in literacy and numeracy for DEIS schools, linked to the DEIS Plan 2017. An additional target focused on the key priority group of higher achieving students has been included.

	These targets are set out here: 1. Build on improvements in reading and Mathematics for all primary schools. 2. Focus on reducing the gap between achievement in reading and Mathematics of pupils in DEIS Band 1 schools and pupils in all primary schools he most recent results at that point were from NaERM 2009 (2011 targets) current Position (NaERM 2014**).** New Target to 2020 - Reading: at or above Level 3: Second class 40% 46% 50%;:Sixth class 40% 44% 50% Reading: at or below Level 1 - Second class 30% 22% 20%: Sixth class 30% 25% 20% Mathematics: at or above Level 3: Second class 40% 47% 53%: Sixth class 40% 42% 50% Mathematics: at or below Level 1; Second class 30% 26% 20%: Sixth class 30% 27% 20% National assessments of English Reading and Mathematics – DEIS Band 1 Primary Schools Target for 2020 set in the 2011 Strategy current Position; (NaERM 2014) New Target to 2020 Reading: at or above Level 3 Second class No corresponding target in 2011 Strategy 18% 25%; Sixth class 21% 27% Reading: at or below Level 1: Second class 44% 40%: Sixth class 47% 40% Mathematics: at or above Level 3: Second class No corresponding target in 2011 Strategy: 21% 30%:Sixth class 19% 27% Mathematics: at or below Level 1:Second class 52% 45%: Sixth class 50%
15. Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	Key priority will be to engage all education stakeholders with numeracy for learning and life. In addition to focusing on numeracy, attention up to 2020 also needs to be focused on: • Tackling educational disadvantage – with targets that will link the literacy and numeracy agenda with the DEIS Plan 2017. • Enabling higher-achieving learners to reach their full potential in light of the strong messages from a number of national and international assessments which indicate that the attainment of higher-achieving Irish learners lags behind their international counterparts. • Embedding achievements in literacy – additional emphasis needs to be placed on gaining improvements in literacy for and through the Irish language and on enhancing the digital literacy skills of our learners.
16 .Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	Stated in overall policy: in sections of policy linked to collaborating agencies and in self-evaluations by agencies themselves.
17. Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	Inspectorate; specialised experts in specific areas, evaluations and audit against criteria at all levels of practice. All programmes and activities will be underpinned by the Limerick Quality Assurance Framework (QAF) which is being developed by the Limerick City Children's Services Committee and the Programme Innovation Development Fund (PIDF) Sub-group
18. Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	Incremental additions linked to researched needs, pre-set review periods internal evaluation and independent research projects, including comparison with 'norms' from other jurisdictions internal and external to the country.
19. Built-in permission to fail and try again – evaluation mechanism	(a) "…we decided we'd try something different{ from small group teaching each of the 4 working with a separate group} you know we tried SG's idea you know, the literacy hour where children now actually were working as small independent worker with – so they're working with their own little independent stations … And now we're not doing

	small group teaching every day – they're not all doing it ….(b) We changed our way of teaching because the class...(c) I think it's because we work within their own zone…"
20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	Top down for initiative: focus groups for scrutiny of content and fitness for purpose: local consortia cross-agency for commission: individual agency through self-evaluation and reform.
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')	
22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology	The Digital Strategy for Schools 2015-2020 (October 2015) sets out an ambitious plan to embed Information and communications Technologies (ICT) in teaching, learning and assessment over its lifetime. The implementation of the Digital Strategy is being supported by a fund of €210m, over the five years.
23. Who or what were the agents of change	DES, Limerick Education Centre, Inspectorate and School Principals
24. Opportunities for agencies to come together and discuss issues	• The Department has worked with NALA (the National adult Literacy agency) on a national campaign to reach parents and communities. • New resources have been created, by the National council for curriculum and assessment (NCCA) and others, to help engage parents with their children's learning • Collaboration between bodies and agencies with a stake in literacy and numeracy has been stepped up. • The Better Start National Quality Development Service was launched by the Department of children and youth affairs in 2015 and this and other quality initiatives, including the Aistear-Síolta Practice Guide are contributing to embedding the use of Síolta and Aistear in the sector. • Cohort meetings organized in Local Education (Teachers) Centres • Mentoring provision • Fora organized by schools
25. Opportunities to share good practice	Regular school and project meetings: Consortium meetings: mentoring arrangements: cover for discussion session
26. Opportunities for all agencies to input into evaluations and reviews	Formal and informal reviews, research papers etc. gathered 'evidence', verbal and verbatim comments from within and across agencies involved.
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	Policy makers: Agency managers; practitioners all involved and vocal through policy documents; advice support mechanisms, reports and feed-back for assessment and during research by themselves and objective observers.
28. Evidence of support from government (central, regional and local), education sector and community	Policy Documents and local agency documents spell out moral, cultural intrinsic and extrinsic support including finance, personal and plant.

29. Evidence of buy-in from the targeted group	**Primary School Principal interview** 
30. A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	Limerick Education Centre (LEC) provides a meeting place for the dissemination of knowledge and information to all teachers involved using courses, seminars, conferences, lectures, debates, symposia etc. acting as a resource centre. Enabling project members to share and discuss with other involved agencies, prepare and construct equipment and materials for use in their own context.
31. Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	Teachers/policy makers quote 'Observations during whole- school focus groups and planning meetings have displayed a shift from a "show-me" mentality to a "let me figure it out" approach'.
32. Adopting, adopting and when necessary rejecting new ideas though putting them into practice, observing and assessing the impact	*Results of 'Open Door' policy and literacy support teachers ((LST) involvement:* '…now you can say I'm stuck on this, what do I do? How do I make my group less stagnant if you're involved in reading with children in your classroom who do you go to and who do you talk to? And the girls (LSTS) brought us on like - if we did have like – you could try this … - what do I do with the writing group if I'm taking something else? But now it's OK to ask - and you know can – and you know who to ask. Like before - it was like expected that you'd know but you didn't and you were kind of muddling along – but now it's OK not to know…"
33. Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	All programmes and activities underpinned by the Limerick Quality Assurance Framework (QAF) which is being developed by the Limerick City Children's Services Committee and the Programme Innovation Development Fund (PIDF) Sub-group
34. For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	The Interim Review has shown the considerable progress made at the mid-way point in the Strategy. Ireland's progress in promoting a high level of literacy for all has been especially impressive. Irish students ranked 3rd out of 35 OECD countries in reading in Pisa 2015. It has also identified areas where additional focus is needed if we want to achieve our ambition, as set out in the Action Plan for Education 2016-2019, to have the best education and training system in Europe in the next nine years. Feedback in relation to the implementation of the Strategy to date suggests that there may have been a greater focus on literacy than numeracy. a stronger focus on numeracy is now warranted, in order to bring about the 'step-change' that will help us to achieve our ambition to be among the top performers in Europe.
35. Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	• An aannual Literacy and Numeracy forum • Research on creative and innovative ways to support parents in their role as educators • Prioritising the development of Mathematics curricula at primary and post-primary • PDST continuing to prioritise and refine its literacy and numeracy supports for teachers • Developing further support for the transitions between educational settings, e.g. from early years' settings to primary.
36. A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	In July 2011, the Department of Education and Skills (the Department) launched the National Strategy: Literacy and Numeracy for Learning and Life 2011-2020 (the Strategy). The Strategy aims to raise standards in literacy and numeracy

	for young people in early years, primary and post-primary settings. actions in the Strategy are identified across six Pillars of the education system: The 2011 Strategy placed a focus on clearly defined outcomes, both quantitative and qualitative. As will be seen in Part II of this Report, many of its targets have already been reached, in little over half of the Strategy's ten-year lifespan (2011-2020). Outcome achievements to date: national and international • Enabling parents and communities to support children's literacy and numeracy development • Improving Teachers' and Early Childhood Care and Education (ECCE7) practitioners' professional practice • Building the capacity of school leadership • Improving the curriculum and the learning experience • Helping students with additional learning needs to achieve their potential • Improving assessment and evaluation to support better learning in literacy and numeracy including the capacity to read, understand and critically appreciate various forms of communication • Good Ranking in OECD country reports Evidence suggest social conditions have most negative effect but where these are address paramount is the knowledge and skill of the 'teachers' suggesting that 'special expensive initiatives' could be replaced by overall 'better teaching' making combating difference across all schools more affordable - widespread • Progress made has not been uniform/Expensive to undertake • Still significant difference in gains in attainment between schools in most disadvantaged areas and those in other areas suggesting a single initiative tho' effective is not a magic bullet.
37. A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	 Policy Maker/Manager
38. Self-generated materials for knowledge/skill gain and support?'	'Observations during whole- school focus groups and planning meetings have displayed a shift from a "show-me" mentality to a "let me figure it out" approach'. 'Martina (school literacy teacher) was passionate about developing literacy throughout our school. She helped with planning, organising and assessment throughout the year. She set up the small group literacy instruction groups in 2nd and 3rd. She taught groups of pupils in the SGLI and modelled best practice to the other teachers in the SGLI for 2nd and 3rd. She has improved the literacy instruction in the school enormously'.
39. Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	Speech Therapy team and more parental support materials, later incorporated in advanced policy. Costs and awareness of possible challenges rose with experience
40. What do they actually do?	Agencies: Collaborated, made links with hitherto 'remote' agencies; gained confidence in own judgements, became more questioning

BLANK GRID 3	
Indicators of "Good Practice" perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	*e.g. Collaborated on project XXX 2 years ago*
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	
9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	
18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	
19.Built-in permission to fail and try again – evaluation mechanism	

20.Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21.That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')	
22.Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23.Who or what were the agents of change	
24.Opportunities for agencies to come together and discuss issues	
25.Opportunities to share good practice	
26.Opportunities for all agencies to input into evaluations and reviews	
27.Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35.Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36.A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	
37.A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38.Self-generated materials for knowledge/skill gain and support?'	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	

GRID 4: When you have completed your scrutiny of the project/s then this cumulative grid will help you to decide to what extent the project facilitated good practice, what would be worth pursuing and what aspects would need attention if the project was to be adopted by you, or could be useful to pay special attention to in a new project you were writing.

No project is going to be perfect, and the list of questions is not exhaustive, or relevant in every situation. Through scrutiny, reflection, enquiry, adaption and experiment progress towards objectives can be made. The principles, objectives and desired outcomes, like all facets of human endeavour, will morph and evolve over time ---so the whole process begins again.

And a cumulative grid to use when you have completed an -in-depth survey of multiple indicators for the targeted project

Weighing up the good practice: project:- (name)			
After studying the project assess to what extent evidence of these queries are present			
Question	lots	some	none
1. A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns			
2. History of working together – ethos of collaboration			
3. Focus on desired outcomes			
4. What or who their target/s were			
5. What timescale was planned			
6. Funding and resources available			
7. If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes			
8. If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued			
9. Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines			
10. Clear lines of communication and overall management			
11. Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support			
12. Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and their joint effective use			
13. How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change			
14. Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision			
15. Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working			
16. Clear, stated and shared values, arrived at collectively: without this foundation element there will be no firm base to build, the ethos emerges from the values held.			
17. Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc.)			
18. Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)			
19. Built-in permission to fail and try again – evaluation mechanism			
20. Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)			
21. That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')			

22. Full use of the opportunities given for information and knowledge gathering and sharing by information technology			
23. Who or what were the agents of change			
24. Opportunities for agencies to come together and discuss issues			
25. Opportunities to share good practice			
26. Opportunities for all agencies to input into evaluations and reviews			
27. Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.			
28. Evidence of support from government (central, regional and local), education sector and community			
29. Evidence of buy-in from the targeted group			
30. A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge			
31. Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.			
32. Adopting, adopting and when necessary rejecting new ideas though putting them into practice, observing and assessing the impact			
33. Agreed, shared and clear qualitative and quantitative indicators that measured outcomes			
34. For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.			
35. Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used			
36. A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made			
37. A record of the strategies used, including written, on-line materials etc., from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time			
38. Self-generated materials for knowledge/skill gain and support?'			
39. Are all possible agencies involved? If not, what would be useful and possible reasons why more agencies were not involved?			
40. What do they actually do?			

SECTION 2

Creating Questions to ask “Experts”

SECTION 2

Face to Face Meetings, Webinars, Skype Sessions, Study visits, Seminars etc.

Using GRID 1 Questions to create a 'GRID 5 questions to ask'

During the time spent with practitioners of the various GP projects on the study visits to Ireland and Portugal the grid can help to create a blueprint for questions to ask in areas into which you may wish to gain more insight into:-

- **What have you found that was directly useful to you and could be broadly replicated**
- **What though with problems could be adapted or expanded to suit your needs and how**
- **What, though of interest, would be unworkable within their contextual needs and why**

And more information on the CORE areas that appear, from our experience and research, to have the greatest impact on the success and sustainability of GP initiatives. These are basic common requirements needed in all areas and contexts when addressing disadvantage and inequality of provision, opportunity of access or attainment across education from birth to adulthood.

Namely:-

- **Policy**
- **Funding**
- **Schools/Institutions**
- **Practitioners**
- **collaboration**
- **Professional Development**

We have taken a small selection of the **STAIR Grid Questions** coming from these areas above and suggest some question that might be useful when meeting the practitioners during the study visit. Information gained could then contribute to STAIRS reflection and sharing sessions and the evaluation process. You may wish to choose others to add.

Exemplars of questions prompted by the Grid: (refer to the Questions on pages 5 – 7.

Policy: Finding out:-

17,23,28,33,36,39,40

Where did the policy come from?

What lay behind the need to introduce such a policy?

Who or what were the agents of change

How did they?:-

Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc.)?

Achieve agreed, shared and clear qualitative and quantitative indicators that measured outcomes?

Show?
Evidence of support from government (central, regional and local), education sector and community and maintain this?
When and how did they ensure the summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made?
Do they believe all possible agencies were involved? If not, what would be useful and possible reasons why more agencies were not involved?

And a description of:

What do/did they actually do?

Funding:

05,O6,07,13,14,40,

What funding and resources were/are available?

When funding was granted was there a built-in undertaking that this will/would be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes?

If this was to try out a pilot are/were there guarantees it would be rolled out more widely and that the level of support continued?

What was the funding to cover?

What timescale was planned?

How the development was envisaged e.g.– an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change?

Were there strategies for assessing the fitness of purpose of planned programme with a cross -agency participative approach and built-in opportunities for collaboration and revision, if so how and when and did the funding include a section for evaluation?

How did they use the funding and that did they personally do within their own context to maximise its impact?

Was additional funding essential, an added impetus to develop what they were already doing or a 'sweetner' to bring about imposed change?

Schools and Institutions

01,02,03,04,09,10,11,15,16,19,20,24/5/6,30,3,38

Could you sum up the collective attitudes to equality and equity at the beginning of the project, how did this change over time?

Would you say it was shared by all, by a few, only addressed because part of a new policy?

How was the school involved in the initiative?

…

And you would add what?

Practitioners

02,03,04,10,12,14,15,16,19,20,24,30,33,38,40

What other experience have you had at working in a collaborative team. How may individual/agencies were involved?

When and how did you are at your ethos and goals?

What did you find particularly helpful in the process?

In you opinion what was hardest/most concerning? Why was that?

Had you particular people/children/school/section … that you saw as likely to benefit most from the project?

In what ways were the team kept up-to date with experiences and developments?

…

Try your hand at creating some more questions – general and targeted

Collaboration

01,02.09,11,12,24,31,40

Left blank for you to try out your own

Professional Development

15,17,19,21,22,29,30,33,37,38,39,40

Have you worked on similar projects with others before?

How did this come about?

How were differences resolved?

What approaches to learning an teaching did you take?

How were these negotiated?

In which ways did you check they were successful?

If something didn't work what did you do?

How was differentiation tackled?

Did you feel things not going to plan was allowed

If they did – how did you react?

Were you able to discuss things with others – how, where, what and when?

When you were planning to observe other lessons what sort of guidelines did you negotiate between you?

Why did you decide to share ideas and resources and the way you worked with one another? What/who do you feel helped most in setting this up?

How was it decided that something was not working well?

Was it just you who decided to change your approaches? Who else and why did cooperation develop?

What facilitated this?

Could you say what for you were the 3 most important support mechanism available?

In reviewing progress overall what strategies/tools were used? Did you feel in charge of these?

How involved were you in the development of materials? Please give some examples

Are there any agencies you feel were missing from the team that you think would have made the experiences more successful?

Could you give me a description of how what you did in the project and tell me how you feel about it?

Gaining experience

As will have become obvious as you work through the GRID, many of the questions that could be asked are relevant to more than one of the bullet-pointed "common" to all GP initiatives introduced above. You might like to take a few minutes now seeing which of the questions suggested above would provide you with valuable knowledge in other sections. Try also to decide what numbered questions each of the answers could be relevant to.

As well as gaining useful insight for assessing and writing projects generally the move from these generalised areas to particular interest areas such as Special Education, Early School Leavers, transition etc. is relatively simple to make.

GRID 5 – adapted for you to pose some questions you could ask	
Indicators of "Good Practice" perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here GRID 5	
Question to pose to yourself -can you see:	Questions you might ask to gain more information about the points
1.A shared mission – particularly in relation to equity and equality (and commitment to inclusive practice). Including an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	*e.g. Collaborated on project XXX 2 years ago*
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	

9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines.	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	

18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	
19.Built-in permission to fail and try again – evaluation mechanism	
20.Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21.That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')	
22.Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23.Who or what were the agents of change	
24.Opportunities for agencies to come together and discuss issues	
25.Opportunities to share good practice	
26.Opportunities for all agencies to input into evaluations and reviews	
27.Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice,	

intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
35.Examples of other instances of similar programmes where positive gains provide evidence to collaborate effective methods used	
36.A summing up of the gains and shortfalls of the programme and a realistic appraisal of differences made	

37.A record of the strategies used, including written, on-line materials etc, from internal and external sources that had contributed to the setting up the conditions for co-operation and collaboration to take places – from initial set-up, through development and adaptation to changing circumstances over time	
38.Self-generated materials for knowledge/skill gain and support?'	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	

YOUR NOTES

Indicators of "Good Practice" perquisites in the Project: to what extent evidence of these queries are present: put indicator/s here	
Question to pose to yourself -can you see:	Indicator from Initiatives to combat inequality:
1.A shared mission – particularly in relation to equity and equality, commitment to inclusive practice. an understanding of the difference between the two and how this can set patterns	
2.History of working together – ethos of collaboration	*e.g. Collaborated on project XXX 2 years ago*
3.Focus on desired outcomes	
4.What or who their target/s were	
5.What timescale was planned	
6.Funding and resources available	
7.If funding is granted then look for a built-in undertaking that this will be continued for a long enough period sufficient to ascertain the effectiveness of the programme in achieving the desired outcomes	
8.If funding is granted for a pilot programme, look for assurances that if successful it will be rolled out to a wider area with funding and support continued	
9.Clear division of responsibilities – i.e. agencies collaborated but had clarity around their remit (within the multi-agency structure) and reporting lines	
10.Clear lines of communication and overall management	
11.Support for the programme from policy makers; leaders of the various agencies; managers at all levels; personnel involved and necessary for support	
12.Was there any evidence of networks they already belonged to; of cooperation going on within the agencies as well as between them and effective use of those networks	
13.How the development was envisaged – an introduction – pilot plan - phased development – revision – quality control/evaluation; built-in opportunities for change	
14.Fitness of purpose of planned programme with participative approach and built-in opportunities for collaboration and revision	
15.Support and further knowledge-gaining opportunities, for whom and created by whom? Evidence of participatory working	
16.Clear and stated and shared values, arrived at collectively: without this underpinning element there will be no firm foundation on which to build, ethos emerges from the values held.	
17.Focus on and establish ways of ascertaining suitability of approach and content for the ultimate beneficiaries (for instance if school-based, children, educators, parents, community etc)	
18.Learning patterns – seen as linear (developing from step by step on a steady journey upwards to their goal – climbing a ladder): Incremental – (in steps but not always to the same extent on every front – like a wave on the shore)	
19.Built-in permission to fail and try again – evaluation mechanism	

20.Autonomy and control mechanisms – top-down; bottom up; a mixture (dependent on context and you may wish to look for examples that would best suit your own context)	
21.That all involved were willing to re-examine their past or present values, attitudes and practices (like sovereignty in their classroom to the exclusion of others 'interfering' or even 'observing')	
22.Full use of the opportunities given for information and knowledge gathering and sharing by information technology	
23.Who or what were the agents of change	
24.Opportunities for agencies to come together and discuss issues	
25.Opportunities to share good practice	
26.Opportunities for all agencies to input into evaluations and reviews	
27.Empathy for and commitment to the targeted group and in-depth knowledge of disadvantage, inclusive practice, intercultural practice, intergenerational and intra-generational poverty and disadvantage, equity, discrimination etc.	
28.Evidence of support from government (central, regional and local), education sector and community	
29.Evidence of buy-in from the targeted group	
30.A funded, managed and supported network of meetings and materials, identified as beneficial and/or needed by those involved in the multi-agency project AND from other sources outside the project with relevant expertise and knowledge	
31.Enquiring minds, new ideas and practices, not reverting to habit or conformity: being prepared to work outside their normal 'comfort zone'.	
32.Adopting, adapting and when necessary rejecting new ideas through putting them into practice, observing and assessing the impact	
33.Agreed, shared and clear qualitative and quantitative indicators that measured outcomes	
34.For example, achieved / work-in-progress (yet to be achieved) / reflections and learning.	
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38.Self-generated materials for knowledge/skill gain and support?'	
39.Are all possible agencies involved? If not what would be useful and possible reasons why more agencies were not involved?	
40.What do they actually do? Is this clearly enunciated?	



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GOOD PRACTICES (5 / sharing country)

Please, use the good practice description of our ESLplus portal as a sample. Our aim with this document is to give you guidelines and support your work.

Do NOT upload anything to this portal[1] --- use the document below to create your own good practice descriptions (to be presented in Varazdin) that can be developed into case studies later on (to be published on the project website by the end of this autumn)!

[1] ESLplus portal is an early school leaving-related portal, **NOT ALL good practices are expected to be relevant** to this topic --- they *can* be, but they are *not* expected to be, as discussed at the kickoff. We will identify later on what website each good practice should be linked to.

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GOOD PRACTICE INTRODUCTION

TITLE OF GOOD PRACTICE

TARGET GROUP

COUNTRY OF GOOD PRACTICE

SHORT SUMMARY
Lead paragraph outlining main problems, target group, resolution and results with core elements of good practice (main aim, participants, activities, results)

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Internet: www.tka.hu | www.oktataskepzes.tka.hu

GOOD PRACTICE DETAILS

CONTEXT OF GOOD PRACTICE

Basic information about institution and its environment at national / regional / local level (responsibilities, staff, short description of local circumstances, main characteristics)

MAIN CHARACTERISTICS OF CHALLENGE, DESCRIPTION OF TARGET GROUP

How would you describe the challenge itself? (e.g. lack of governmental / social / etc. support, capacity problem, lack of staff, lack of evidence-based approach, outdated mindset, etc.)

SUCCESS FACTORS AND PROCESSES

Detailed, transparent and practical description of preconditions; success factors; requirements for resources; processes; involvement of collaborators, etc.

Step-by-step description of main activities from beginning to end, and conclusions:

1. Preparation: identifying problem and outlining resolution (necessary tools, etc.)
2. Description of main activities; approach used (necessary tools, timeframe, etc.)
3. Useful competences of problem solving team to reach main aim (necessary tools, etc.)
4. What is the estimated timeframe of implementation? Is this a quick solution or a long-term investment? When is it recommended to be carried out?
5. **How is this a systems change?**

IMPACT OF MEASURES TAKEN

Main changes and their impact on target groups (e.g.: changes in mindset, attitudes, etc.)

LESSONS LEARNED

Risks, failures (if relevant).
Recommendations: probable risks, decision-making points, probable scenarios.

RESOURCES NEEDED

Necessary resources (financial and human) as well as estimated time to see impact.

ANY OTHER INFORMATION

Address: H-1077 Budapest, Kéthly Anna tér 1. | **Mailing address:** H-1438 Budapest 70, Pf. 508. | **Phone:** (+361) 237 1300 | **Fax:** (+361) 239 1329 | **E-mail:** info@tpf.hu
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USERS' GUIDE TO PREPARE FOR A STUDY VISIT AND THE ADAPTATION PROCESS IN THE FIELD OF SOCIAL INCLUSION

INTRODUCTION

This Guide intends to support the preparation of experts to study visits abroad and also the adaptation phase in the field of social inclusion describing a 12-STEP process. It can be used during offline or online expert workshops. Although, study visits are unique occasions when experts get insight into the good practices of their partner countries, they are often limited in terms of duration. Therefore, it is essential to prepare participants to make the most out of the learning event. To maximise the learning experience, the participants of the study visit may come from different professional backgrounds representing different point of views, e.g. educational experts, school leaders, policy makers etc. This Users' Guide offers proven methodology and tips for implementing a successful study visit and the adaptation process for a group of experts who have been already selected to participate in study visits. Please, read this document through from the beginning to the end in order to understand every detail of the perparation process. The flow-chart in Annex 7 gives you an overview of the preparation process.

CONTENTS

INTRODUCTION 1

CONTENTS 1

1. RAISING AWARENESS OF THE FRAMEWORK OF ACTIVITIES IN WHICH THE STUDY VISIT TAKES PLACE 3
2. RAISING AWARENESS OF YOUR PERSONAL, TEAM OR NATIONAL LEARNING NEEDS 3
3. BE FAMILIAR WITH THE CASE STUDIES/GOOD PRACTICES PROVIDED 3
4. IDENTIFY YOUR EXAMINING AREAS 3
5. SHARE AND DISCUSS THE QUESTIONS WITH OTHER PARTICIPANTS ONLINE 4
6. ENRICH YOUR KNOWLEDGE AND MAXIMISE YOUR LEARNING EXPERIENCE 4
7. WHAT TO LOOK FOR WHEN GETTING PREPARED TO PARTICIPATE IN A STUDY VISIT? 5
8. SUMMARISE LESSONS LEARNT IN NATIONAL AND INTERNATIONAL TEAMS 5
9. USE THE LEARNING DIARY FOR STRUCTURING YOUR THOUGHTS 5
10. FILL IN SELF-REFLECTION QUESTIONNAIRES 5

11. SUMMARISE LESSONS LEARNT IN NATIONAL TEAMS 6
12. CONTRIBUTE TO THE ADAPTATION PROCESS 6
TIPS AND HINTS 7
Annex 1 8
Country Report Template 8
Annex 2 9
Good Practice Template 9
Annex 3 10
Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report 10
Creating a map of challenges and values as an example in Hungarian context according to the Country Report 10
Step one 10
Step two 13
Step three 15
Step four 17
Step five 23
Next steps 25
ANNEX 4 26
LEARNING DIARY 26
Individual reflection 29
National JIGSAW 30
ANNEX 5 31
SELF-REFLECTION QUESTIONNAIRE 31
QUALITY ASSURANCE QUESTIONNAIRE 33
Annex 6 34
National Adaptation Plan Template 34
Annex 7 36
Flow chart of the preparation process 36
..... 36

1. RAISING AWARENESS OF THE FRAMEWORK OF ACTIVITIES IN WHICH THE STUDY VISIT TAKES PLACE

- National project teams provide information about the framework of activities/project to external experts or project members who intend to participate in the study visit.
- Study visit participants have a clear picture of the framework of activities/project, how it works and whothe main actors are.
- Every study visit participant becomes familiar with the main goals, aims, the main activities and expected results.
- Experts provide information about their professional background to get to know one another before the study visit.

2. RAISING AWARENESS OF YOUR PERSONAL, TEAM OR NATIONAL LEARNING NEEDS

- Every study visit participant collects background information on their national context or reads their national country report (if available) and takes notes of their most important examination areas.
- A preparation workshop is organised for the study visit participants and other experts where they can discuss their learning needs. If they use the Country Report template provided in this Guide, they can focus, in particular, on Chapter 6 of the *Country Report* (*National Learning Needs; See Annex 1*).
- National teams (national experts and national project team members) come to a conclusion together and fill in the *Matrix of Challenges, Mutual Learning, and Evidence Based Local Values in National Context According to the Country Report* (see Annex 3).

3. BE FAMILIAR WITH THE CASE STUDIES/GOOD PRACTICES PROVIDED

- Every study visit participant reads the description of case studies/good practices and takes notes of their most important examination areas.
- The *Matrix of Challenges, Mutual Learning, and Evidence Based Local Values in National Context According to the Country Report* (Annex 1.) can be useful again when taking notes of the case studies/good practices and structuring their thoughts.
- The description of case studies/good practices has to be made available and accessible for all study visit participants prior to the visit.

4. IDENTIFY YOUR EXAMINING AREAS

- The national team identifies their potential national learning outcomes of examining the good practices.
- Potential examination areas to be discussed:
    - examining the powers, the responsibilities and the tasks of institutional leaders and school governance in the sharing countries;
    - identifying the determining perceptions, competencies concerning inclusion and consequent in-service needs of teachers in partner countries to find the initial steps of facilitating effective communication, collaboration and professional standards and process management;
    - examining the role of specialists assisting teachers and processes inside schools;

- identifying stakeholders and authorities outside schools, analysing their powers and responsibilities, and studying the 'HOW-s' of effective communication;
- IT support, data collection and monitoring of collaborative processes in the field of social inclusion;
- engaging parents and families in the learner support process;
- collecting possible aspects for observation to be considered for the national adaptation plans;
- making potential points for upscaling to be focused on during the study visit.

5. *SHARE AND DISCUSS THE QUESTIONS WITH OTHER PARTICIPANTS ONLINE*

- National teams may use a Learning Content Management System (LCMS), such as Canvas. etc. which is a dedicated and safe online space to get prepared for the study visit.
- Technical implementation
  - The organiser of the study visit may offer to implement an online course. Canvas is an installed and IT supported online platform, safely closed and GDPR featured for participants
  - LCMSs are ready to launch this course with the following functionalities:
    - HTML environment (texts, videos, audios, embedding and etc. functions)
    - Course syllabus, Announcement options and Assessment options for course developers and educators
    - Discussion forums, Activities, Assignments, Collaborative activities, Self- and Peer Assessment opportunities for Participants
- Participants find a short introduction about the framewrok of activities/project and share information about their professional background and start a discussion about their personal, team or national learning needs and good practices online.
- Study visit participants pose their questions to good practice owners and collect the examining aspects in the LMS system discussions (e.g. policy conditions, stakeholders engagement, project management challenges, time frame, budget, etc.)
- Host country experts may join the preliminary online conversation and get prepared for their presentation according to previous questions based ont he real needs and interests of participants.
- Study visit participants may submit their results to the dedicated LMS system course which can be made available for all experts involved in the study visit.

6. *ENRICH YOUR KNOWLEDGE AND MAXIMISE YOUR LEARNING EXPERIENCE*

- Participants are interested in other countries' educational systems and learning needs.
- Participants demonstrate interest, inquire, pose questions and participate in common work (group works).
- Experts interview host country representatives, owners of good practices, local experts and other professionals to get deeper information about the experience of sharing countries, about the presented good practices to reveal the points of cooperation and possible adaptation.
- Participants create Learning Diaries documenting all relevant experiences by taking notes, and taking pictures or videos.

- Usually, there are social activities during meetings, participants may be part of them, to share experiences and build network.

7. WHAT TO LOOK FOR WHEN GETTING PREPARED TO PARTICIPATE IN A STUDY VISIT?

- opportunities to gain acces and broaden networks;
- creating links with experts, institutions and organisations with similar priorities and agendas and providing follow-up activities, such as creating cooperation projects under different programmes;
- establishing contacts, interacting and learning, sharing good practice with local professional counterparts, politicians responsible for education and training;
- opportunities to practise a foreign language.

8. SUMMARISE LESSONS LEARNT IN NATIONAL AND INTERNATIONAL TEAMS

- Every participant must participate in the whole meeting from the very beginning until the very end.
- Participants form national teams directly after the presentations and share their first thoughts on the good practices provided. This can be helpful to deeper understand the good practices in case the language of presentations is not the native language of participants.
- Participants share their first impressions, and consult in international teams focusing on the adaptability of lessons learnt.

9. USE THE LEARNING DIARY FOR STRUCTURING YOUR THOUGHTS

- Every participant knows the aspects and questions of the *Learning Diary* (see Annex 4) and takes a note by following those.
- After the study visit, participants take the time for putting down their *Individual Reflections*.
- Participants must create their Learning Diaries after the visit which contains their findings, thoughts and experiences about the study visit based on their notes taken during the visit. It can be decided whether the Learning Diary will be public amongst participants of the study visit or not.
- The *Learning Diary* is one of the most important input data for the adaptation process.

10.FILL IN SELF-REFLECTION QUESTIONNAIRES

- Following the study visit, participants reflect on their own practices in a self-reflection questionnaire to process their experiences and start to develop their plans for adaptation.
- The *Self-Reflection Questionnaire* (see Annex 5) helps to capture the first impressions by which the *Learning Diary* can be filled in with more details after the study visit.
- These can be filled in right after the study visits.

11.SUMMARISE LESSONS LEARNT IN NATIONAL TEAMS

- After the study visit, participants will have the knowledge and conception how a well-balanced process, a coherent guidance system or a cross-sectoral cooperation operates in order to foster inclusive education. They will be able to compare the newly acquired knowledge with their own practice, and draw up their plans to adapt.
- The national teams meet again after the study visit and summarise their common national lessons learnt based on the individual reflections (see later: *National Jigsaw*). Ideally, they form a report which is an input data for their adaptation process.

12.CONTRIBUTE TO THE ADAPTATION PROCESS

- The national summaries are compiled in a single document in a single structure to serve a base for their adaptation plan.
- In the adaptation plan the focus will have to be on applying a multi-agency approach and outlining a standard for communication and collaboration between multiple stakeholders.
- Experts must identify key conditions needed for collaborative approaches among stakeholders that help improving the issue.

TIPS AND HINTS

Tips for participants of study visits

- prepare for the visit by reading documentation provided by the organisers;
- play an active part in all activities at the times scheduled in the programme throughout the visit;
- try to establish professional contacts that might be used for developing new projects and creating networks;
- disseminate the knowledge and information acquired during the visit in your country, including policy- makers at local, regional or national levels;

Tips for organisers of *onsite* study visits

It is advisable for a host institution to form a team responsible for organising a visit, with one individual appointed as a contact person.

To organise a good study visit, the team should:

- be familiar with the education system of the country and the subject matter of the study visit;
- have an open and positive social attitude;
- speak the working language of the visit;
- have time management, organisational and logistical skills;
- have or raise at least a small budget and be able to manage it.

Having a team not only makes the work easier, it can also contribute to the quality of the programme offered. It helps avoid problems if the contact person has to withdraw or is absent at the time of the study visit.

Tips for for organisers of *online* study visits

- Pre-visit communication with participants should include a Technical Guide and „Wellness tips”

Annex 1

Country Report Template

Structure and Main Focuses of the Country Reports

Country reports in our project are to serve as background materials for the partnership so partners can better understand the education system of the learning countries from the perspective of ***inclusion*** and ***equity***.

Country reports - to be drafted for, and presented at the second partner meeting in Varazdin, and finalised right afterwards to be published on the project website - have various aims. It is important to make it clear that they are not research papers. They can, but do not necessarily refer to research with endnotes or footnotes. What we need to become aware of are our own learning needs, and, we intend to familiarise other partners with policy level strategies and measures worth concentrating on in the STAIRS project.

The reports are to be comprised of six chapters, and we strongly recommend that each partner follow some basic rules when compiling each chapter:

- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your own questions and identify learning needs *from a national perspective*

Main chapters:

1 Education in the partner country
2 National context and current research: key issues regarding social inclusion
3 Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
4 Identifying key local stakeholders: institutions and professionals
5 Critical analyses of national indicators regarding social inclusions
6 Recommendations: local focus
Appendix – Statistics

Annex 2

Good Practice Template

TITLE OF GOOD PRACTICE:

TARGET GROUP:

COUNTRY OF GOOD PRACTICE:

SHORT SUMMARY
Lead paragraph outlining main problems, target group, resolution and results with core elements of good practice (main aim, participants, activities, results)

GOOD PRACTICE DETAILS

CONTEXT OF GOOD PRACTICE
Basic information about institution and its environment at national / regional / local level (responsibilities, staff, short description of local circumstances, main characteristics)

MAIN CHARACTERISTICS OF CHALLENGE, DESCRIPTION OF TARGET GROUP
How would you describe the challenge itself? (e.g. lack of governmental / social / etc. support, capacity problem, lack of staff, lack of evidence-based approach, outdated mindset, etc.)

SUCCESS FACTORS AND PROCESSES
Detailed, transparent and practical description of preconditions; success factors; requirements for resources; processes; involvement of collaborators, etc.

Step-by-step description of main activities from beginning to end, and conclusions:
1. Preparation: identifying problem and outlining resolution (necessary tools, etc.)
2. Description of main activities; approach used (necessary tools, timeframe, etc.)
3. Useful competences of problem solving team to reach main aim (necessary tools, etc.)
4. What is the estimated timeframe of implementation? Is this a quick solution or a long-term investment? When is it recommended to be carried out?
5. How is this a systems change?

IMPACT OF MEASURES TAKEN
Main changes and their impact on target groups (e.g.: changes in mindset, attitudes, etc.)

LESSONS LEARNED
Risks, failures (if relevant).
Recommendations: probable risks, decision-making points, probable scenarios.

RESOURCES NEEDED
Necessary resources (financial and human) as well as estimated time to see impact.

ANY OTHER INFORMATION

Annex 3

Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report

Creating a map of challenges and values as an example in Hungarian context according to the Country Report

The aim of this document is to support the preparation of a matrix in 5 steps that provides a map of challenges and values about the national context of social inclusion.
In this document, we created an example of mapping the challenges and values in the Hungarian context of social inclusion.
By following the steps and using the matrix template described below will enable learning country partners to clarify their current learning needs and to prepare for the elaboration of their adaptation plans.

Step one

Collect challenges in four different dimensions of the issue: social dimension, systemic legislation, education professionals, and social environment. Also, collect the decisive examples or values of existing good practices or models matching these challenges.
We collected as an example in the Hungarian context challenges in the four different dimension of the issue: social dimension, systemic legislation, education professionals, and social environment. We also collected the decisive examples or values of existing good practices or models matching these challenges. See in the following steps how we continued the work with this document.

1. Essential challenges concerning social dimension (democracy, human rights, the rule of law)

- How to provide adequate governmental policies?
- How to increase awareness of the importance of poverty and discrimination issues?
- How to increase awareness of the role of covert racist and other stereotypes towards learning, children, and parenting in the field of education?
- Ho to reach a higher level of awareness of the importance of inter-sectionalism and empowerment in the case of disadvantaged groups?

Related fields of mutual learning

- models or examples of how to influence both the policymakers and broader society, and shifts educational and social policies toward evidence-based approaches and adequate strategies in a supportive environment for social inclusion
- political endeavours that affect and shape the attitude of the majority of society
- development of social sensibility, tolerance and critical thinking appear at various levels of education
- political endeavours that affect and shape the attitude of the majority of society
- development of social sensibility, tolerance and critical thinking appear at various levels of education
- models for transversal attitudes, skills, and knowledge for living in a democracy, and competences for how to develop these competences in the education context

2. Essential challenges concerning systemic legislation (education system and institutions)

- How to build a stable vision prevailing over governmental cycles?
- How to provide systemic interventions which guarantee adequate budgetary and time frame?
- How to provide subsidiarity support for and autonomy of educational institutions? l
- How to build guarantees for autonomy and social responsibility of educational professionals?

Related fields of mutual learning

- models for high-quality education for all
- models for efficient systemic interventions
- conditions for maintainable education policies for social inclusion, like
    - structurally guaranteed autonomy and responsibility in decision making for education professionals (curricula, methods, materials),
    - an extensive repertoire of services through cooperative network learning opportunities,
    - subsidiarity of the resources, supports (provided in institution level and individualized to the given context) (Arató, 2019)
- extension of the learning path
- vivid models for supportive school culture like the models of the learning organization, learning community, the community of practice, or innovative school community
- models for effective, efficient, and fair institutional autonomy and subsidiary systems
- models for effective, efficient, and fair autonomy of educational professionals
- models for networks assisting professional learning effectively and efficiently
- models for educational policy, realizing a decisive change took place in the social acceptance through quality education for all

Evidence-based values in the country context

✓ **Inclusive System of Education model** (IPR, 2003-2013): isolated examples of successful city de-segregation programs (Fejes – Szűcs, 2018), isolated examples of successful institution development programs for inclusion (K. Nagy, 2015), a cooperative model for systemic reforms in the field of inclusion gaining deeper engagement of schools, teachers, and stakeholders (Arató – Varga, 2005, 2012)

✓ **National Competence Test (**since 2004?): in the field of literacy and mathematics all 6th, 8th, and 10th grades (between 2004 and 2013, 4th graders included), this system provides comparable data in the fields of these key competences, for exploring the differences of accessing to key competences.

✓ **Recording and supporting disadvantaged and multiple disadvantaged families and learners** (since 2003), although the covered population narrowed by legislation the number of the target population increases (Varga, 2018), this system provides more or less comparable data for exploring social inclusion.

✓ **Support for Prevention of Early School Leaving model** (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens to primary and secondary grammar schools (EFOP 3.1.5)

3. Essential challenges concerning education professionals (teachers, assistants, school psychologists etc.)

- How to convince education professionals to find their ways to the evidence-based theories and practices? How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion?
- How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion? How to increase awareness of competence-based and criterion-oriented approach in improvement of learners' achievement in any fields?
- How to build a consistent, non-discriminative practice, evaluation, and qualification in the field of everyday practice?
- How to build real cooperation among different educational professionals?

Related fields of mutual learning

- adequate theoretical and practical preparation of teachers in the field of inclusion
- effective, efficient, and fair competence development for teachers (and education professionals) in the field of inclusion
- effective, efficient, and fair models for evaluation and qualification
- models for effective, efficient, and fair cooperation among educational professionals targeting inclusion
- models for effective, efficient cooperation between the university and public education targeting inclusion

Evidence-based values in the country context

✓ **Inclusive System of Education model** (IPR, 2003-2013): a cooperative model for school improvement, examples of effective institution management competences targeting inclusion (Arató – Varga, 2005, 2012a, b, Radics, 2012)

✓ **Teacher training programs of different universities** like in the EFOP 3.1.2 program (Bárdossy, 2015, Varga és Tsai, 2018)

4. Essential problems concerning the social environment of education institutions (families of learners, neighbourhood etc.)

- How to guarantee the effective, efficient, and fair involvement of the families of the learners in education
- How to provide opportunities for articulating the family values of each family (language, culture, customs, religion etc.)?
- How to provide support for partnership development from the side of the stakeholders, NGOs, communities?
- How to provide pathways to empowerment through school communities?

Related fields of mutual learning

- models for community and family involvement (like the community of learners model etc.)
- models for nonviolent, assertive communications
- models for partner involvement in community building

Evidence-based values in the country context

✓ **Inclusive System of Education model** (IPR, 2003-2013): isolated good practices based on cooperative partnership approach (Arató – Varga, 2012a, b, Radics, 2012), and community involvement (Szűcs – Fejes, 2018)

✓ **Isolated good practices of community involvement programs** like step by step program in kindergarten and schools

Step two

In the next step, we created a table as a form that could help to clarify the complex map of challenges and values. It is a simple list of leading questions and the aspects of the investigation, mutual learning we have extracted from the Country Report.

LEADING QUESTIONS AND ASPECTS FOR MUTUAL LEARNING	
1. Essential challenges concerning social dimension (democracy, human rights, the rule of law)	**SOCIAL DIMENSION**
• How to provide adequate governmental policies?	• adequate policies
• How to increase awareness of the importance of poverty and discrimination issues?	• poverty and discrimination
• How to increase awareness of the role of covert racist, and other stereotypes towards learning, children, parenting etc. in the field of education?	• education and stereotypes
• Ho to reach a higher level of awareness of the importance of inter-sectionalism and empowerment in the case of disadvantaged groups?	• inter-sectionalism and empowerment
2. Essential challenges concerning systemic legislation (education system and institutions)	**SYSTEMIC LEGISLATION**
• How to build a stable vision prevailing over governmental cycles?	• longitudinal development
• How to provide systemic interventions which guarantee adequate budgetary and time frame?	• adequate interventions
• How to provide subsidiarity support for and autonomy of educational institutions? I	• subsidiarity and autonomy
• How to build guarantees for autonomy and social responsibility of educational professionals?	• guaranties and responsibilities
3. Essential challenges concerning education professionals (teachers, assistants, school psychologists etc.)	**EDUCATION PROFESSIONALS**
• How to convince education professionals to find their ways to the evidence-based theories and practices? How to help in-service and pre-service teachers to understand the	• evidence-based approach

competences what they need for enhancing social inclusion?	
• How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion? How to increase awareness of competence-based and criterion-oriented approach in improvement of learners' achievement in any fields?	• competences and criteria
• How to build a consistent, non-discriminative practice, evaluation, and qualification in the field of everyday practice?	• practice and evaluation
• How to build real cooperation among different educational professionals?	• real cooperation
4. Essential challenges concerning the social environment of education institutions (families of learners, neighbourhood etc.)	**SOCIAL ENVIRONMENT**
• How to guarantee the effective, efficient, and fair involvement of the families of the learners in education	• community involvement
• How to provide opportunities for articulating the family values of each family (language, culture, customs, religion etc)?	• value articulation
• How to provide support for partnership development from the side of the stakeholders, NGOs, communities?	• partnership support
• How to provide pathways to empowerment through school communities?	• school community and empowerment

Step three

Following the decisive aspects, we found in the Country Report; we developed an investigation matrix. By this matrix, we could analyze what a country context can offer for mutual learning. In the first column, we listed the aspects, so in the next column, fields of mutual learning can be displayed, or evidence-based values could be articulated. (See the template below.)

GENERAL	**COUNTRY CONTEXT:** *country*	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
SOCIAL DIMENSION		
• adequate policies		
• poverty and discrimination		
• education and stereotypes		
• inter-sectionalism and empowerment		
SYSTEMIC LEGISLATION		
• longitudinal development		
• adequate interventions		
• subsidiarity and autonomy		
• guaranties and responsibilities		
EDUCATION PROFESSIONALS		
• evidence-based approach		
• competences and criteria		
• practice and evaluation		
• real cooperation		
SOCIAL ENVIRONMENT		
• community involvement		

GENERAL	COUNTRY CONTEXT: *country*	
• value articulation		
• partnership support		
• school community and empowerment		

Step four

We run through the aspects of our matrix, analyzing our country report, and indicated the fields of mutual learning, and the needs of mutual learning identified by green colour. (See the completed template for Hungary below.)

GENERAL	COUNTRY CONTEXT: HUNGARY	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
SOCIAL DIMENSION		
• **adequate policies**	models or examples of how to influence both the policymakers and broader society, and shifts educational and social policies toward evidence-based approaches and adequate strategies in a supportive environment for social inclusion	*Needs for mutual learning*[1]
• **poverty and discrimination**	political endeavours that affect and shape the attitude of the majority of society development of social sensibility, tolerance and critical thinking appear at various levels of education	*needs for mutual learning*
• **education and stereotypes**	political endeavours that affect and shape the attitude of the majority of society development of social sensibility, tolerance and critical thinking appear at various levels of education	*needs for mutual learning*

[1] Indicate with green background in the prior fields, where someone would like to realize mutual learning. You can indicate fields green where you already have some good practices!

GENERAL	COUNTRY CONTEXT: HUNGARY	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
• **inter-sectionalism and empowerment**	models for transversal attitudes, skills, and knowledge for living in a democracy, and competences for how to develop these competences in the education context	*needs for mutual learning*

GENERAL	COUNTRY CONTEXT	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
SYSTEMIC LEGISLATION		
• **longitudinal development**	models for high-quality education for all	**Recording and supporting disadvantaged and multiple disadvantaged families and learners** (since 2003), although the covered population narrowed by legislation the number of the target population increases (Varga, 2018), this system provides more or less comparable data for exploring social inclusion
• **adequate interventions**	models for efficient systemic interventions	**National Competence Test (**since 2004?): in the field of literacy and mathematics all 6th, 8th, and 10th grades (between 2004 and 2013, 4th graders included), this system provides comparable data in the fields of these key competences, for exploring the differences of accessing to key competences.
• **subsidiarity and autonomy**	conditions for maintainable education policies for social inclusion, like – structurally guaranteed autonomy and responsibility in decision making for education professionals (curricula, methods, materials etc.), – an extensive repertoire of services through cooperative network learning opportunities, – subsidiarity of the resources, supports (provided in institution level and	**Inclusive System of Education model** (IPR, 2003-2013): isolated examples of successful city de-segregation programs (Fejes – Szűcs, 2018), isolated examples of successful institution development programs for inclusion (K. Nagy, 2015), a cooperative model for systemic reforms in the field of inclusion gaining deeper engagement of schools, teachers, and stakeholders (Arató – Varga, 2005, 2012)

GENERAL	COUNTRY CONTEXT	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
	individualized to the given context) (Arató, 2019)	
SYSTEMIC LEGISLATION		
• **guaranties and responsibilities**	– extension of the learning path – vivid models for supportive school culture like the models of the learning organization, learning community, the community of practice, or innovative school community – models for effective, efficient, and fair institutional autonomy and subsidiary systems – models for effective, efficient, and fair autonomy of educational professionals – models for networks assisting professional learning effectively and efficiently – models for educational policy, realizing a decisive change took place in the social acceptance through quality education for all	**Support for Prevention of Early School Leaving model** (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens to primary and secondary grammar schools (EFOP 3.1.5)

GENERAL	COUNTRY CONTEXT	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
EDUCATION PROFESSIONALS		
• **evidence-based approach**	effective, efficient, and fair models for evaluation and qualification	*needs for mutual learning*
• **competences and criteria**	adequate theoretical and practical preparation of teachers in the field of inclusion	**Inclusive System of Education model** (IPR, 2003-2013): a cooperative model for school improvement, examples of effective institution management competences targeting inclusion (Arató – Varga, 2005, 2012a, b, Radics, 2012)
• **practice and evaluation**	effective, efficient, and fair competence development for teachers (and education professionals) in the field of inclusion	**Teacher training programs of different universities** like in the EFOP 3.1.2 program (Bárdossy, 2015, Varga és tsai, 2018)
• **real cooperation**	models for effective, efficient, and fair cooperation among educational professionals targeting inclusion models for effective, efficient cooperation between the university and public education targeting inclusion	**Support for Prevention of Early School Leaving model** (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens, to primary and secondary grammar schools (EFOP 3.1.5)

GENERAL	COUNTRY CONTEXT	
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**
SOCIAL ENVIRONMENT		
• community involvement	models for community and family involvement (like the community of learners)	**Inclusive System of Education model** (IPR, 2003-2013): isolated good practices based on cooperative partnership approach (Arató – Varga, 2012a, b, Radics, 2012), and community involvement (Szűcs – Fejes, 2018)
• partnership support	models for community and family involvement (like the community of learners)	
• value articulation	models for nonviolent, assertive communications	**Good practices of community involvement programs** like step by step program in kindergarten and schools, or Roma student involvement programs at Universities
• school community and empowerment	models for partner involvement in community building	

Step five

We have analyzed the materials of the good practice from Ireland, and run it through the matrix, to find out where are the real matching points between the offer for the learning of the host country, and the needs of learning of the partner country.

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: IRELAND** **LEARNING COUNTRY: HUNGARY**		
CHALLENGES	**MUTUAL LEARNING**	**EVIDENCE-BASED VALUES**	**MATCH**
SOCIAL DIMENSION			
• adequate policies	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• poverty and discrimination	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• education and stereotypes	Hungary		
• inter-sectionalism and empowerment	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
SYSTEMIC LEGISLATION			
• longitudinal development	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• adequate interventions	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• subsidiarity and autonomy		Limerick DEIS Primary Schools' Literacy Initiative	
• guaranties and responsibilities		Limerick DEIS Primary Schools' Literacy Initiative	

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: IRELAND** **LEARNING COUNTRY: HUNGARY**		
EDUCATION PROFESSIONALS			
• evidence-based approach	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• competences and criteria			
• practice and evaluation		Limerick DEIS Primary Schools' Literacy Initiative	
• real cooperation		Limerick DEIS Primary Schools' Literacy Initiative	
SOCIAL ENVIRONMENT			
• community involvement	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• value articulation	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• partnership support		Limerick DEIS Primary Schools' Literacy Initiative	
• school community and empowerment		Limerick DEIS Primary Schools' Literacy Initiative	

Next steps

As we saw from the Hungarian perspective, we were able to identify the real learning interests based on the County Report and the detailed materials of the example from Ireland. So we could calibrate the focuses of our shared learning, according to both the host countries and the partner countries. It could help us to split the complex issue of social inclusion to the different interests of different partner countries. We also could broaden our horizon of understanding, to what extent we need to expand the list of leading questions, various aspects, and the contents of mutual learning.

ANNEX 4

LEARNING DIARY

NAME	ORGANISATION	COUNTRY

TOPICS/GOOD PRACTICE (GP) INITIATIVE	WHAT HAVE I OBSERVED? (FACTS) WHAT KEY FACTS/INFORMATION HAVE I LEARNED ABOUT THE GP INITIATIVE	WHAT ARE MY INITIAL IMPRESSIONS OF THE GP INITIATIVE? (THOUGHTS OR QUESTIONS)	PROMPTS (INDIVIDUAL LEARNING NEEDS MATCHING TO WHAT I HAVE OBSERVED)

Notes

Individual reflection

What key messages from the Good Practice initiative am I going to discuss with the other visitors?

What information was of most relevance (from the Good Practice initiative) from the perspective of my (or of my organisation) learning needs?

What aspects of the Good Practice initiative can I take home and possibly adapt with ease?

Are there similar projects /initiatives/ endeavours in my country? Are there any aspects of the observed Good Practice initiative that could be weaved into these projects /initiatives /endeavours?

What aspects of the Good Practice initiative that are of interest but will not be adapted with ease in my home country and why?

How much influence do I have in enabling the adaption of the Good Practice initiative?

National JIGSAW

National groups are split. Each visitor works individually, each learns based on their personal interest (as well as the learning needs previously defined in the country reports, if available). Next, national groups reconvene. Each member presents their observation experience to the group using the Learning Diary. Members of national groups synthesise information, and ideally, create a final report ensuring that each group member has an understanding of their material, as well as the findings that have emerged from group discussion.

ANNEX 5

SELF-REFLECTION QUESTIONNAIRE

Note: 1 --- lowest; 5 --- highest

1. Do you think the study visit has shifted anything in your mindset about collaborative approaches that tackle social exclusion and educational disadvantage?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer: (Specify!)

2. Were you satisfied with the quantity of the information you gained during the study visit?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer: (Is there anything else you would have wanted to see/hear/talk about?)

3. Were you satisfied with the quality of the information you gained during the study visit?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer:

4. Has the experience helped you to reflect on your professional practice? YES/NO and please indicate reasons for your answer (E.g. professional competences, quantity and quality of input; communication and social skills; time/crises/conflict competences)
Please, comment on your decision:

5. Has the study visit facilitated you to learn something new or think about an existing practice in a different way? YES/NO and please indicate reasons for your answer
Please, comment on your decision:

6. Looking ahead to the next steps of the project, do you feel there will be positive or negative developments arising from what was discussed during the study visit? (E.g. risks, threats, problems as well as chances, opportunities)
What do you expect to be positive:
What do you expect to be negative:

7. How do you think you can apply knowledge and experience gained during the study visit in your organisation in the future? What key messages are you taking home? (What can you learn from the study visit and how can it be applied to your context: professional competences …)

8. What would you change in the programme or the methodology to further enhance the next study visit?

9. Anything else you want to share regarding the visit: (things you liked, things you did not like at all, things you missed, things that could be improved next time, etc.)

QUALITY ASSURANCE QUESTIONNAIRE

NOTE: It is very important that participants provide feedback regarding the structure and the programme of the study visit. This part is relevant for offline study visits.

1. Were you satisfied with your accommodation? (E.g. location, rooms, etc.)?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

2. Were you satisfied with the facilities? (E.g. seminar room, equipment, internet connection)?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

3. Were you satisfied with the catering?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

Thank you very much for your cooperation!

Annex 6

National Adaptation Plan Template

Main chapters of the National Adaptation Plan:

1. Summary of the country local focus as evident in the Country Report (see Country Report template in Annex 1.)
2. Study visits summary
3. National Adaptation Plans

Note: *the template is provided in English language for your convenience. However, as the National Adaptation Plans are to be used in your own country context, each country's National Adaptation Plans may be written in their own language. Therefore, please adapt the following template to your language.*

1. Summary of the country local focus as evident in the Country Report

In this section, we recommend writing a brief summary of your country's local focus based on the work done already in your country report, if available. If you do not have a country report, you have to read background material on your national context, collect information on available policies and also your needs and challenges in the field of social inclusion.

2. Study visits summary

In this section please provide a summary of the study visits you participated in. The section is further divided into two subsections.
The questions below can serve as a starting point to prepare your summary and they represent the minimum requirement to reflect on.

- What are the **lessons learnt by each individual participant** based on the national/individual focus during the study visits?
- What are the **lessons learnt** that you can synthesise **at the national level**? Which of these lessons can be adapted to your specific national context? Which of these lessons cannot be adapted and why?
- Please **compare your newly acquired knowledge with your practice identifying similarities and differences.**
- Please formulate your **preliminary plans for adaptation**.

Please, feel free to add any other aspects that you feel relevant in your national context.

2.1. Most relevant individual points from specific good practices

Elaborate which individual points from good practices presented you found useful and would like to further work on.

2.2. Summing up the learning experience and lessons learned

Sum up the lessons learned you can agree on as a national team.

3.National Adaptation Plans

3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practices
In this subsection, elaborate on how the lessons learned correspond to your country's learning needs. Moreover, elaborate on which aspects of good practices can work and be successful in your country context.

It is essential to try and include steps/ideas on how to implement the lessons learned in your national context.

3.2. Recommendations for different stakeholders

In this subsection, provide specific recommendations (messages) for key stakeholders. The recommendations are to be based on the lessons learned from the good practices presented.

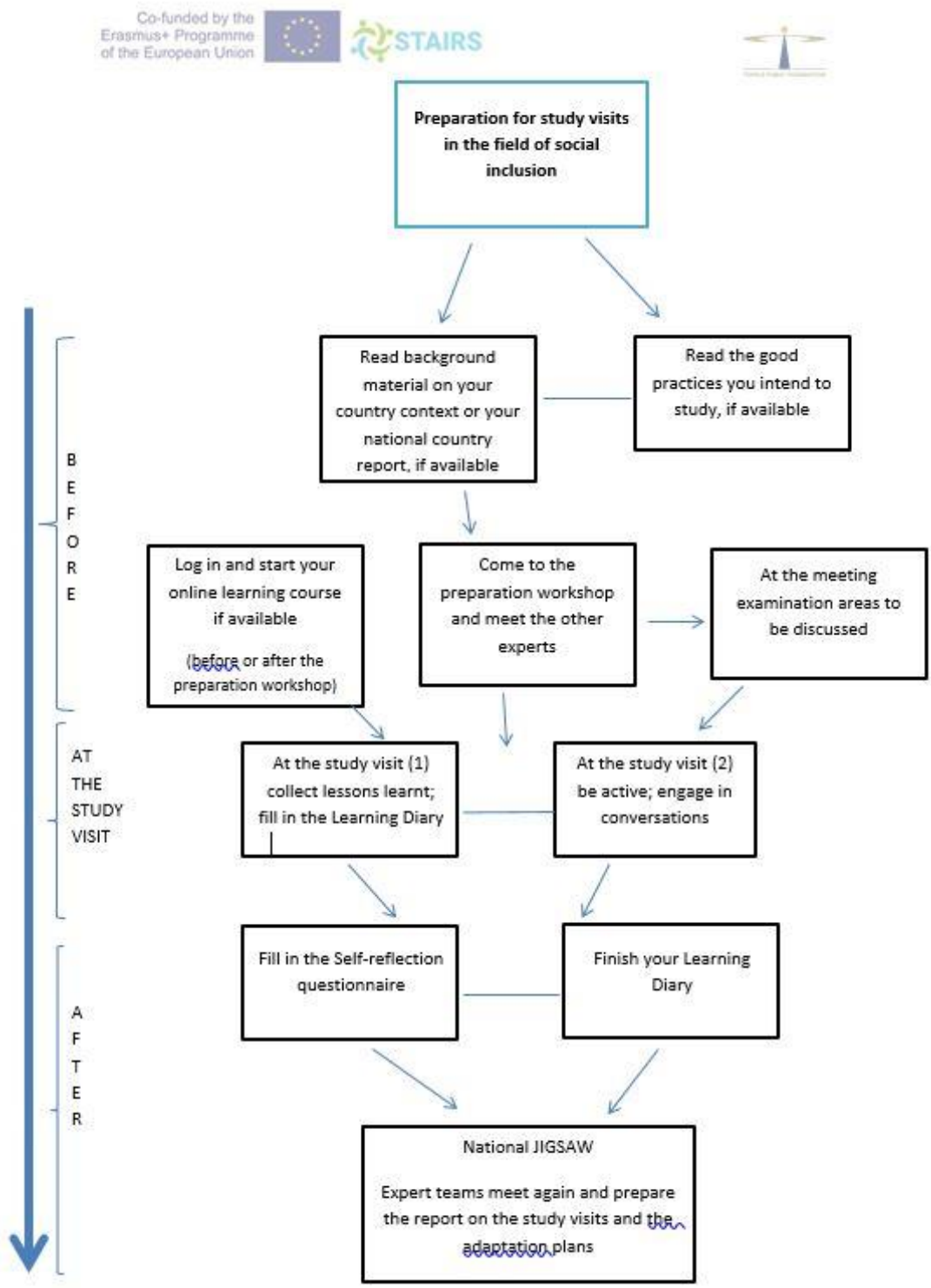
If applicable to your county context and specified needs, this subsection can also include an action plan.

3.3. Emphasizing the role of your institution in the adaptation

In this subsection, plan how your organization can play a role in upscaling/delivering recommendations and lessons learned on a local/national level.

Annex 7

Flow chart of the preparation process



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STAIRS

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LEARNING DIARY

NAME	ORGANISATION	COUNTRY

TOPICS/GOOD PRACTICE (GP) INITIATIVE	WHAT HAVE I OBSERVED? (FACTS) WHAT KEY FACTS/INFORMATION HAVE I LEARNED ABOUT THE GP INITIATIVE	WHAT ARE MY INITIAL IMPRESSIONS OF THE GP INITIATIVE? (THOUGHTS OR QUESTIONS)	PROMPTS (INDIVIDUAL LEARNING NEEDS MATCHING TO WHAT I HAVE OBSERVED)

Notes

Individual reflection

What key messages from the Good Practice initiative am I going to discuss with the other visitors?

What information was of most relevance (from the Good Practice initiative) from the perspective of my (or of my organisation) learning needs?

What aspects of the Good Practice initiative can I take home and possibly adapt with ease?

Are there similar projects /initiatives/ endeavours in my country? Are there any aspects of the observed Good Practice initiative that could be weaved into these projects /initiatives /endeavours?

What aspects of the Good Practice initiative that are of interest but will not be adapted with ease in my home country and why?

How much influence do I have in enabling the adaption of the Good Practice initiative?

National JIGSAW

National groups are split. Each visitor works individually, each learns based on their personal interest (as well as the learning needs previously defined in the country reports). Next, national groups reconvene. Each member presents their observation experience to the group using the diary. Members of national groups synthesise information, and create a final report (to be specified later) ensuring that each group member has an understanding of their material, as well as the findings that have emerged from group discussion.

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STAIRS

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SELF-REFLECTION QUESTIONNAIRE

Note: 1 --- lowest; 5 --- highest

1. Do you think the study visit has shifted anything in your mindset about collaborative approaches that tackle social exclusion and educational disadvantage?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer: (Specify!)

2. Were you satisfied with the quantity of the information you gained during the study visit?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer: (Is there anything else you would have wanted to see/hear/talk about?)

3. Were you satisfied with the quality of the information you gained during the study visit?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your answer:

4. Has the experience helped you to reflect on your professional practice? YES/NO and please indicate reasons for your answer (E.g. professional competences, quantity and quality of input; communication and social skills; time/crises/conflict competences)
Please, comment on your decision:

5. Has the study visit facilitated you to learn something new or think about an existing practice in a different way? YES/NO and please indicate reasons for your answer
Please, comment on your decision:

6. Looking ahead to the next steps of the project, do you feel there will be positive or negative developments arising from what was discussed during the study visit? (E.g. risks, threats, problems as well as chances, opportunities)
What do you expect to be positive:
What do you expect to be negative:

7. How do you think you can apply knowledge and experience gained during the study visit in your organisation in the future? What key messages are you taking home? (What can you learn from the study visit and how can it be applied to your context: professional competences …)

8. What would you change in the programme or the methodology to further enhance the next study visit?

9. Anything else you want to share regarding the visit: (things you liked, things you did not like at all, things you missed, things that could be improved next time, etc.)

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STAIRS

TEMPUS PUBLIC FOUNDATION

QUALITY ASSURANCE QUESTIONNAIRE

NOTE: 2 months after the first study visit to Ireland, a second study visit to Portugal will happen. It is very important that participants provide feedback regarding the structure and the programme of the first study visit so that the partnership, esp. the hosts of the second visit can improve their plans!

1. Were you satisfied with your accommodation? (E.g. location, rooms, etc.)?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

2. Were you satisfied with the facilities? (E.g. seminar room, equipment, internet connection)?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

3. Were you satisfied with the catering?
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ N/A ☐
Please, comment on your decision:

Thank you very much for your cooperation!

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NATIONAL SUMMARY OF STUDY VISITS HUNGARY

1. LESSONS ACQUIRED RELATED TO EXPERTS' INDIVIDUAL INTERESTS

The professional competence of three Hungarian experts – complementing each other – covers the fundamental areas of STAIRS project. We have work experiences relating to inclusion both in field of education of children with special needs and sociocultural disadvantaged background. All of us took part in a number of education researches, international projects and clearly understand what policy reform and adaptation process means in practice.

For various reasons, all of us were primarily focusing on specific aspects of good practices. We were eager to know how policy initiatives are functioning in schools' everyday life. We wished to receive impression about the processes at local level, talk with principals or teachers and see approaches which can stimulate our mind and release creative energies.

On the other hand, we planned to focus on the separable components of comprehensive long-term projectsWe were especially open for acquiring parts of complex good practices which can function successfully at institutional level based first and foremost on principals' and teachers' engagement and responsibility without standing in need of extra governmental funds.

Related to the policy level, we wanted to learn about the aspects as follows:

- What conditions are needed to sustain the operation of strategic initiatives to reduce sociocultural disadvantages and maintain an education system which is for all children indeed within their age groups regardless of social and cultural background or types of abilities?
- How can the universal framework of top-down expectations and local level flexibility be matched in the implementation process to meet the particular needs of individual schools and communities?

According to our individual learning diaries, we received a number of inspiring ideas to think over and considered the possibilities of incorporating them into our own practice and/or sharing them with Hungarian practitioners in trainings, presentations or publications.

2. SUMMARISING LESSONS LEARNT AT NATIONAL LEVEL

Irish and Portuguese partners presented good practices based on pedagogical changes which had started around 2000 in many parts of Europe according to processes driven by Declaration of Salamanca (1994) and the educational strategy of Lisbon process (since 2000). Both countries have been moving into the same direction following fairly similar approaches and – as their presentations confirmed it – they have already achieved remarkable success on their journeys.

2.1. The system of inclusive education

The system is not exactly the same in two countries, but it seems to be getting closer to each other by the end of second decade of the 21th century, and their principles and values are rather similar.

a) Ireland

The country has a mixed system in which different forms live side by side. A lot of children with SEN attend mainstream classes, but there are special classes in regular schools and special schools as well. At primary level, the parents of children with SEN would happily choose inclusive forms. Meanwhile, they often prefer special schools at post primary level because the teacher/pupil ratio is smaller and each pupil can get more personal attention.

The key pillars of realising inclusive policy in practice are to support (1) acquiring the best possible academic performance with transition from primary to secondary level and (2) to develop social, emotional and behavioural competence – both in circle of pupil with SEN and disadvantaged background. The levels of the continuum of support of inclusion are built up like a pyramid in mainstream schools:

a) Whole-school and classroom level support for all – using a general preventive and proactive approach (at the base of the pyramid).
b) School support for some relating to groups and/or individuals with special needs (in the middle).
c) School support+ for a few to provide individualised and specialized help for most needy pupils (at the top).

There are no separate routes for becoming special education teachers in Ireland within initial teacher training, but students have to learn two compulsory modules linked to the methodology of supporting pupils with special needs. Practitioners will have the opportunity to return into higher education and be trained for SEN specialists in post gradual forms, focusing on practical issues and financed by the government. Professionals acquiring the new knowledge can work in schools playing the roles as follows (since 2017):

- Special education teachers (SET) – they work together with class teachers if there are any SEN pupils in class.
- Special Needs Assistants (SNAs) – they give personalized help for children with serious physical and/or educational needs.
- Professional support teachers (PST) – they are experts from outside and work occasionally for schools to help teachers if necessary.

The Irish model is not based on diagnoses. Schools have to identify pupils' abilities and learning needs, and find out what kind of support is necessary. This means serious responsibility and requires proper competences. Schools and mainstream teachers are therefore supported by centrally funded CPDs and receive good quality materials to assess special needs and teach pupils in an inclusive way. Schools receive extra funding after pupils with SEN depending on the seriousness of their disabilities and/or learning difficulties. Team-teaching and dedicated time for designing differentiation and making individualized learning plans are also incorporated in the new model.

b) Portugal

The country has managed a comprehensive school system for a couple of decades which involves inclusive initiatives as well within an ongoing development process. The main challenges they have been facing are as follows:

1. Effective access – to prevent high dropout rates. (During the former 20 years this rate has declined from 45% to 12%.)

2. Access to the conditions of learning – by developing basic skills. (Portugal was below the average of OECD level in 2000 in PISA and surpassed it both in literacy and numeracy in 2015.)
3. Access to the same school – this means in practice that disadvantaged pupils get extra support (meals, equipment, guidance and financial support – granted to 35% of all pupils), and the great majority of pupils with SEN attend mainstream schools, too. The compulsory education takes 12 years for all students between the age of 6 and 18.
4. Access to the same curricula – the new national curriculum is same for all (since 2018) but schools can freely design 25% of their local curriculum.
5. Respect for different abilities, cultures and interests by using differentiated learning and teaching methods.

The main changes brought in by the new (so called inclusion) law of 2018:

- The regulation does not use the expression of special education, it uses inclusive education instead.
- There is a multidisciplinary support team in every school which coordinates all the efforts on inclusion.
- The measures of inclusion in schools are prepared like a pyramid – just like in Ireland. (98% of pupils with special needs attend regular public schools.)
- Diagnosis is important but focus is on students' needs perceived by local professionals which must be the starting point of support – just like in Ireland.
- There are new resource centres all around the country based on former special schools. Nevertheless, students do not visit the centres, but professionals go to schools to give them support. (There were about 7000 special teachers in the segregated system working for regular schools or resource centres at present.)

The Portuguese partners identified the following aspects to help implementation of inclusion:

1. Developing an inclusive policy for all.
2. Flexibility of curriculum which makes it possible to differentiate in teaching and learning process.
3. Initial and in-service training must prepare all the teachers to reflect their own activities.
4. Inclusion is not possible without permanent collaboration between teachers, schools, families and supporters.
5. Inclusion is not a project. It is a fundamental value of education which must operate continually in order to find the best solutions in changing situations.

2.2. National programmes of inclusive education

a) Ireland – Delivering Equality of Opportunity in Schools (DEIS)

The programme which has been functioning since early 2000 was built upon several successful smaller projects from earlier and also based on research findings, evaluation and feedbacks from schools. It operates in the most disadvantaged areas of the country and the number of DEIS schools is about 690. The teacher/pupil ratio is less than in the other schools, and they receive ring-fenced funding to help children. The development at DEIS schools focuses on designing child-centred curricula, improving pupils' basic skills, family involvement and engagement, teacher commitment and training and strengthening school management. The schools have to make three year plans with the following aspects: Literacy. Numeracy. Attendance. Retention. Transitions. Partnership with parents. Partnership with others within the community. They have a number of programme-components some of which are compulsory (e.g. literacy and numeracy) and others are free to choose. DEIS grants are based on levels of disadvantage and enrolments. The major field of their benefits: school meals

programme, school completion programme (targeted support for children being at risk of early school leaving), access to Home School Community Liaison Scheme (having a full time HSCL coordinator), literacy and numeracy support in various forms. Teachers have a lot of trainings and many of them take part in postgraduate programmes to become dedicated special education teachers.

b) Portugal – Educational territory of priority intervention programme (TEIP)
It is also a complex programme launched in 1996 and runs its third version, updating to inclusive education law in 2018. TEIP is currently implemented in 137 school clusters and ungrouped schools located in disadvantaged territories (covering 17% of all schools). TEIP schools are diverse – the patterns of support are not exactly the same in rural or urban areas, ethnically homogenous or highly multicultural communities. There are various projects financed by the government, for example: Mentoring projects – giving educational support. Psychology and vocational guidance service – developing personal, social and emotional skills, providing vocational guidance and career orientation advice. School clubs – different opportunities for pupils to take part in various extracurricular activities. Workshops and events involving families, etc. Portuguese schools – not only supported by TEIP – are rather well equipped and the major part of financial support is devoted to human resources (extra teachers in classrooms, assistants, psychologists, social workers, cultural mentors). The programme also finances non-teaching hours for teachers to attend meetings, design differentiated lesson-plans etc.

c) The most important common features of the two national programmes

- They are complex, long-term overarching programmes financed in a predictable manner by the governments.
- They successfully combine top down and bottom up approaches – providing a well-designed framework, using transparent criteria for selection and evaluation; and enabling schools to be flexible, autonomous and creative, based on the confidence of teachers' and school leaders' professionalism.
- The programmes concern about children with SEN and disadvantaged background in a common framework; the support is based on assessing children's needs at schools rather than diagnoses given by outside experts; and the support is identified as an instrument for promoting mobility, equity and inclusiveness at social level.
- A learner centred and holistic approach characterises both programmes – besides developing cognitive skills, they pay close attention to children's personal, practical, emotional and social development often using artistic and sport activities for this purpose.
- Schools are considered as integral parts of local communities. They often operate as cultural and community centres with a number of functions out of narrow education.
- The whole school approach are common feature as well – the members of the staffs cooperate with each other, parents and the wider community.
- The schools use personalized learning-planning and such methods which help differentiation in classrooms (e.g. team-teaching).
- Both programmes work in partnership with all the relevant stakeholders, and multi-agency work is typical within the schools and communities.
- They have particularly close contacts with parents – involving families into several activities.
- Every information relating to programmes are public, easily available and understandable.
- The school self-assessment and the external evaluation by inspectorate work together.
- Powerful professional networks operate within both programmes often being in close connection with initial teachers training institutions.

Reflections

The Irish education system was similar to ours (competitive, with middle-class interests prevailing, subject-based, academic performance in the centre) until 1960 when the first serious reform started. The demolition of the old system began with the systematic endeavour of the government and continues up to the present creating a much more holistic and inclusive system. Reflective policymaking was an important part of the reform, while decision makers accepted and applied the researchers' and experts' views of barriers. For example: inadequate understanding of how children learn and develop, stop focusing on a 'one size fits all' education system, create the conditions of the smaller teacher/pupil ratio, combat against exclusion, infuse more financial and other resources into the system. They used modern policy approaches: smaller pilot programs before wider implementation, targeted support meeting local needs, high degree of autonomy in school implementation, ongoing support and feedback, strict and multi-criteria assessment. The reforms have been gradually built for decades and changes are evidence-based in line with reflections and systematic evaluations.

There was a lot of governmental and community initiatives, development programmes and strategic plans in the last 30 years which focused on inclusion in Hungary as well. The most unfortunate difference is that Hungarian initiatives could never function as long-term, cross-government programmes. Today, the greatest barrier of any change that there is neither appropriate political will nor social support, but there are some other significant obstacles, too.

The lack of readiness to collaborate and work in partnership with stakeholders, and deficit of trust in each other. Our largest effort to shift the Hungarian education system towards inclusion was going on two separate routes without overlapping: "Inclusion of children with SEN" was for children with "special needs" and "Integrated Pedagogical System" for "disadvantaged" pupils. Both teams developed trainings and materials, looked for good practices and worked with schools in two different projects in parallel without any cooperation. After the project period was over, the leader agencies existed no longer, the networks were parted, and the encouraging initial outcomes was beginning to erode.

Paradoxically, it may also work as a barrier, that there is a well-functioning segregated special school system in Hungary and a prestigious initial training for special education teachers separated from mainstream teachers' education. It focuses on children with special needs identified by diagnoses and pays hardly any attention for those being "only" disadvantaged.

The logic of development is completely different. Hungarian programmes usually use a central approach and subsidies to school level are minimal. While in the DEIS or TEIP programmes both evaluation areas and indicators are concrete and the inspectors discuss them with schools visited, there are hardly defined measurable indicators in Hungary and there is no tradition of school level assessment. Indicators in our projects actually concern about the implementation and not those items that could be significant at the macro-level of social inclusion.

Generally speaking, we have already had a rhetoric shift towards inclusion but it has not brought any social changes yet. The expressions of "gipsy" and "disabled" has been cleared away from our dictionary, we use the concept "equity" instead of "equality", we distinguish between integration and inclusion, but the real breakthrough – primarily in heads and hearts – has not happened.

2.3. Smaller projects linked to comprehensive inclusive programmes

Bridge back to school (Ireland)

The designer team developed a booklet during COVID pandemic for autistic children to help them return to school after lockdown. It provides practical proposals and strategies. It is gender neutral, with ages unidentified, a useful tool for autistic students, their parents and teachers as well. The key areas addressed are as follows: Transitioning back to school. Executive functioning. Communication and social skills. Self-regulation – sensory and emotional. Motor skills. Self-care. The key question of the initiative: How can the strengths of pupils be found related to the fields above?

Reflexion

It would be worth to translate this booklet into Hungarian, and the structure seems to be a good model for creating similar guidelines relating to other areas of SEN.

Limerick DEIS Primary Schools' Literacy Initiative (Ireland)

The project was carried out between 2011 and 2020 to support local DEIS schools, co-financed by several sources and professionally guided by experts of MIC. The initiative focused on schools' capacity building and achieving self-sustaining improvement of pupils' literacy outcomes. A *Balanced Literacy Framework* was designed to support reflective classroom practice. Literacy teams were formed (4-8 persons/school) which created a network at city level and the members took part in trainings. CPD providers used a mixed form to support the acquisition of new knowledge with traditional lectures (theory), modelling, practice, giving feedback and coaching as well. The team-members had dedicated time to work together. They prepared oral language plans for their own schools based on local needs and assisted to put the plans into practice at the level of all classes. As a next step, strategies were developed and implemented across every schools. The project was successful and the partners realised that the process could be transferable to the area of numeracy as well.

Reflection

Most of the children attending DEIS schools in Ireland are at high risk of dropouts due to their chronic level of literacy and oral language. There is a very similar situation in Hungary in case of pupils with disadvantaged family background. Special attention should therefore be devoted to deeper understanding of this project.

Transforming Education through Dialogue (TED) (Ireland)

This is a long-term umbrella project of MIC, established in 1998. It seeks to improve educational outcomes through dialogues and collaboration. The small sized central staff of TED works with DEIS schools and their communities, while several professional networks help their activities. It develops in an organic way relating to actual needs and opportunities and operates in close partnership with parents and all relevant stakeholders.

Reflection

We can find quite a lot of projects in Hungary with similar goals, but there is a remarkable difference in comparison with TED. In Ireland, initial teacher training institutions have played a significant role in educational innovation for a long time working in close connections with professional networks, individual schools and practitioners.

Linking education with museology (Portugal)

We received basic information about socio-museology which is a bottom up approach of museology in connection with smaller and local museums. It basically focuses on the issues of globalisation, reciprocity of knowledge, citizenship, diversity and critical thinking. We had a glimpse on three projects sponsored by UNESCO. The main goals of them were to develop personal and socio-emotional skills of

students working in heterogeneous groups, reinforce their identities and bring their cultural heritage closer to each other.

Reflection
Socio-museology is quite a new concept in Hungary, but it could be a good start for dialogues about ethnic and cultural diversity being the first steps on the way to develop inclusive education. It would be worth to understand this idea deeper, and local authorities or smaller museums might be partners in similar projects.

EDUGEP – Civil society support to public education system (Portugal)
EDUGEP is a private company which offers different types of programmes for education: short-term and longer VET courses and the following services for public schools: (a) Curriculum enrichment activities mainly in the field of arts, sports, ICT and languages. (b) Family support which allows parents to leave children in school before and after school schedules. (c) Family support combined with animation activities, which is an extended variation of the previous form. These activities are contracted tasks financed by the government that can be tendered for by any company. Firm and schools make common decisions about the content of activities.

Reflection
This kind of provisions are more or less similar to optional afternoon school sessions in Hungary named "club/extracurricular activities ≈ szakkör" and "day-care ≈ napközi".

2.4. Vocational training initiatives related to inclusion

Ireland and Portugal have a different system of VET, but both countries intend to connect it by supporting young people with SEN and disadvantaged family background.

In Ireland vocational training takes place in FET (Further Education Training) relating to 31 skill clusters. The system offers a broad variety of life-long education options to anyone over 16 years. There are regional authorities (Education and Training Board) which are responsible for FET, and they had more the 425 thousand learners in 2019.

The **Youthreach** (YR) programme is an integral part of FET as a second chance provision. Its target group are young people aged 15-20, from economically disadvantaged and socially vulnerable environment who became alienated from formal systems and face risking long-term unemployment. The objectives of the programme: to develop personal (emotional and intellectual) and social skills, to strengthen self-esteem, independence, personal autonomy, active citizenship and patterns of LLL. It contains high expectations and offers a fresh start in circumstances where everybody is treated with mutual respect and dignity. Key content areas: academic curriculum, vocational training, work experience.

Reflection
There was an equivalent initiative in Hungary, named "Springboard" (= Dobbantó). It was a definitely successful project but did not receive governmental support for years. It came back in the picture just before the start of COVID pandemic but the programme is now at a standstill.

In Portugal IVET (Initial Vocational Education Training) is part of compulsory and comprehensive education as a learning pathway at upper secondary level. Its curricula combine theoretical and

practical education. Final exams prove to be difficult but after taking them students can continue their studies in higher education as well. It can be considered as a success of inclusion that these courses exist within compulsory education. Nevertheless, choosing an IVET course has always been a chance for young people from working class families and with disadvantaged background.

Reflection
We have a completely different and permanently changing system of VET in Hungary, which is not attractive for most of the young people. Disadvantaged leaners with poor academic performance and low basic skills are overrepresented in this type of schools which are actually a dead-end street for most of the young people. Only a few of them can acquire secondary final exams or higher education diplomas and a small proportion can get really good jobs.

3. PRELIMINARY IDEAS FOR ADAPTATION

Large and complex nationwide inclusive programmes can never be easily adapted, but it is completely impossible without a long-term political will overarching election cycles which is not given in Hungary at the moment. *Recommendations* can however be formulated based upon common features of DEIS and TEIP programmes listed above and on aspects relating to the implementation process proposed by Portugal partners – focusing for example on the followings:

- Combining top down and bottom up approach in development, giving autonomy and flexibility at ground level within a well-designed common framework.
- Using a mezo level (local authorities and professional networks) in the implementation process to put the concepts effectively into day to day practice.
- Involving all the relevant stakeholders into planning and delivering development programmes. And so on.

Certain smaller projects (For example: Limerick's Literacy Initiative, socio-museology projects, separable components from DEIS, TED, TEIP etc.) *could be adapted* at community, school cluster or institutional level. We could support this activity by selecting the proper elements, providing detailed descriptions about the original models and guidelines for adaptations to Hungarian users.

Values, key messages and methods identified by our partners as fundamental conditions of successful inclusive practice, can also be promoted *to incorporate them gradually into pedagogical practice* in Hungary. We could support this ambitious process by collecting, interpreting and presenting the ideas picked out from Irish and Portuguese good practices for Hungarian principals and teachers in materials which can be offered for initial teacher training and CPDs. The most highlighted ideas – among others – would definitely contain the followings: learner-centred and "all means all" approach, respect for cultural diversity, whole school approach, principals and teachers networking, dialogue and collaboration, working in partnership with families, making decisions around the table, holistic approach, ethos of high expectations, strength-based approach, reflective classroom practice, shared leadership, and so on.

Last but not least: Hungary is extremely lacking a calm and smart, *forward-looking social and professional dialogue* about a number of fundamental questions on education to which we have received a lot of inputs, and which would be useful to promote as a part of the project.

National Summary of STAIRS Study Visits

CROATIA

The aim of this summary is to synthesise the information collected in the study visits and focus on what is relevant for the respective country and to create a reflective report on the findings that have emerged from group discussion or the Learning Diaries. The report will be an input for the National Adaptation Plans and the European Adaptation Guidelines. Please, reflect on both study visits.

Deadline for delivering the national summary: **31st January 2021**

Recommended resources for the Summary

- Learning Diaries of the participants (Request from participants by e-mail or find it in Canvas in the Modules "Learning Diaries Limerick, Ireland" and "Learning Diaries Lisbon, Portugal")
- Padlet board of Study Visit Ireland https://padlet.com/tka_tudaskozpont/wcn7tetulvpwejc0
- Padlet board of Study Visit Portugal https://padlet.com/tka_tudaskozpont/oanj72ye161c5cue
- Country consultation in national teams (Study visit to Portugal): https://docs.google.com/presentation/d/16_kh4Sai8_B3UJK7wc66GIEFyEkE4vzE3_TyA0bUEmU/edit?usp=sharing
- Link to the Irish Study Visit videos here: https://www.dropbox.com/sh/i5eti8le1ys13nn/AAAiRVBOVuK2L4y04juVzAXfa?dl=0
- Link to the Portuguese Study Visit videos here: https://drive.google.com/drive/folders/1ynNmTuFMWk036jiYhK5gMDVRjwa_jkV1?usp=sharing

Guiding questions and aspects to prepare the summary

The questions below can serve as a starting point to prepare your summary and they represent the minimum requirement to reflect on.

- What are the **lessons learnt by each individual participant** based on the national/individual focus during the study visits?

  Members of our study visit team were representatives of various educational institutions: the Tomislav Špoljar Center for the education of students with severe difficulties (special facility), the Mechanics and Transport School (vocational school), the Faculty of Organization and Informatics and the Varaždin County (founder of educational institutions in the Region).

  That's why their interests were very different, but with a common goal: how to readjust the local educational system and improve the inclusion of all groups of children into the educational system. For the representative of Tomislav Špoljar Center the main topic was the transformation of special schools into the support centres specialized for providing support to the regular educational system. Croatia has some mismatching between the needs and programs of schools for the education of teachers (especially in general and vocational education / subjects).

The most ~~of~~ support, the children get is in groups of students with special educational needs (gifted, talented, minorities). The main obstacle for the better situation is the unfavourable attitude linked to negative experiences and lack of necessary competent support to students and teachers. The students with mental difficulties may not be forgotten, because they have severe limits in adopting educational content~~s~~. There is a lack of flexible curricula and possibilities for additional teaching during which the students would learn what they enjoy and are capable to learn, and not torture them with the things for which they have no capability.

All students (in Portugal and Ireland) have been included into the regular educational system and huge importance has been given to the cooperation with parents, after-school activities and projects. That was explained by the education of teachers and their preparing for such kind of work, inclusive culture of the state and practice arise from these things.

In Croatia, students with disabilities after completing the educational process in primary (compulsory schools up to 15 years of age) and secondary (non-compulsory schools up to 18 years of age) often do not have the opportunity for an adequate job and involvement in community activities. Mostly the existing activities in the community are organized through specialized NGO-s, parents and teachers in the schools they attended. During the study visits, we noticed that Ireland and Portugal have recognized this problem and, through various educational initiatives, the education system creates more favourable conditions for the inclusion of students with disabilities in society and the community after graduation.

For the representatives of VET school, the most important was the fact that teachers, SEN assistants, psychologists and parents can work together, and the involvement of the whole community into the educational system is possible. Teachers can and should work together, so they have a more personalized approach and create activities tailored to the students' needs. Teachers from special schools can use their education and experiences to support colleagues in regular schools. Even, a home school teacher for the Roma population, but also for the other children with special education needs, can be engaged.

We all have to learn to listen and accept others and differences – respect diversity.

It was very useful to observe the engagement of principals, which has to be an example for inclusion at school and talk with parents in every occasion, even about some everyday things, in order to show the parents that we are partners with the same goal - to be successful for our children. Initiatives like "open days" or other programs that include parents can improve collaboration and be a good start to include them more in secondary education. One of the possibilities for improvement of educational results could be to organise learning support centres in Croatian VET schools.

Follow up and preparing children should start from kindergarten, and the teachers have to familiarise themsleves with their needs, in order to prepare them for a good school start. In order to achieve th above mentioned, the emphasis should be put on individual treatment of children with difficulties and individual education plans for each such child separately. All steps and procedures needed to resolve individual cases quickly and efficiently, have to be clearly identified. Also, forming a school

integration committee (teachers, parents, principal, students) can help to put the integration on the list of priority for school goals.
Experts for career pathway planning and guidance should be included in work with children in primary schools, as well as founder (in Croatian case it is county).
Mediator (for Roma people, for solving conflicts between students and teachers, parents and students etc.) is something that we need in Croatia.
We cannot „force" the children and their parents to make them finish school if they do not want. It would be better if we concentrate on the children who want to learn and raise the level of knowledge and skills they get at school. It will be a good example for other students and provide a strong motivation to finish the school process and get ocupations. We should organise support for early school leavers for when they may later decide to go back to school when they realise the importance of education.
This support includes the organization of the various channels for providing information and financial support, which must be held by the state and local / regional authorities. In addition to financial support, it is necessary to provide real jobs and cooperation with companies and entrepreneurs who will provide internships and later employment opportunities. In this way, students who have dropped out of school will have the support and vision of their future which is the motive for education.
But, for every child with special needs or who is at risk of being able to drop out of school early, an effective communication system should be established. This communication system should be established between the school, parents and other stakeholders.

For the representatives of higher education institutions, the most interesting was also the topic development of trust between schools and their principals, teachers, parents and students. The availability of teachers and school staff for parents may be the key to success. Greatest success can be achieved by encouraging collaboration rather than promoting competitiveness and a competitive atmosphere, at least in lower classes. The transfer of knowledge and skills by listening to each other and respecting other people's views and opinions can achieve a positive dialogue and thus take a step towards the desired transformation of the education system. Only creative ideas that follow the needs of stakeholders can achieve a successful transformation of the education system.
Strengthen the cooperation of higher education pedagogical institutions and harmonize them according to the needs of teachers and professionals in primary and secondary schools. It is also necessary to monitor and develop new curricula and propose changes to pedagogical standards when and if necessary. To this end, faculties must be in constant cooperation with schools and, based on analysis, adjust and improve student-teacher-parent relations.
How to develop a partnership with all relevant stakeholders in the community regarding educational system and inclusion of whole groups under threat of exclusion, was also the most important lesson for the representative of the local authority and funder of educational institutions in the region (County). The importance of constantly working on developing a partnership with all relevant stakeholders in the community was stressed during both study visits. Principals'

networking for support in solving problems of children with difficulties and other vulnerable groups could be initiated in Croatia.

- What are the **lessons learnt** that you can synthesise **at the national level**? Which of these lessons can be adapted to your specific national context? Which of these lessons cannot be adapted and why?

  Activities, very similar to those we saw during the study visits, are implemented also in Croatian special schools and centres for children with severe difficulties, but also in other educational institutions, at least during the different EU funded projects. But, there are flexible enough curricula only in special schools and centres for children with severe difficulties, although primary and secondary schools (among them also VET schools) have the obligation to develop individualized programmes and educational plans for each student with any kind of difficulties. These individualized programmes and educational plans are based exclusively on the valuation of capability and determination of student's needs. Because of misunderstandings and fear of parents, students and teachers, these individualized programmes and educational plans are not used as much as they should be. Students and parents don't want to be stigmatized because of the use of this opportunity in education.

  Learning support centres; psychological help for students, parents and teachers; a partnership with all relevant stakeholders in the community; education of all relevant stakeholders in inclusive education; cooperation with teachers from special schools and exchange of knowledge and experiences; mediators; common school activities with parents and the whole community, and all other good practice cases we saw during the study visits, could be implemented in Croatia too.

  These activities could be implemented without much means and finance, with just a little goodwill and effort of all participants and in better coordination and planning (local/regional governmental bodies should be the main leaders).

  All other cases where the state (through the responsible ministry) have to finance some activities are impossible to implement, at the moment.

  Also, some of these things that we saw in Portugal cannot be implemented in our schools without the approval of the state and the Ministry of Education and Sport. For example, our teachers have very strictly defined working hours and tasks, and they cannot go to other schools and work with other teachers during their working hours.

  They can do it just as a part of a private initiative, without payment.

  But, our educational system needs continuous evaluation. The whole school approach encompasses multi-disciplinary team work to provide inclusion and personalized approach to a particular student. It is important that the function of a national centralized education system has to be improved in relation to the support of children, delivering equality of opportunity in Croatian schools, which is not possible without Ministry of Education and Sport, who set the standards.

  As our schools educate a significant number of Roma pupils, who need to be included in our society, we have to offer them educational resources that respect their differences. One of the solution in Croatia can be to allow teachers to go to the

students homes for consulatation with parents and help students with school adaptation. It could be also for all children with difficulties.

In Croatia, there is a problem of insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups.

It is necessary to strengthen the cooperation between schools and parents in Croatia, as we have seen a good example of the Irish program that allows teachers to visit students' homes in certain situations. This certainly contributes to a better relationship of understanding between teachers and parents while benefiting the students themselves.

The cooperation of local communities and the University in order to better training of teachers, expansion of educational inclusive programs and the introduction of substitute teachers for those who are at a certain extra education, is the goal to which the Croatian education system must strive towards the model presented from Ireland and Portugal.

All this is not possible without commitment and plan at the national level.

- Please **compare your newly acquired knowledge with your practice identifying similarities and differences.**

  In Croatia, we have many projects which support similar goals and try to achieve similar results as we saw in Portugal and Ireland, as for example Support for Roma students (through scholarships); Assistants and support for children with disabilities etc.

  But, most of the projects are financed through EU funds, and when the financing stops, there is no sustainability (mostly) for the project results and extension of activities.

  Secondary education in Croatia is not obligatory, so all activities in school depend on motivation and enthusiasm of teachers. If the teachers are good in motivating parents to be more involved in childrens education, parents will participate.

  Also, the problem is that almost all solutions are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, schools and professional associates).

  Many things we saw during the study visits in Portugal and Ireland, we already know and have, but we don’t use them as effectively as we saw Portugal and Ireland do.

- Please formulate your **preliminary plans for adaptation**.

  We will conduct a survey to evaulate the knowledge, attitudes, motivation, practices and competencies of teachers to the inclusion of students with difficulties.

  Based on survey results, we could suggest changed or/and new subject of learning at the Faculty for teacher education, as well as develop new possibilities for the professional development of teachers through the life long learning centres and internet platforms accessible for students, parents, teachers, principals etc. An

integrated database of available services (for example network of principals we saw during the study visit) and resources, which could be given on request in a short period of time, would also be very useful.

In Varaždin County, for example, Tomislav Špoljar - Center for the education of students with severe difficulties, could incorporate all these, and could organise the exchange of services of existing professional associates, as it does at the moment, but only based on the individual request of a school if the evaluation and opinion for a particular student are needed.

This centre can become a Center of Excellence for Inclusion Issues and be a central point of assistance to all schools in the region (Varaždin County). It would provide counselling, supervision, planning additional teacher education, collaborating with Colleges and participating in research to improve the inclusion system in schools.

Varaždin County (as funder and local authority) could suggest the implementation of pilot programme of mobile teams (like in Slovenia), and different experts for the work with children with any kind of difficulties, could come to the school and help and educate the school staff. The assumption is that all students with difficulties are included into regular schools.

Implementing good practice in Varaždin County (Croatia) would be a regional skills platform / forum for tracing early leavers, curriculum flexibility, greater promotion of the importance of the culture of education, evaluation, self-evaluation and self-responsibility for education. It is of great importance to focus on attitudes and values and promotion of an holistic approach and culture of high expectations.

Development of personal, social and emotional skills programs could be also be suggested from Varaždin County.

Initiatives as "school open to the community" and "school as a part of the community" could be initiated by each school.

The County could also develop special funds for schools for additional and special projects. A strong family support component could be developed in every school, as well as student monitoring during periods of academic interruption (holidays).

"Listening to students" and „student-centred learning approach“ should be promoted, accepted and implemented.

Develop IVET features: take care of STEM/science knowledge too, assures (different) pathway to high education (entering high education).

Preliminary plans for adaptation could also include following:

- consultation, creating a management model
- creating an intervention model, conducting research, and find sources of funding for the implementation and realization of key activities and initiatives
- build and maintain partnerships with all relevant stakeholders
- set up strong rules and also provide adequate~~ly~~ and effective~~ly~~ leadership
- stronger and broader engagement and support of higher education institutions in/to primary and secondary education at the local level and beyond, as a part of their social responsibility

- education of teachers to make them ready and aware that they should compete for each student and to assure that each student attends school with joy, want to stay at schools to do homework etc. (teachers as „agents of change“).

The County could encourage secondary schools to provide more activities that include parents.
Secondary schools could provide more activities for students beside regular teaching. Those activities would be an opportunity for teachers to get closer to students and for schools to involve parents in education. The County as a founder could encourage schools to provide those kinds of activities, as well as the organisation of learning support centres at VET schools.
The County can encourage inclusion of experts for career pathway planning and guidance in primary schools and improve cooperation between primary and secondary schools. That can help students to make a better and easier decision about which secondary school they choose. The existing campaign "Choose your school" conducted by the county every year for students in the final grades of primary schools (students aged 14 to 15), can be appropriately extended to other grades.
Also, secondary schools would be better informed about students from the begining and that is especially important for students with special needs.
Everything that includes long term funding is questionable because of politic and changes in the political structure every few years in Croatia, but creating long-term stable plans will allow for their better financial sustainability.
Education of all relevant stakeholders in inclusive education has to be planned.

National summary of Varaždin County - Croatia

Considering the education system so far, the following problems, among others, have been identified in Croatia (Country report made in the beginning of the project):
1. The national centralized education system is not flexible and effective enough.
2. Lack of a quality organizational process which would clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently (improvement of IT systems, simpler and more accessible databases, improved results tracking system, etc.) and avoid conflicts or duplications of responsibilities.
3. Lack of quality, available, systematic and free of charge courses for additional education primarily for parents / guardians.
4. Insufficient financial support for families at risk of poverty (especially families with unsettled family relationships and with children with special needs, divorced parents).
All of these issues have been detected and stressed also from the Croatian participants during the study visits in Portugal and Ireland.
There are solutions to these problems that are often declarative and sporadic, not systematic and permanent.
The Croatian team agreed that the actions which could be undertaken, without much resources are as follows:

- conduct a survey and valuation of knowledge, attitudes, motivation, practices and competencies of teachers to the inclusion of students with difficulties (prepared by Tomislav Špoljar Center, conducted by Varaždin County; deadline: 6 months after the project's end)
- based on survey's results, suggest changed or/and new subject of learning at the Faculty for teacher education (Varaždin County in cooperation with Tomislav Špoljar Center, VET School and Faculty of Organization and Informatics; deadline: 6 months after the project's end)
- suggest and implement topics for the education of all relevant stakeholders in inclusive education and professional development of teachers through the LLL centres (prepared by Tomislav Špoljar Center and schools, conducted by Varaždin County; deadline: 8 months after the project's end)
- organise the exchange of services between professional associates in Tomislav Špoljar Center and schools in Varaždin County (assure the financal means, promote, inform, implement / Varaždin County in cooperation with Tomislav Špoljar Center and all schools; deadline: 18 months after the project's end)
- to initiate the creation of the Center of Excellence for inclusion in the educational system in the context of one of the schools in the county jurisdiction (deadline 12 months from the completion of the project)
- develop and implement a regional skills forum for tracing early leavers, curriculum flexibility, promotion of the culture of education, evaluation, self-evaluation and self-responsibility for education etc. (Faculty of of Organization and Informatics, Varaždin County in cooperation with all schools; deadline: 18 months after the project's end)
- develop special funds for schools for additional and special projects related to inclusion (Varaždin County; deadline: 24 months after the project's end)
- prepare the project proposal and find the funding for the implementation for mobile teams consisting of different experts which will work with children with any kind of difficulties, come to the school and help and educate the school staff (Varaždin County in cooperation with Tomislav Špoljar Center, VET school and FOI; deadline: 24 months after the project's end)
- encourage secondary schools to provide more activities that include parents (VET school in cooperation with the County¸ deadline: 8 months after the project's end)
- encourage secondary schools to organise a learning support centre (VET school in cooperation with the Count; deadline: 18 months after the project's end)
- encourage more intensive work of experts for career pathway planning and guidance in primary schools and improve cooperation between primary and secondary schools (Varaždin County as a lead partner in cooperation with schools; deadline: 24 months after the project's end).

Co-funded by the Erasmus+ Programme of the European Union

National Summary of STAIRS Study Visits

CZECH REPUBLIC

The aim of this summary is to synthesise the information collected in the study visits and focus on what is relevant for the respective country and to create a reflective report on the findings that have emerged from group discussion or the Learning Diaries. The report will be an input for the National Adaptation Plans and the European Adaptation Guidelines. Please, reflect on both study visits.

Deadline for delivering the national summary: **31st January 2021**

Recommended resources for the Summary

- Learning Diaries of the participants (Request from participants by e-mail or find it in Canvas in the Modules "Learning Diaries Limerick, Ireland" and "Learning Diaries Lisbon, Portugal")
- Padlet board of Study Visit Ireland https://padlet.com/tka_tudaskozpont/wcn7tetulvpwejc0
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- Country consultation in national teams (Study visit to Portugal): https://docs.google.com/presentation/d/16_kh4Sai8_B3UJK7wc66GIEFyEkE4vzE3_TyA0bUEmU/edit?usp=sharing
- Link to the Irish Study Visit videos here: https://www.dropbox.com/sh/i5eti8le1ys13nn/AAAiRVBOVuK2L4y04juVzAXfa?dl=0
- Link to the Portuguese Study Visit videos here: https://drive.google.com/drive/folders/1ynNmTuFMWk036jiYhK5gMDVRjwa_jkV1?usp=sharing

Guiding questions and aspects to prepare the summary

The questions below can serve as a starting point to prepare your summary and they represent the minimum requirement to reflect on.

- What are the **lessons learnt by each individual participant** based on the national/individual focus during the study visits?
- What are the **lessons learnt** that you can synthesise **at the national level**? Which of these lessons can be adapted to your specific national context? Which of these lessons cannot be adapted and why?
- Please **compare your newly acquired knowledge with your practice identifying similarities and differences.**
- Please formulate your **preliminary plans for adaptation**.

Please, feel free to add any other aspects that you feel relevant in your national context.

National summary of Czech Republic

Please, expand the box according to your needs. Min. 2000 and max. 4000 words.

Ireland

Comparison of newly acquired knowledge with practice in identifying similarities and differences.

Representatives of schools, non-governmental school organizations, special education and state authorities took part in study visits to Ireland and Portugal on behalf of the Czech side. In order to monitor the outcomes of both visits, there were different interests and individual orientations during the study visits. From the online visit to Ireland, we were particularly interested in the presentation on setting up equality and opportunities in schools offered by the Irish school system to children with special educational needs, both social and health. Their education is well established thanks to the fact that teachers go through lifelong learning and at the same time school management (principals and deputies) regularly meet with representatives of public and state administration, representatives of research organizations and universities on issues about education of children with special educational needs. This connects the whole range of interested system of educational institutions.

• **Possibilities of adaptation of acquired experience into the Czech educational system**

The education system in the Czech Republic is in many ways similar to the education system in Ireland. An interesting fact from which we should learn a lesson is the possibility of dialogue not only at the professional level, but also at the non-professional level, creating communities in educational institutions with the participation of teachers, parents, public officials, etc. This dialogue sets the opportunity to address children's issues earlier until the problems escalate. Children with special educational needs are very well accepted outside educational institutions. At the same time, help goes to the families of these children.

They should also be focused on the issue of children leaving school early, the help offered should facilitate their transition into practice, or replace further education in the form of short-term courses. It is also interesting for the Czech Republic that this system of education is accepted for employers and employers recognize the certificates that young people obtain for completing courses.

The study visit to Ireland for the Czech side revealed the following facts:

- the need for a form of inclusion that is highly protective, individual and respects the special educational needs of the pupil. Due to this, it is necessary to focus on the special educational needs of, for example, Roma pupils, but also other minority nationalities who currently live in the Czech Republic, come to the Czech Republic, or the Czech Republic is only a transit country for them, such as Vietnamese, Ukrainian, Mongolian, Romanian nationality. It is topical for them to better involve them in social work and the social system, to improve cooperation with the family, to support close cooperation with parents and the social body - in our country OSPOD -a body of social and legal protection of children. For a good start in improving work with children with special educational needs, it is necessary to improve the further education of pedagogical staff (not only teachers, but also teaching assistants and other people who are involved in the education of pupils with SEN).

Further education of teachers in the Czech Republic is provided at the discretion of the teacher or the school principal, but there is a lack of conceptualism and impact on salary evaluation.

Questions that have arisen for education in the Czech Republic:

1) Is it possible to set up a system similar to that in Ireland in the Czech Republic? (DEIS - compensation of different "starting position"). The question will be how to balance this starting position, for example, close cooperation with the social and health care system can lead to it, and first and foremost also the cooperation of the school and school facilities with the family.

2) How to increase the motivation for regular school attendance of pupils from different socio-cultural backgrounds by streamlining communication between all systems that participate in the education of pupils with SEN.

3) What should an effective support system look like in accordance with the degree of disadvantage? The so-called deprivation index is interesting, which evaluates the degree of disadvantage of a particular child - an interesting idea for implementation in the Czech Republic.

4) It is suitable for the Czech Republic to be inspired by the system of cooperation between parents - school - school counseling facilities - social department - health care system.

5) In order to set up a suitable educational system and support children to develop their maximum potential with regard to their special educational needs, it is necessary to set up a method of determining access to quality education, a way of motivating compulsory, regular school attendance for all children.

Portugal

Comparison of newly acquired knowledge with practice in identifying similarities and differences.

A similar program, which we met in Portugal (TEIP) and which interested us, is implemented in the Czech Republic, deals with the integration of children and pupils from highly disadvantaged families (single-parent families, one parent in prison, single people) in education educational process. The question of whether it is beneficial to create clusters under one management, or whether it is expedient for each school and school facility to have its own legal personality and for school management to be provided separately, has caused controversy. The issue of grouping individual schools into clusters should be consulted in the general public as well as professionals, and it would be necessary to consider all the pros we had the opportunity to meet during the visit. Portugal has developed a support system to ensure the education of all persons from kindergartens to lifelong learning. Specific cooperation with this organization offers more topics that can be used in the practice of the Czech Republic. It would certainly be beneficial if one of the organizations could establish direct cooperation with Edugep.

Possibilities of adaptation of acquired experience into the Czech educational system

The experience gained was very valuable for us, as the education system in Portugal was close to the education system in the Czech Republic and the issues addressed by Portugal were also similar.

1) **The lessons learnt from the online meeting** were about the possibilities of cooperation between schools in the region, cooperation between schools with out-of-school educational institutions, but also with other public authorities, labor offices, etc. Schools in Portugal are better involved in the lifelong learning system. which in turn leads to better employability in the labor market, the school accompanies the student to a responsible choice of occupation to prevent unemployment - cooperation with the labor office. Career guidance is developed in schools as a tool for developing future work potential and as a prevention of unemployment.
2) For Portugal, there is probably no problem with financing schools, as they use tandem teaching more than in the Czech Republic, which can ensure an individual approach to the child, better fulfillment of individual plans, which in turn leads to a reduction in school failure.
3) In the Czech Republic, cooperation takes place at the level of school - family - school pedagogical facility, which will recommend the setting of a specific form of support measures. However, there are only a few of these facilities within individual regions. As a great advantage we see that at each school prevention methodologists and educational counselors. In the Czech Republic, this function is performed by a pedagogical worker. In clusters in Portugal, due to the size of the institution, they can afford to have a specialist, a psychologist, etc.

Conclusion

Important where we can learn in both countries is the ethical impact on the lives of society and the individual. We should take an example of how to build the development of trust in society in special education for children and pupils with more severe forms of disability, use not only a lay public approach, but apply a highly professional approach, specialized educational methods, support carers and their further education. To lead pupils to the need for further education after completing compulsory schooling, to create conditions for active support for responsible career choice.

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National Summary of STAIRS Study Visits

SLOVENIA

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- Please formulate your **preliminary plans for adaptation**.

Please, feel free to add any other aspects that you feel relevant in your national context.

National summary of Slovenia

Please, expand the box according to your needs. Min. 2000 and max. 4000 words.

Individual lessons learned by study visit participants

All of Slovenia's team members present at the study visits served in the role of "experts" (project members and external experts). Below we are presenting individual lessons learned by all participating members. Based on the individual lessons, we have synthesised national lessons, reflected on our country context and provided preliminary ideas for adaptation.

Expert 1:
Lessons learned based on my individual focus: one of the things that is very valued in Ireland and Portugal is teachers' attitude towards teaching – not only the policies but the way the teachers apply those policies. Teachers need to be flexible and adapt to students' needs. The inclusion mostly depends on teachers, but on the other hand teachers need support from above in order to be inclusive in the right way. Collaboration of school and other educational professionals and policy makers is also important. It is of the utmost importance for all sides to be able to listen to each other (teachers, community, policy makers, trainers, parents etc.) and learn from one another. When they are cooperating only then can they work in the benefits of students.

Expert 2:
The main lessons learned taken are as follows: importance of long-term central commitment from policy makers, funders, agencies, suppliers and all participants (willingness to engage on all levels).

Initiatives have to come from the state level and be based on long term action plans. They need to be founded on research and rely on evidence-based practices with constant adaptation and revision. Furthermore, the good practices stressed multi and inter agency collaboration – establishing strong partnership between government departments, academic institutions, statutory bodies. On a school level the role of schools is very important (school as the main source of change, schools needs/issues are thus the starting point for change) which means schools need to be constantly supported as teachers are the key stakeholders (teacher education continuum is important – e.g. continuous professional development). Schools can be supported by establishing strong networks among principals and teachers. Lastly, in regards to school, parents and the whole community should be recognized as partners which means encouraging constant parental education, empowerment of parents and involving parents in school activities.

Expert 3:
The key findings related to my individual focus are: the realization that the inclusion of children with special educational needs is similar to that in our country, except that the specifics of inclusion are also related to the national mentality and the historical background of understanding inclusion (Ireland, Portugal). The key finding at the national level is the need to connect professionals from different departments, institutions, and faculties. Many projects and experiments that take place at the national level and are related to children with special needs remain only at the project level and often do not get implemented as a systemic solution. Thus, fostering long-term sustainability of projects, initiatives, and/or planning is required.

Expert 4:
The concept of inclusion is, by definition, very broad. My assumption that inclusion is not a measure that can be ordered "from the outside" and "from the top down" has been confirmed. In addition,

we have to understand that inclusion is also a practice that only those involved in it can perceive themselves as included or not.

In a broader sense, I think it is very important that we pay attention to the international presentation of the situation in Slovenia. We must understand inclusion in the broad sense (not only related to people with special needs) supporting and encouraging inclusive pedagogical practices. Thus, it seems students' needs and perceptions have to be accounted for when establishing and assessing inclusion.

Expert 5:
Based on my individual focus and national learning needs I've learned the following: Importance of engaging the parents to be involved in students' school life. If parents are involved in their child's school activities and learning process, then this is transferred to the student and engages the student, which in turn can lead to better student outcomes. Students should also receive adequate social and emotional support in school (e.g. developing students' socio-emotional competencies). In addition to students, one of the main stakeholders and actors of change are teachers. Teacher training is essential (both in-service teachers and teachers in training – e.g. actively learning about inclusion). During each study visit we talked extensively about the continuous professional development of in-service teachers. From my understanding, it is crucial to establish programs for continuous development (e.g. teacher trainings on literacy, numeracy enable teachers to receive additional competencies in this domain, which in turn is crucial for better academic outcomes of students). It was important for me to understand, that by focusing on teacher's teaching competencies we can help support academic achievement, motivation, and essentially the well-being of low SES students. Independent of continuous teacher training, it is necessary to cultivate teacher reflection. We discussed how the ability for constant, frequent self-reflection of teachers is an important element for establishing change.

At school-level I learned that establishing a whole-school approach is fundamental for fostering success of implemented initiatives. In addition, it is helpful to develop a sense of belonging to school of all the main stakeholders (i.e. students, teachers, principals, parents) and like previously mentioned, to support a constant self-reflection of these stakeholders (this might be harder for parents in my opinion, but I believe teachers and principals should take part in it). In addition, when working with research institutes self-reflection is required in order to identify needs of students.

In regards to lessons learned that may be implemented at the school level, but can also have a broader reach, I learned that establishing networks is essential (networks of schools, networks of principals, networks connecting schools to research institutions, the government-level, and policy makers) in order to develop strategies/interventions to strengthen social inclusion. Furthermore, clearly defining multi-professional teams is important.

Concerning policy level, a policy at the national level is needed to provide support for inclusion (top-bottom approach), however it is equally essential that teachers and school staff are "on-board" with inclusive practices (bottom-top approach). Policy makers and key stakeholders need to work together before implementing changes. In addition to an established policy, it is essential that the policy and funding is supported/provided for the long-term in order to be successful (also having in mind that change takes time). Moreover, having a national network/initiative that is widely known and accepted in the country is key for implementation (i.e. DEIS in Ireland, TEIP in Portugal). As with implementing any policy or initiative a regular evaluation of changes/projects/initiatives is needed/required for them to be successful. In the study visits we talked about the importance of

internal and external evaluation (e.g. how parents and teachers can be connected as internal evaluators of a specific school).

Concerning dealing with low SES students specifically, I've learned two main things. Firstly, low SES schools get additional support (double working hours assigned to teachers to be able to teach these students more, hiring additional teachers, other professionals; providing financial support to schools as well as individual students). Secondly, having a national supported plan for dealing with low SES students, i.e. school social action in Portugal that responds to the "real needs" of students (for example providing laptops and stable internet connections during COVID-19 pandemic) is essential.

Lastly, the national educational system and privately-owned companies or NGO's can work together to provide support for students (i.e. Edugep) enrolled in the national educational system.

Expert 6:
I've learned a few key things: First and foremost, the government addressed the problem seriously. It provided the systemic frame, very high and stable financial means. The measures supporting go where the needs are identified. The government took those measures to the expert database. The government listens to the experts. Moreover, initiatives are regularly evaluated. Furthermore, the variety of stakeholders in the initiative who cooperate very closely and very well. All of them follow the same goal.

What I have also observed is that the measures actually reach the students. In addition, the systematic education of teachers (initial teacher education, as well as in-service education) on inclusive education is crucial and should be well financed, long-term based and of good quality. However, the truth is that it is impossible to ever be fully prepared for inclusion. It is just needed to jump and swim in it like one of the presenters said. Lastly, I have found that the following is important for inclusion: developing inclusive policies, having a flexible curriculum in school, collaborating (impossible to be inclusive by yourself), inclusion cannot be just another project of the school – it is a fundamental value of the school, inclusion is a whole school approach value. Just having resources for inclusion does not make us inclusive automatically.

Finally, it is important to note that human rights are not a matter of opinion. Inclusion is therefore not optional. Inclusion multiplies other rights.

Expert 7:
I have established a few key takeaways from the study visits. Firstly, concerning DEIS - I liked the effort shown to keep young people in schools. Secondly, this is also quite well taken care of in the YouthReach & Education Training Board. Moreover, in the field of working with those who drop out of school (because of their problems), in my opinion, there is a lot that needs to be done in Slovenia. Thirdly, concerning the literacy Initiative - in my opinion that is a very good project that involves all stakeholders, offers support and training of professional staff.

Expert 8:
A systematic approach is absolutely essential; it has to be fully supported by the government, which we learnt firstly in Ireland and then secondly in Portugal as well. In Ireland, I learned that success lies also in the opposite direction - listening to the problems of teachers, parents, principals and their suggestions for possible solutions. Therefore, it isn't just emphasizing the top bottom approach, but also the bottom up approach.

In both countries there are national programmes for tackling exclusion - DEIS in Ireland and TEIP in Portugal. I am now familiar with the concept, but I would like to learn in depth how they really work.

From what I have learned so far, I believe systematic support for the schools would be very beneficial in Slovenia. Especially SES should be addressed more systematically.

However, I felt an important aspect of our national focus was missing from the study visits. Namely, I didn't get a lot of insight of VET in Ireland and Portugal. But I did get the confirmation how important it is to start with tackling SES and SEN students at an early age of students.

Expert 9:
During the study visit I have learned the following lessons. Firstly, the importance of a systematic and holistic approach known to all actors (practitioners, theorists, policy and users - students) which is supported by government. Secondly, clarifying the concept of inclusion by all the actors involved. Understanding it on the level of values and as a way of life (how we understand the concept of inclusion, what is an inclusive community, does SEN include just children with special needs, how do we define SES (low SES), what kind of inclusive pedagogical practices we have and why are they successful). Thirdly, to provide continuous support and education to teachers, supervision, planning, and evaluation. Fourthly, exposing examples of good practices, upgrading them and looking for the causes and reasons for practices that are not successful. Fifthly, the importance of involvement of children and adolescents in planning, evaluation and reflection.

Expert 10:
It is important to understand that inclusion is about long-term activities and moves slowly as a process. The main idea to consider after the study visits is to recognize inclusion as a value. This view should be pointed out and included in EU education priorities immediately. From the lessons learned during the study visits I feel top priorities concerning inclusion should be as follows: an ideology shift in understanding inclusion as a value; long-term consensus and commitment of policy makers to enable preconditions for successfully dealing with inclusion problems; constant teacher development and training to make them prepared for activities, organization of initiatives and their implementation; supporting institutional networking on horizontal and vertical level; incorporating a multidisciplinary approach in problem solving activities; system tracking framework for detecting personal educational and post educational journey and systematic work on relationships between parents, school, local community partnership, and their engagement.

Lessons learned synthetized at the national level

As can be seen through the individual lessons learned by each participant, we have noticed a lot of the same things from both the Ireland and Portugal good practices, and thus we are able to agree on lessons learned. The most important lesson that resonated in us, was that inclusion really means inclusion for all – and this is the starting point.

As can be seen through the good practices presented at the study visits, the concept of inclusion is, by definition, very broad. It is not a measure that can be ordered "from the outside" or "from the top down" and be accepted as it is. Constant work of all involved is necessary for the success of social inclusion, and it should be (at a bare minimum) based on the cooperation of policy makers (e.g. government-level) and practitioners (e.g. teachers). However, we have to keep in mind that inclusion in practice is judged by those who are the direct beneficiaries of an inclusion setting. Thus, only individuals involved in inclusion settings can perceive themselves as included or not. Evident from this is to also focus on the students – the main beneficiaries of an inclusion setting. We learned the actual needs and well-being of the students should be at the forefront of any initiative concerning social inclusion. Knowing what the students' and schools' needs are is fundamental.

In addition, we must understand inclusion in the broadest sense, in which diversity is a fundamental starting point. Inclusion applies to all students facing adversities in learning and participation. This places responsibility on the school to establish learning conditions for all children, and to teach them how to accept diversity.

However, in Slovenia, also due to historical context, inclusion is mostly understood from the special-pedagogy domain – which means teachers in regular schools who do not have adequate special-pedagogical knowledge are less involved in inclusion of students (Portugal and Ireland either provide continuous teacher training or have a higher number of special education teachers). Thus, in our country context it is necessary to work on accepting inclusion as a general pedagogical goal. This can be achieved by both intervening on the systemic level and school level. On the systemic level this means to transform programs for initial teacher education a) provide specific subjects that focus on special-pedagogical topics; b) topics and goals of inclusion are integrated into various subject areas c) having adequate educational programs of in-service teachers and its promotion/dissemination). On the school level it means creating a heterogenous school climate and culture (classes are heterogenous by more than one criterion: SEN; SES; gifted students, cultural differences among students); and strengthening cooperation among school, parents, and the local community.

Based on the individual lessons learned we can agree that for successfully tackling exclusion, a systematic approach is essential. Initiatives must come from (or at the very least be supported by) the state, be adequately planned (policy and funding support), and widely known and accepted in the national context.

There must be constant research that enables evidence-based practices. In turn constant adaptation and revision (internal, external evaluation) is needed. To us it seems that an important aspect of this is to adequately educate evaluators so they are able to assess initiatives properly. This can be especially beneficial if we consider parents can give important feedback on school inclusive practices (similar to Portugal).

Long-term commitment and willingness to engage on all levels is very important. However, we strongly believe inclusion cannot work if it is just “ordered from the top” (as we are a democratic society after all). Change needs to happen at all levels for it to be successful, while keeping in mind our historical context (regular schools vs SEN schools; and the structure of initial teacher education).

However, schools are in the central position and can be considered the main source of change, meaning their needs and issues are the starting point. As seen from Ireland and Portugal, schools are constantly supported by policy makers (top-bottom approach). However, it is equally essential that school staff and teachers are “on-board” with inclusive practices (bottom-top approach). Constant self-reflection of all involved is a requirement. Working together (strong networks of schools, networks of principals, connecting with research institutions etc.) before implementing changes is an important consideration. In order to foster the success of initiatives, programs, projects the continuous professional development of teachers is crucial.

Concerning schools, a vital lesson is that we are aware of the fact that teachers can help foster change towards a more inclusive setting. As policy comes from „above”, but teachers are the ones who work directly with the students and teachers have their own attitudes/beliefs.

Lastly, inclusion is a fundamental value of the school – this was very evident from the good practices of Ireland and Portugal. Thus, inclusion can be considered a whole school approach value. Taking parents and the community as partners (engaging them to be involved in school/student’s life and activities, developing a sense of belonging etc.) was shown to be important. However, in terms of

parental engagement we need to be realistic. We have discussed this, and concluded that it is especially needed to engage those parents who are not yet so involved in the child's schooling (keeping in mind that when creating initiatives, some parents do not have the best experience with school themselves). But we also need to keep in mind that schools are not in the position of solving all of the problems of families – however, schools can detect those in need.

Unfortunately, we didn't get a lot of insight into VET schooling. SEN and low SES are prevalent in vocational education in Slovenia. Low SES is a specific case in Slovenia, because data show that students with low SES are four times less likely to enrol into general educational programs compared to students with a higher SES when accounting for equal abilities. We wish to address this, at the very least to communicate this issue, as part of our adaptation and try to develop possible solutions.

Lessons learned that can be adapted to our specific national context

Based on our synthesis, we believe we can adapt several lessons learned to our national context, while keeping in mind what already works well in our setting and what more needs to be done.

- Providing a framework which connects all the relevant stakeholders (systematic support for the schools, maybe on the basis of DEIS or TEIP that also connects all the relevant stakeholders)

- Systematic support for SES (identifying key areas/schools with low SES students, establishing the basis for practical support such as delivering laptops and a stable internet connection during Covid-19 epidemic, focus on low SES in VET)

- Connect professionals/stakeholders from different departments, institutions, faculties etc. at the national level who work in social inclusion

- Continuous professional development of teachers (developing programs for continuous teacher development, encouraging obtaining of funds for substitute teacher salaries while the teachers are focusing on learning from the development program)

- Focusing on achieving outcomes in the long-term

- Providing and supporting regular evaluations of initiatives or the state of inclusion in particular schools (internal/external evaluations; having a criterion to define schools as an „inclusive school")

- Supporting evidence based/practices by first conducting research on school's/students' needs and then developing initiatives.

- Focusing on long-term planning of initiatives and supporting them with policy measures (e.g. establishing financial support measures in a similar way that is handled in DEIS)

Lessons learned that cannot be adapted in our specific national context and reasons

We also liked the idea of potentially grouping schools in a local area into school clusters – like the good practice was observed in Portugal. Per our understanding the Portugal educational system strongly supports and encourages school clusters – that in some cases enables students to be followed by the time they enter primary school level until they go off to obtain a university degree at the tertiary level. As of now, we believe, adding school clusters in Slovenia would require a major change to the way education is organized and that is why this lesson cannot be adapted. However, Slovenia does have "school centres" (i.e. Šolski center Ptuj, Šolski center Novo mesto) that incorporate school programs at different levels.

Comparing newly acquired knowledge with our practice – similarities and differences

We have observed that the initiatives in Ireland and Portugal follow a large nationally supported framework. Those being DEIS in Ireland and TEIP in Portugal respectively. It seems to us adapting these initiatives (taken as they are) are beyond the reach and scope of this project. As it would be difficult to establish a framework/initiative from the ground up based on the time available on the STAIRS project. This also corresponds to the limited level of influence our team has (as evident in the learning diaries of the study visits). However, what we can do is adapt specific elements of these two initiatives (DEIS; TEIP) and prepare recommendations that can be used to properly start a similar initiative in Slovenia. Thus, STAIRS provides a foundation to work on inclusive practices in Slovenia.

Thus far we observe Slovenia has some good practices that are comparable to Ireland and Portugal (i.e. "razširjen program v osnovnih šolah" – the extended program in primary schools; cooperation among schools and external institution in co-financing programs) that in some aspects can be comparable to those by Ireland and Portugal, however these are usually on the level of projects – thus ideas and progress can get lost when the project ends. Inclusion initiatives must be based on long term action plans and on multi and inter agency collaboration (strong partnership between government departments, academic institutions, statutory bodies, schools etc. with clearly defined roles).

We came to the realization that we are doing some things very well in Slovenia (e.g. detection of students with special needs, the previously mentioned "extended" program). In addition, there also various projects on inclusion (i.e. working with the Roma community, "Z roko v roki pomoč") that have similarities presented with the Ireland and Portugal good practices. However, where the differences seem to occur is on the level of longevity. In addition, compared to both Ireland and Portugal, we still have a lot of work to do in regards to providing systemic support for low SES students.

Preliminary plans for adaptation

By establishing our learning needs, familiarising ourselves with the good practices in Ireland and Portugal, and through our workings in the national team we have set one main goal that we wish to achieve through adaptation in our national context*: We aim to strengthen the inclusive orientation and sensitivity to inclusion towards members of the most vulnerable groups* (i.e. SEN, low SES).

Thus, based on this main goal we wish to address four main points with our national adaptation plans:

- Suggesting means to encourage inclusive orientation and sensitivity towards social inclusion
- Identification and empowerment of low SES students
- Empowerment of teachers (continuous professional development/education of teachers)
- Establishing networks among stakeholders

We aim to incorporate the lessons learned and aspects of the presented good practices in the mentioned four points. Based on these main goals we aim to provide recommendations for the relevant stakeholders.

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NATIONAL ADAPTATION PLANS
Concept Paper

How can National Adaptation Plans support the adaptation procedure?

The National Adaptation Plans Concept Paper (NAP Concept Paper) provides a structure for developing national adaptation plans in different national and contextual circumstances of learning countries in STAIRS (Hungary, Czechia, Slovenia, Croatia). It is intended to facilitate the adaptation process in learning countries based on the observation of good practices on the topic of social inclusion in sharing countries (Ireland and Portugal). Although the concept paper and corresponding template are primarily intended to be used by the learning countries, as intended in WP5, they can also be a useful resource for sharing countries to gather their thoughts, ideas and lessons learned during the sharing and discussion of good practices.

The National Adaptation Plans Concept Paper provides a clear overview and understanding of the sections to be included in the adaptation process and creating the adaptation plans. The concept paper is intended to be used together with the National Adaptation Plans Template (NAP Template) in order for each participating learning country to form their National Adaptation Plans. The NAP Template provides headings/subheadings for the sections presented and discussed in the NAP Concept Paper.

As the forming of a national adaptation plan is the result of an on-going learning process in the STAIRS project, this view is therefore reflected in the concept paper presented below. Thus, the paper does not only cover the formulation of the adaptation plans, but also includes the tasks facilitating the learning and adaptation process (e.g. a summary of learning needs which are already published in the individual Country Reports; a short summary of the good practice examples best fitting the national learning needs).

In the STAIRS consortium we have used two main tools during the online study visits: the *Learning Diary* and *Self-Reflection Questionnaire*. It is recommended to frequently consult these two documents when preparing the national adaptation plans. Moreover, the following documents created within the STAIRS project will provide support as well: *Country Report, Methodology for Preparing the Study Visits and the Adaptation*, *STAIRS GRID and National Summary of STAIRS Study Visits*.

The National Adaptation Plans Concept Paper is structured around 4 main points and these four points represent the individual chapters of the national adaptation plan. The chapters to be included are the following:

1. Summary of the country local focus as evident in the Country Report
2. Study visits summary
3. National Adaptation Plan
4. National Adaptation Plan as an introduction to developing the European Guidelines

In addition, an Appendix section is to be added at the end as a means of sharing and upscaling the main resources from the STAIRS project within the national adaptation plans.

Therefore, the 5 sections (4 individual chapters + Appendix) and their subsections are shortly described below. Based on this concept paper (which was updated with the comments provided by all partners at the Ireland online study visit) a common template (NAP Template) was designed. All the sections included in the NAP Template are to be filled out by partners in national teams.

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Please note that both the concept paper and template are written in the English language. However, as we agreed in the partnership the actual national adaptation plan (the 4 chapters mentioned + appendix) are intended to be written in our own languages. As the national adaptation plans are intended to be used in the learning countries.

A short description of each section of the NAP Template follows.

1. **Summary of the country local focus as evident in the Country Report**

Each participating learning country (HU, CZ, SI, HR) in the STAIRS project has a local/national focus. This focus is established based on the particular country's learning needs as evident in the Country Report. As an introduction to the formulation of national adaptation plans and for the convenience of the future readers of this document, it is necessary to provide a short summary of the country local focus in the STAIRS project, and the learning needs.

Thus, for this section we recommend writing a brief summary of your country's local focus based on the work done already in your country report.

2. **Study visits summary**

This section includes two subsections:

2.1. A summary of the key points of good practices presented at the study visits identified as most relevant to the country's local focus
2.2. Study visits summary of the national team

In WP3 the partners in the STAIRS project prepared the document: ***Methodology for preparing the study visits and the adaptation*** in order to help study visit participants prepare for the study visits. An important part of this document is included in Annex 1: ***Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report.***

Each country was encouraged to prepare a Matrix which helped to refine and operationalize their learning needs in order to better understand their local/national focus in STAIRS. Furthermore, it enables partners to establish which good practice examples are most relevant to their individual learning needs. In order to provide a continuous structure to the formulation of the National Adaptation Plans, we suggest to the writers of each individual National Adaptation Plan, to provide a short summary of the good practice examples that are most relevant to their country context and defined learning needs **in this first subsection (2.1.)**. Specifically, this means **to summarize which individual points** of the good practices presented are most relevant to a specific country. A brief note of the individual points of good practices will shed light on how that particular example is viewed by the authors of a specific national adaptation plan and how it might be relevant to the country's learning needs. This will help foster the adaptation.

A few guiding questions that can lead this first subsection are as follows:

- Which of the individual good practice examples from Ireland and Portugal were most useful to you at a first glance? How did you find them useful? What elements of the good practices could be adapted?
- Which individual points/key facts have you identified as most relevant? What models/interventions/values impressed you the most?

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In the second subsection (2.2.) the study visits participants forming the national teams sum up their learning experiences and provide an overview of the lessons learned at the study visits.

Discussion guiding questions to facilitate the writing of this summary:

- What was the individual focus of each participant attending the study visits? What were the main benefits they hoped to receive from the study visits?
- What are the lessons learned by each individual participant based on the national/individual focus during the study visits?
- What are the lessons learnt that we can agree on as a national team? Which of these lessons can be adapted to our own individual and specific national context?

To sum up, the first subsection is intended to focus on the individual good practices (e.g. DEIS, A school for everyone), while the second subsection aims to summarize the lessons learned in national teams, which might extend beyond the individual good practices presented (e.g. the lessons learned can be based on similar "themes" that are shared across some of the good practices presented – *parental engagement, continuous professional development of teachers).*

However, please note that the discussion questions above are merely examples of thinking about and summarizing the study visits experience. Thus, the authors do not need to directly answer these questions when writing the present section.

3. National Adaptation Plans

The main purpose of this section is to think about what to adapt and to provide recommendations for our specific country contexts based on the lessons learned during the study visits. More specifically, partners provide recommendations and elaborate on them in order to adapt the lessons learnt to their respective national contexts. It is strongly encouraged that the recommendations include steps/ideas on how they can be implemented in the national context. The recommendations can be supported by means of developing an action plan (if needed, based on your specific country focus, learning needs and lessons learned).

The actual national adaptation plans are divided into three subsections:

3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practices
3.2. Recommendations for different stakeholders
3.3. Emphasizing the role of your institution in the adaptation

The mentioned three subsections are explained in more detail in the following paragraphs – to provide you with the basic idea of what to include in them.

3.1. Reflection on national needs based on the lessons learned and examining starting points of good practices

In section 2 (study visits summary) we focus on what are the main takeaways and key messages from the study visits. In the present section (3.1.) it is essential to think about the lessons learned and reflect on how they relate to our national needs. The aim is to provide ideas/steps on how we can adapt aspects of the good practices in our country context. The following questions guide the present section:

- How are the lessons learned related to our country's needs?
- What are the desirable outcomes of adapting the lessons learned at the national level? What do we wish to achieve?

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- What are the main obstacles that we are facing when trying to adapt the lessons learned in our countries? Reflect on this and try to elaborate on potential solutions to obstacles.

In addition, think about the starting points of the good practices and how they can be adapted in the national context. Maybe you can adapt a specific good practice to your national context as it was presented, maybe it needs changing to fit your needs or maybe it can be added as part of an initiative already present in your country context. Elaborate how this can be done (include steps or ideas). Questions that can help shape this subsection are:

- What are the similarities in the interventional areas of the good practices observed and the country context?
- What can work as it was presented?
- What elements of specific good practices need changing to suit our national context?

Note: if it is needed and relevant to your country's needs and focus, an action plan can support this section.

3.2. Recommendations for different stakeholders

Based on all of the takeaways from your working in the STAIRS project please develop recommendations for different stakeholders in your country context and explain how they can work. These recommendations should be personalized for different stakeholders and aim to summarize the main ideas of your adaptation. However, the general ideas behind recommendations for different stakeholders can overlap. Try to conceptualize and explain how your recommendations (based on all that you have learned from the good practices) can be relevant for different stakeholders in your country. It is recommended to include recommendations for the following stakeholders (please add more depending on your country context and learning needs):

- Government / municipalities (policy level)
- School leaders / teachers and other practitioners
- Educational experts / academics / researchers
- Parents
- University students (e.g. teachers in training) / student university groups

3.3. Emphasizing the role of your institution

Different institutions are involved in the STAIRS project. Think, reflect and elaborate on your role in the adaptation process. In other words, what role could your organization have in spreading and upscaling the lessons learned from the project on a local/national scale.

Some additional questions that can help shape and lead this section and subsections (note: some questions may overlap with others already presented):

- What are our main objectives and approach concerning adaptation?
- What do we want to achieve and how?
- What kind of indicators, measures should be taken?
- How can we adapt the lessons learnt to an existing national policy/recommendation?
- What are the desired results and outcomes?
- How can we measure the desired results and outcomes?
- What are the resources needed to facilitate the adaptation in our national context?
- What support and from whom/where do we need to facilitate successful adaption?
- Who are the main stakeholders?

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- What are the possible obstacles and risks to successful adaptation? How can they be managed before they happen?

4. National Adaptation Plans as an introduction to the European Guidelines (Recommendations for the European Guidelines)

This section will include individual country recommendations for the European Adaptation Guidelines (EAG) based on the lessons learned during the formulation of the National Adaptation Plans. By including this section in the National Adaptation Plans the partners in the STAIRS project will already have collected a few elemental ideas for the European Adaptation Guidelines and these ideas can serve as the basis when the actual European Guidelines will be written. Please note that this section intends to collect first ideas for the European Adaptation Guidelines (EAG). The EAG will be outlined and handled in a separate concept paper.

The main questions leading this section are:

- Which aspects of the National Adaptation Plan can we upscale on the European level and how?
- What support from whom/where do we require for adaptation to the European level?
- What are possible obstacles and risks for successful adaptation to the European level?
- Which model should we use for creating the EAG? (e.g.: PDCA)

5. Appendix

As the purpose of the National Adaptations Plans are to upscale the lessons learned during the study visits and the STAIRS project as a whole we recommend that each National Adaptation Plan includes an appendix that contains additional materials (project websites; ESLplus portal linking good practices, Country reports).

We recommend the appendix to have two sections:

5.1. A commons section that is the same for all partners (this can include the STAIRS project website, ESLplus portal, MOOC…) – *Note:* contents of this joint section can be specified and agreed upon later.

5.2. A specialized section unique to each National Adaptation Plan (materials based on each project partner's choice).

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NATIONAL ADAPTATION PLANS
Template

The National Adaptation Plans Template is meant to be used together with the National Adaptation Plans Concept Paper. The concept paper provides a detailed explanation of what to include in the following template.

Main chapters of the National Adaptation Plans:
1. Summary of the country local focus as evident in the Country Report
2. Study visits summary
3. National Adaptation Plans
4. Recommendations for European Guidelines
5. Appendix

Note: *the concept paper and template are provided in the English language for the convenience of the partnership. However, as the National Adaptation Plans are to be used in our own country context, each country's National Adaptation Plans are to be written in their own language. Therefore, please adapt the following template to your language.*

1. Summary of the country local focus as evident in the Country Report

In this section, we recommend writing a brief summary of your country's local focus based on the work done already in your country report.

2. Study visits summary

In this section please provide a summary of the two online study visits (Limerick and Lisbon). The section is further divided into two subsections.

2.1 Most relevant individual points from specific good practices

Elaborate which individual points from good practices presented you found useful and would like to further work on.

2.2 Summing up the learning experience and lessons learned

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Sum up the lessons learned you can agree on as a national team

3. National Adaptation Plans

3.1 Reflecting on national needs based on the lessons learned and examining starting points of good practices

In this subsection, elaborate on how the lessons learned correspond to your country's learning needs. Moreover, elaborate on which aspects of good practices can work and be successful in your country context.

It is essential to try and include steps/ideas on how to implement the lessons learned in your national context.

3.2 Recommendations for different stakeholders

In this subsection, provide specific recommendations (messages) for key stakeholders. The recommendations are to be based on the lessons learned from the good practices presented.

If applicable to your county context and specified needs, this subsection can also include an action plan.

3.3 Emphasizing the role of your institution in the adaptation

In this subsection, plan how your organization can play a role in upscaling/delivering recommendations and lessons learned on a local/national level.

4. Recommendations for European Guidelines

In this section, based on everything you have learned and recommendations you have made for the stakeholders in your country, try to elaborate on which of the lessons learned and recommendations can be upscaled to the European level in the form of European Guidelines.

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5. Appendix

In this section materials from the STAIRS project are to be shared.

5.1 Common section Appendix

Common subsection shared by all partners.

5.2 Partner section Appendix

Specific subsection unique to the national adaptation plan of a specific country.

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STAIRS

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NEMZETI ADAPTÁCIÓS JAVASLAT

Magyarország számára

Tartalomjegyzék

1. Az országjelentés összefoglalása, különös tekintettel a nemzeti tanulási célokra 2
   1.1. Az ország figyelmének középpontjában álló problémák 2
2. A szakértői tanulmányutak tapasztalatai 4
   2.1. A megismert jó gyakorlatok hazai szempontból releváns összetevői 4
   Írország 4
   Portugália 5
   Rövid reflexió a megismert jó gyakorlatokra vonatkozóan 6
   2.2. Megállapítások és tanulságok 8
   Az inklúziós keretek összevetése 9
   A két inklúziós szakpolitika legfontosabb közös irányítási jellemzői 11
   Az inkluzív nevelés legfontosabb közös sajátosságai az intézményekben 12
3. Nemzeti Adaptációs Javaslat 12
   3.1. Reflektálás a magyar tanulási célokra a jó gyakorlatokról szerzett tapasztalatok alapján 12
   3.1.1 Fogalmi keretek 12
   3.1.2 Szakpolitikai és szakmai keretek 13
   Besorolások és diagnózisok a szabályozásban 14
   Az inklúzióhoz kapcsolódó szakmai végzettségek, képzettségek és munkakörök 14
   3.1.3 Reflektálás a STAIRS projekt keretében zajló megismerési folyamatra 14
   3.2. Ajánlások az érintett felek számára 16
   Hiánytérkép 16
   Választérkép 17
   Javasolható beavatkozási fókuszok 20
   3.3. A Tempus Közalapítvány szerepe az adaptációs folyamatban 21
4. Ajánlások az Európai Adaptációs Útmutatóhoz 24
   4.1. Általános szempontok 24
   4.2. Szakmai ajánlások 25
5. Függelék 28
   5.1. Közös felhasználásra javasolt anyagok 28
   5.2. A projektpartner számára releváns anyagok 28

1. Az országjelentés összefoglalása, különös tekintettel a nemzeti tanulási célokra

1.1. Az ország figyelmének középpontjában álló problémák

A STAIRS projekt keretében a projekt szakértői 2019-ben országtanulmányt készítettek a befogadás, az iskolai esélyteremtés és méltányosság témakörében, ami számos olyan kihívásra irányította rá a figyelmet, amelyek hazánkban a társadalmi mobilitás hátráltató tényezőinek tekinthetőek, és hozzájárulhatnak ahhoz, hogy a születéskor meglévő egyenlőtlenségek fennmaradjanak.

A társadalom és a kultúra szintjén a lakosság körében megjelenik a kisebbségi csoportok csekély mértékű elfogadása, ami leginkább a romákat sújtja. A felmérések szerint a romák több mint 70%-a rosszabbul él, mint a társadalom átlaga[1]. Azonban a szegénységet önmagában nem lehet az etnikummal azonosítani, mivel a szegények többsége nem roma. A roma gyermekek esetében nem a származásuk, hanem az alacsony társadalmi státuszuk az, ami az iskolai teljesítményükkel összefüggésben van. A tartós szegénységben élő kisgyermekek – etnikai hovatartozásuktól függetlenül – nagyon sokféle hátrányt halmozhatnak fel, mire iskolába kerülnek, s ennek leküzdéséhez több segítségre lenne szükségük.

- Ugyancsak alapvető nehézség, hogy a gyerekek köznevelési rendszerbe történő belépésükkor meglévő kulturális különbségei az oktatás rendszerében tanulási hátrányokká alakulhatnak, ami sokak felnőttkori életlehetőségeit beszűkítheti.
- Az esélyegyenlőtlenségek felszámolásához számos **szakpolitikai tényező** is hozzájárulhat. Hazánkban is jelentős erőfeszítések történtek a köznevelési rendszer inkluzív szemléletű átalakítása, a tanulás alapkészségeinek megerősítése, a pedagógusok szakmai felelősségének és autonómiájának erősítése, valamint a differenciáló módszertan terjesztése érdekében – pl. Útravaló Program, Biztos kezdet gyermekházak, Tanoda rendszer, Arany János tehetségkutató program, 300 felzárkózó település programja, Gap year program, hídprogramok stb. –, e folyamatok összehangoltságának javítása ugyanakkor továbbra is meglévő szakpolitikai lehetőség, mert a programok implementációjának eredményei egyelőre lokálisan mutatkoznak, a nemzeti szintű konklúziók levonása még várat magára.

A fentiek alapján, a projekt szakértői olyan modellek megismerését tűzték ki **tanulási célként** a projektben, amelyek el tudják érni az alábbiakat, vagy a maguk eszközeivel hozzá tudnak járulni a megvalósulásukhoz:

1. **A hátrányos helyzetű csoportok** befogadása, tanulási és társadalmi mobilitási esélyeinek növelése érdekben, képesek biztosítani
   a) a célcsoport támogatására irányuló beavatkozások illeszkedését egy szakmai konszenzust élvező, hosszabb távú és kormányzati ciklusokon átívelő stratégiához – hiszen e téren nem érhetők el gyors változások;
   b) a beavatkozások rendszerszintű koherenciáját – annak érdekében, hogy a ráfordítások és a fejlesztő hatások összeadódjanak;

[1] Forrás: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2016-eu-minorities-survey-roma-selected-findings_hu.pdf

c) a feladat sikeres megoldásához szükséges szemléletmód és szakmai tudás folyamatos épülésének és hálózati terjedésének előmozdítását;

d) az érintettek együttműködését a célcsoport minél hatékonyabb támogatása érdekében.

Források:

- *Country Report of Hungary.* 6.1. Hungarian learning needs, 2019
- *Country Report of Hungary* – Summary, 2019
- *Matrix of challenges*, mutual learning, and evidence-based local values in Hungarian context according to the Country Report, 2019

2. A szakértői tanulmányutak tapasztalatai

2.1. A megismert jó gyakorlatok hazai szempontból releváns összetevői

Mindkét virtuális formában meglátogatott ország (Írország és Portugália) szakértői sokoldalúan mutatták be a hátrányos helyzetű és a sajátos nevelési igényű tanulók esélyteremtő támogatását célzó, nagyjából két évtizedes múltra visszatekintő, folyamatosan fejlesztett, komplex oktatási programjaikat. Ezek alapelveinek, kereteinek és intézményi működésének részletes megismerése mellett, bepillantást engedtek néhány kisebb léptékű projektbe is, amelyek különféle dimenziókban egészítik ki stratégiai programjaikat.

ÍRORSZÁG

Központi program: ***A lehetőségek egyenlőségének nyújtása az iskolákban*** *(Delivering Equality of Opportunity in Schools, DEIS)*

A 2000-s évek eleje óta működő DEIS program számos korábbi projektre, kutatási eredményre, értékelésre és intézményi visszajelzésekre építve született meg. Ma 690 olyan elemi iskola tevékenységét támogatja, amelyek az ország leghátrányosabb helyzetű térségeiben találhatók. Ezek viszonylag kis létszámúak, és a tanár/diák arány is alacsonyabb bennük az átlagosnál. Tanulóik sokféle célzott támogatáshoz jutnak hozzá. Az iskolák hároméves ciklusokra készítik el a terveiket, amelyekben kiemelt figyelmet fordítanak az olvasási és szövegértési, valamint a számolási készség fejlesztésére, a hiányzások leszorítására, a gyerekeknek a formális oktatási rendszerben való megtartására, a családokkal való együttműködésre, és arra, hogy diákjaik sikeresen lépjenek tovább a középfokra. Az, hogy mely intézmények kerülnek be a programba, szociálisan hátrányos helyzetű, illetve sajátos nevelési igényű tanulóik számától, valamint hátrányaik jellemzőitől függ. A DEIS programnak sok eleme van, amelyek egy része kötelező (ilyen például a szövegértési és a számolási készséget fejlesztő egység), más részük pedig szabadon választható. A program fontos összetevője az ingyenes iskolai étkeztetés, az iskolából való kisodródás által veszélyeztetett tanulók személyre szabott segítése, valamint az otthoni és az iskolai közösséget összekapcsoló rendszerhez (*Home School Community Liaison Scheme*) való csatlakozás, amely egy főállású koordinátor foglalkoztatását is lehetővé teszi. Az intézmények szakmai segítséget kapnak gyermekközpontú curriculumaik kialakításához, valamint az intézményi vezetés megerősítéséhez. A tanárok sokféle képzésen vesznek részt, és aki kedvet érez hozzá, államilag támogatott posztgraduális formában a sajátos nevelési igényű gyerekek oktatásának speciális szakemberévé képezheti tovább magát.

Kapcsolódó program: ***Híd vissza az iskolába*** (*Bridge back to school*)

Ezzel a címmel jelent meg a közelmúltban az, a DEIS iskolák szakemberei által kidolgozott segédlet, mely az autizmussal érintett tanulók visszatérését segíti a jelenléti oktatásba a COVID járványt követően. A füzet gyakorlatias tanácsokat és pedagógiai stratégiákat javasol. Bármilyen életkorú fiúk és lányok körében jól használható a diákok, valamint szüleik és tanáraik számára egyaránt. A visszatérés technikai részleteit, az önszabályozás, a kommunikáció és a társas készségek, a motoros készségek és az öngondoskodás témáit tekinti át. Fő kérdése pedig az, hogy miként lehet megtalálni a tanulók erősségeit az egyes részterületeken belül, amikre aztán a személyre szabott segítségnyújtás épülhet.

Kapcsolódó program: ***A szövegértés fejlesztése Limerick DEIS iskoláiban*** *(Limerick DEIS Primary Schools' Literacy Initiative)*

A 2011 és 2020 között megvalósított projekthez szükséges anyagi forrásokat számos szervezet adta össze, szakmai irányítói pedig a város tanárképző intézményének (*Mary Immaculate*

College, MIC) szakértői voltak. Céljuk az iskolák megerősítése volt – annak érdekében, hogy azok fenntartható javulást érjenek el tanulóik szövegértési készségei terén. A helyi tervezés alapjául a munka kezdetén kidolgozott keretrendszer (*Balanced Literacy Framework*) szolgált. Az iskolákban 4-8 fős munkacsoportok alakultak, amelyek városi szinten hálózatot alkottak, és együtt készültek fel rá, hogy saját intézményükben a fejlesztés felelősei legyenek. A résztvevők kombinált támogatást kaptak, amelynek az elméleti előadások mellett részét képezte az intézményi modellek közös kidolgozása, a gyakorlatban való kipróbálás és az arra kapott visszajelzések, valamint az önálló iskolai fejlesztő tevékenység coaching formájában való segítése. A munkacsoportok tagjai időt kaptak a helyi tervezésre, illetve arra, hogy mentorként segítsék kollégáik tevékenységét. Minden iskolában elkészült az intézmény egyedi fejlesztési terve (*oral language plan*), amely a helyi szükségletekre épül, és útmutatást ad a program osztályok szintjén való megvalósításához. Mivel a projekt sikeres volt, és menet közben egyértelművé vált, hogy a fejlesztési séma más tartalmi területre is átvihető, utolsó szakasza már a számolási készség erősítését célozta.

Kapcsolódó program: ***Az oktatás átalakítása párbeszéden keresztül*** *(Transforming Education through Dialogue, TED)*

A TED a *Mary Immaculate College (MIC)* 1998-ban alapított ernyő-programja, amelynek egy-két éves részprojektjei mind arra irányulnak, hogy párbeszéd és együttműködés révén javítsák a tanulás eredményességét Limerick térségének DEIS iskoláiban. A programot kis létszámú központi stáb vezeti, szoros partnerségben a helyi közösségekkel és az intézményekkel. A konkrét kezdeményezések megvalósulását szakmai hálózat és sokféle szervezet anyagi támogatása segíti. A TED tevékenysége organikusan fejlődik, mindig az aktuális szükségletekhez és lehetőségekhez kapcsolódva, s együttműködve a szülőkkel és az összes érintettel.

Ráépülő program: ***A fiatalok elérése*** (*Youthreach programme, YR*)

A YR program a szakmai képzés integrált része Írországban, és kiépült országos hálózattal rendelkezik. Második esélyt kínál azoknak a hátrányos helyzetű 15-20 év közötti fiataloknak, akik kihullottak a formális oktatásból, és akiket ezért a hosszútávú munkanélküliség veszélye fenyeget. A program célja az intellektuális, érzelmi és társas készségek párhuzamos fejlesztése, az önbecsülés és az önállóság erősítése, a személyes autonómia, az aktív állampolgárság, valamint az egész életen át tartó tanulás megalapozása. A képzés egymással szorosan összekapcsolt módon nyújt hagyományos elméleti tudást, szakmai alapozást és valós munkahelyi tapasztalatokat, az iskolákban szokásostól eltérő tanulási környezetben.

PORTUGÁLIA

Központi program: ***Az elsődleges beavatkozás programja*** *(Educational territory of priority intervention programme, TEIP)*

A Portugáliában megismert program már a harmadik változata az 1996-ban elindított, és a 2018-ban elfogadott inkluzív oktatási törvény normáihoz is hozzáigazított kezdeményezésnek. 137 iskolai körzetben (*school clasters*), illetve önálló intézményben működik – az ország leghátrányosabb helyzetű térségeiben –, az összes intézmény 17%-át fedve le. A TEIP program iskolái sokfélék, s támogatási formáik nem teljesen azonosak a vidéki és a városi körzetekben, illetve az etnikailag homogén és a multikulturális közösségekben. Az állam számos programelemet finanszíroz, melyek között a tanulás mentorálása, a személyes, társas és érzelmi készségek fejlesztése, valamint a pályaorientációs tanácsadás egyaránt megtalálható. A támogatott klubok színes tanórán kívüli tevékenységek lehetőségeit kínálják a fiataloknak. De

nagy arányban szerveznek a családokkal közösen megvalósuló eseményeket és műhelyfoglalkozásokat is a TEIP keretében. Mivel az iskolák általában jól felszereltek, a kormányzati támogatás nagyobb részét a szükséges humán erőforrások biztosítására fordítják. Ez megengedi, hogy kisegítő tanár vagy asszisztens kerülhessen bizonyos osztályokba, szociális munkások, pszichológusok és kulturális mentorok is dolgozhassanak az iskolákban. Olyan, nem tanítással töltött munkaórákat is finanszíroz a program, melyeket például személyre szabott tanulási tervek kidolgozására vagy megbeszéléseken való részvételre fordítanak a tanárok.

Kiegészítő program: ***Muzeológiával összekapcsolt oktatás*** (*Linking education with museology*)

Bár funkcionálisan nem része a TEIP programnak, szellemiségében mégis közel áll hozzá a múzeumpedagógiának az a változata, amely a szociálmuzeológia irányzatára épül, s az emlékek őrzésének kisebb, helyi gyűjteményekhez kapcsolódó, kulturális közösségeket reprezentáló formája. Ez a megközelítésmód a globalizáció által felvetett problémákat, a tudás kölcsönösségének, az állampolgári jogoknak és kötelességeknek a dilemmáit, a sokszínűség és a kritikus gondolkodás témaköreit helyezi a figyelme középpontjába. A megismert projektek a tanulók személyes és társas-érzelmi készségeinek fejlesztését, identitásuk megerősítését célozták, valamint azt, hogy heterogén csoportokban dolgozva, különféle kulturális örökségeik közelebb kerüljenek egymáshoz.

Kapcsolódó program: ***A közoktatás civil támogatása*** *(EDUGEP – Civil society support to public education system)*

A virtuális látogatás során megismert EDUGEP magánvállalkozás, amely különféle állami közbeszerzéseken elnyert megbízások alapján közreműködik az oktatásban. Szakképzési kurzusok mellett, jelenleg háromféle közoktatási szolgáltatást nyújt a portugál főváros körzetében. A curriculum gazdagítását célzó programjaik a művészetek, a sport és az IKT területéhez kapcsolódnak. A családokat támogató szolgáltatásaik funkciója az, hogy a munkába járó szülők a tanítás előtt és után biztonságban tudhassák gyermekeiket. Ennek kiterjesztett formája pedig nem csak felügyeletet nyújt, hanem különféle érdekes tevékenységi lehetőségeket is kínál a tanulóknak. Azt, hogy az adott pénzügyi feltételek mellett hol mi kerül be az egyes intézmények éves programjába, a cég és az iskola közösen dönti el.

Kapcsolódó program: ***Alapozó szakmai képzés*** *(Initial Vocational Education Training, IVET)*

Portugáliában az alapozó szakmai képzés a tankötelezettségi kort átfogó komprehenzív oktatás részét képezi – a középiskolai tanulás választható útjaként. A program tanterve ötvözi a hagyományos középiskolai, valamint a szakmai elméleti és gyakorlati oktatást, záró vizsgája pedig komoly megméretést jelent. Ez teszi lehetővé, hogy az IVET kurzus diákjai a felsőoktatás bármely területén továbbtanulhassanak. Bár a rendszer sikeres, tény, hogy a szakmai alapozó program alapvetően a munkásosztály-beli, illetve a hátrányos helyzetű fiatalok számára nyújt reális társadalmi mobilitási utat.

RÖVID REFLEXIÓ A MEGISMERT JÓ GYAKORLATOKRA VONATKOZÓAN

A két ország által bemutatott központi esélyteremtő program (*DEIS, TEIP*) hiteles és meggyőző volt – ugyanakkor az ilyen **komplex programok átültetése** egyik közegből a másikba alapos megfontolást és előkészítést igényel. Fontos azonban megérteni ezeknek a programoknak a működését, és átgondolni, hogy problémakezelési módjaik, szakmai üzeneteik esetében találunk-e olyan tényezőket, amelyek értelmezhetőek, illetve lefordíthatóak a saját viszonyaink között. Érdemes megismerni a programokat abból a szempontból is, hogy vannak-e olyan

összetevőik, amelyek a nagy egészről leválasztva, önmagukban is működőképesek, és szolgálni tudják az esélyteremtés céljait.

Bár meggyőző volt a portugál alapozó szakmai képzés modellje (*IVET*), érdemes megfontolni a rendszer egyes elemeit és azok adaptációs lehetőségeit, ugyanakkor a magyar szakképzés fejlesztése jelenleg érdemben más irányba mozog, így a TEIP rendszernek **nincs vagy nagyon kevés a találkozási pontja** a magyar szakképzéssel.

Láttunk olyan példákat is, amelyeknek – még ha nem is bevett gyakorlatként –, de kezdeményként, **van hazai megfelelője**. Ilyen az ír *Youthreach programme*, amely szellemiségében és felépítésében is nagymértékben hasonlít a magyar Dobbantó programra. Nem ismeretlenek Magyarországon az olyan típusú – a hazai szakkörökre és napközis foglalkozásokra emlékeztető – programelemek sem, melyeket a portugál *EDUGEP* nevű vállalkozás képviselőjének prezentációja mutatott be.

Tartalmi és szervezési szempontból egyaránt érdemes elgondolkodni azoknak a kisebb léptékű, ám a maguk közegében nem kevésbé fontos programoknak a hazai adaptálásán, amelyek nem feltétlenül igényelnek jelentős kormányzati támogatást, és **helyi döntésekre, illetve erőforrásoknak támaszkodva is megvalósíthatók**. Ilyennek tűnnek a következők:

- A muzeológiával összekapcsolt portugáliai oktatás (*Linking education with museology*), amely a szociálmuzeológia hazánkban is létező, bár viszonylag még új irányzatára épül. Az ilyen típusú projektek adaptálása, illetve hasonlók kifejlesztése jó kiindulási pontja lehet az etnikai és kulturális sokszínűségről folyó dialógusnak – kisebb helyi múzeumok, önkormányzatok és iskolák közötti együttműködés keretében. Bár az ilyen jellegű kezdeményezések megvalósítására a NAT is lehetőséget ad, érdemes lenne jobban népszerűsíteni ezt a lehetőséget, hiszen ebben az esetben a megvalósítás valóban a helyi döntésektől és a helyi erőforrásoktól függ.
- Az autizmussal élő gyerekeknek a COVID járvány után az iskolába való visszatérését segítő útmutató (*Bridge back to school*) valószínűleg szinte változtatás nélkül lefordítható a magyar felhasználók számára. Mint a találkozó során kiderült, ennek nem lenne szerzői jogi akadálya.
- Valószínűleg sokat tanulhatnánk az írországi TED *(Transforming Education through Dialogue)* program elemzéséből. Az átvehető tartalmi ötletek mellett, ez esetben is fontos lenne figyelni azokra a szervezési megoldásokra, amelyek hosszú távon fenntarthatóvá teszik ezt a kezdeményezést, ideértve a tanárképző intézmény szakmai szerepvállalását a programban, valamint az iskolák és a pedagógusok különféle hálózatainak támogatásában. Ezt a formát mindenekelőtt modellként lenne érdemes átvenni.
- Az adaptációra javasolható legösszetettebb, ám térségi és intézményi szinten mégis jelentős külső forrásbevonás nélkül megvalósítható program Limerick nyelvi fejlesztési kezdeményezése *(Limerick DEIS Primary Schools' Literacy Initiative)*. Az erre való odafigyelést azt tesz különösen fontossá, hogy a nyelvi készségek alacsony szintje hazánkban is az egyik legfontosabb forrása a hátrányos helyzetű tanulók iskolai kudarcainak.

2.2. Megállapítások és tanulságok

A) A SZAKÉRTŐK ÁLTAL KÖZVETLENÜL FELHASZNÁLHATÓ TAPASZTALATOK

A hazai szakértők az oktatás különféle területeit képviselik a témához kapcsolódóan. Szakmai kompetenciáik kiegészítik egymást, és összességükben lefedik a STAIRS projekt szempontjából legfontosabb tartalmi irányokat.

Földes Petra egy felnőtteket oktató szakképző intézmény tanára. Az ott végző fiatalok pedagógiai asszisztensek, gyermekgondozók és sajátos nevelési igényű fiatalok segítői lesznek. Tanári munkája mellett az Új Pedagógiai Szemle című folyóirat szerkesztője és az Osztályfőnökök Országos Szakmai Egyesületének vezetőségi tagja. Ez a civil szervezet konferenciákat szervez, kutatási-fejlesztési projektekben vesz rész, és hosszú évek óta működtet egy honlapot, amely gyakorlati tanácsokkal segíti a pedagógusok munkáját.

Gönczöl Enikő az Edunet Alapítvány kutatással és oktatási programok fejlesztésével foglalkozó munkatársa. A megelőző két évtizedben több országos hatókörű intézményben dolgozott projektvezetőként, oktatáskutatóként, valamint tantervek, illetve tanulóknak és pedagógusoknak szóló programok fejlesztőjeként. Tevékenysége gyakran kapcsolódott a társadalmi befogadás témaköréhez, a kirekesztés elleni küzdelemhez, a személyes és társas kompetenciák fejlesztéséhez. Emellett tankönyvek szerzője a történelem, a társadalomismeret, az állampolgári ismeretek és az etika területén.

Szegedi Eszter jelenleg egy Budapest-közeli település iskolájának igazgatója. 2019-ig pedig a Tempus Közalapítvány Tudásközpontjának szakmai vezetőjeként dolgozott. Számos nemzetközi és hazai projekt koordinálásáért volt felelős az EU által kezdeményezett Oktatás és Képzés 2010, illetve 2020 munkaprogramban. 25 évnyi oktatói, kutatói és fejlesztői tapasztalattal rendelkezik. Fő érdeklődési területe az európai szakpolitika, a társadalmi kirekesztés és a korai iskolaelhagyás megelőzése. Kollégáival közösen, most egy intézményi szintű korai jelzőrendszer kialakításán dolgozik, mert diákjaik között egyre több a tanulási nehézségekkel küzdő, sajátos nevelési igényű és a mai világ problémáiból adódó gondok által megterhelt tanuló.

A tanulmányutakra való felkészülés során előzetesen megfogalmazott legfontosabb kérdéseik a következők voltak:

- Hogyan érhető el, hogy egy iskola dolgozói érzékennyé váljanak a társadalmi befogadás kérdései iránt?
- Miként tudnak a különféle szereplők – kutatók, kormányzati szervezetek munkatársai és gyakorló szakemberek – sikeresen együttműködni, közösen dolgozni?
- Hogy tudnak az ír és a portugál partnerek hidakat építeni a kutatási eredmények és az oktatás mindennapi gyakorlata közé?
- Miként hoznak létre erős partnerséget az otthonok és az iskolák között? Hogy működnek együtt a családokkal?
- Hogy működnek az igazgatók és a tanárok hálózatai a tapasztalatok megosztása és a problémák megoldása terén a projekt témájához kapcsolódóan?
- Tapasztalataik szerint milyen lehetőségeket rejt az online térben való tanulás?

B) A MUNKACSOPORT TAGJAINAK POLICY SZINTŰ TAPASZTALATAI ÉS REFLEXIÓI

Szakpolitikai téren mindenekelőtt a következő kérdésekre vártak választ a szakértők az ír és portugál szakértőktől a virtuális találkozások során, a bemutatók és a beszélgetések alapján:

- Milyen *feltételeknek* kell teljesülniük ahhoz, hogy az iskolai inklúziót célzó policy kezdeményezések képesek legyenek tartósan működni, valóban csökkentsék a szociokulturális hátrányokat, és olyan iskolai gyakorlatot hozzanak létre, amely minden gyermeknek jó minőségű tanulási lehetőségeket kínál, függetlenül attól, hogy milyenek a képességeik vagy a családi hátterük?
- Miként lehet sikeresen összeilleszteni az egységes szakpolitikai keretet a *helyi* igényekre reagálással a megvalósítás folyamatában?
- Vannak-e olyan *elemei* a megismert átfogó és hosszú időtávra szóló komplex projekteknek, amelyek leválaszthatók a stratégiai egészről, és helyi döntések alapján *külön-külön is adaptálhatók*?

AZ INKLÚZIÓS KERETEK ÖSSZEVETÉSE

A 2000 körüli évektől kezdve a fejlett országok előtt hasonló kihívások álltak az oktatás terén. Az Európai Unió tudásforrásokat és finanszírozási mechanizmust kínált a tagállamoknak a társadalmi esélyteremtés és a méltányosság problémáinak kezelésére. A bemutatott projektek tanulságai alapján Írország és Portugália jól tudta hasznosítani a forrásokat saját inklúziós szakpolitikai koncepciójának megvalósítása érdekében. A 2000-es években Portugáliában a korai iskolaelhagyók aránya 43,7% volt, míg ez az arány 2017-re 12,6%-ra csökkent. Hasonló csökkenő tendencia mutatkozott az alacsony végzettségű fiatalok körében (15-29 évesek), míg 2000-ben az arány 63,4% volt, addig 2017-ben már csak 42%. Írországban is jelentős csökkenő tendenciát láthatunk az elmúlt közel húsz évben, hiszen a korai iskolaelhagyók aránya az ezredfordulón 14,6% volt, míg 2017-re 5,1%-ra csökkent. Az alacsony végzettségű fiatalok aránya (15-29 évesek) a vizsgált időtávlatban 34,7%-ról 29,3%-ra csökkent.[2]

A két ország szemlélete és törekvései nagymértékben hasonlóak, mind a sajátos nevelési igényű, mind pedig a szociokulturálisan hátrányos helyzetű, és mindezek miatt tanulási nehézséggel küzdő gyerekek iskolai befogadásával kapcsolatban. Oktatási rendszereik eltérő felépítéséből azonban különbségek is adódnak. A szigetország iskolai szerkezete hagyományosabb – a magyarhoz közelebb álló –, alapvetően tantárgy- és elméletközpontú, amelyben a kötelező tanulás ideje 16 éves korral zárul. Az SNI tanulók integrálása vegyes formában valósul meg. A rendszerben párhuzamosan működnek a speciális iskolák, a többségi iskolákon belüli speciális osztályok, és az olyan osztályok, melyekben az SNI gyerekek együtt tanulnak kortársaikkal. Portugália ezzel szemben komprehenzív gyakorlatot alakított ki, amely egységesen tudja kezelni a teljes 6-18 éves korosztályt – képességbeli, illetve szociális és kulturális sokféleségükkel együtt. Ez ott régóta érvényes a hátrányos helyzetű gyerekekre, de mára teljes mértékben jellemzővé vált az SNI tanulók esetében is, akiknek 98%-a együtt tanul a többiekkel.

Az iskolaszerkezeti eltérésekből adódik, hogy a célzottan esélyteremtő, inkluzív oktatás Írországban alapvetően az iskolák egy kiemelt csoportját jellemzi (ezek a DEIS iskolák), míg Portugáliában inkább egy olyan programként azonosítható (ez a TEIP program), amelynek támogatásai adott mutatók esetén, a konkrét szükséggel arányos mértékben, bármelyik iskola,

[2] Forrás: http://eslplus.eu/interactive-statistics

illetve diák számára elérhetők. Ám mivel a szociokulturális hátrányok – mint általában bárhol a világban –, mindkét ország esetén térben és települési típusok szerint is koncentrálódnak, a gyakorlati működés terén sok hasonlóság fedezhető fel a két modell között. Tovább rokonítja megoldásaikat, hogy a hátrányos helyzetű diákok között – itt is, ott is – viszonylag nagy arányban vannak különféle tanulási és közösségi beilleszkedési nehézségekkel küzdő gyerekek. A támogatott formák fő törekvése ezért mindkét országban az, hogy a lehető legmagasabb szintű tanulási teljesítmény elérésére és a középfokra való sikeres továbblépésre tegyék képessé a diákokat, erősen figyelve az alapkészségek fejlesztésére, s ezzel egyidejűleg erősítsék társas, érzelmi és viselkedéses kompetenciákat.

A hasonló feladatok hasonló megoldások felé mozgatják a két rendszert a humán erőforrások biztosítása terén is. Ennek lényege, hogy az inkluzív gyakorlatot folytató iskolákban ott helyben és folyamatosan álljanak rendelkezésre a támogató szakemberek: pszichológusok, szociális munkások, az osztályokban a szaktanárokkal együtt dolgozó SNI-tanárok, valamint a rászoruló gyerekeket személyükben segítő SNI asszisztensek. Legyenek ugyanakkor olyan külső szakértők is, akik szükség esetén alkalmi támogatást nyújtanak az iskoláknak a helyi curriculum megtervezéséhez és a felmerülő problémák megoldásához. Álljanak rendelkezésre olyan koordinátorok, akik kapcsolatot tartanak a családokkal, illetve a gyerekeket támogató speciális szakemberek munkáját hangolják össze. A sajátos nevelési igények iskolai kezelésére való felkészülést Írországban az alapozza meg, hogy minden pedagógushallgató számára kötelező két ilyen tartalmú, alapképzési modul elvégzése. Portugáliában pedig úgy alakították át a rendszert, hogy megszüntették a korábbi szegregált intézményeket, és a speciális tudású gyógypedagógiai szakemberek nagyobb részét kihelyezték az iskolákba, míg kisebb hányaduk az intézményeket kívülről segítő szakértői központokba került.

Az iskolai szakmai háttér erősítésével párhuzamosan alakult ki mindkét országban az a gyakorlat, amely a személyre szabott támogatás megtervezése során ma már nem a külső szakértők által adott diagnózisokra, hanem a pedagógusok által helyben azonosított – és időről időre felülvizsgált –, tanuló szükségletekre épül. Ez nagy felelősséget ró az adott intézményekre, és megfelelő kompetenciákat követel az ott dolgozóktól. Tudásépítésüket ezért központilag finanszírozott képzések, valamint az igényfelméréshez és a készségek fejlesztéséhez szükséges professzionális segédletek támogatják. Emellett mindkét helyen működik egy normatív finanszírozási rendszer is, amely a nevelési feladat függvényében részben az iskolákhoz, részben pedig közvetlenül a családokhoz juttat célzott forrásokat (ingyenes étkezés és taneszközök, ruházati és pénzbeli támogatások stb.).

A közoktatás inklúziós szemléletének és eszköztárának felépítése mindkét országban a „piramis modellt” követi.

- A teljes iskola, illetve az osztályok kapnak olyan forrásokat kapnak, amelyek minden tanulót érintenek, s amelynek jellemzője a preventív és proaktív megközelítés. Ez segíti a mások kirekesztését elutasító és az egyéni különbségeket értékelő attitűdök széles körben való megalapozását, illetve teszi lehetővé a tanulók szükségleteire való differenciált reagálást.
- Az inklúziós támogatás középső – nem az összes intézményt, illetve nem minden tanulót érintő – szintje egyes csoportok célzott segítését teszi lehetővé sajátos igényeik szerint.
- Végül a piramis csúcsán az iskolai támogatásoknak az a kiegészítő halmaza található, amely a tanulók egy szűk és nagyon speciális segítségre szoruló körét érinti.

Ez a szemlélet teszi lehetővé a szinte teljes körű inklúziót, hiszen a valóban nehezen együtt nevelhető gyerekek aránya mindenhol viszonylag csekély.

A KÉT INKLÚZIÓS SZAKPOLITIKA LEGFONTOSABB KÖZÖS IRÁNYÍTÁSI JELLEMZŐI

- Átfogó és egységes megközelítést alkalmazva, közös keretben kezelik a sajátos nevelési igényű és hátrányos helyzetű tanulók támogatását – arra törekedve, hogy minden gyermek és fiatal megkaphassa a saját optimális fejlődéséhez szükséges segítséget.
- Mindkét program sokoldalú, hosszú időtávot átfogó, kormányzati ciklusokon átívelő, szakmai konszenzust élvező, kiszámítható módon finanszírozott szakpolitikai kezdeményezés, amely abból indul ki, hogy az inklúzió nem egy projekt, hanem az oktatás alapvető értéke.
- A tanulók iskolai támogatására a társadalmi mobilitást, a méltányosságot és a befogadást előmozdító eszközként tekintenek, amelynek egyaránt haszonélvezője az egyén és a közösség.
- A fejlesztés reflektív gyakorlatot követ. Fokozatosan alakítja át a rendszert a tapasztalatok folyamatos gyűjtésére, a szoros és több szempontú értékelés eredményeire támaszkodva. Így a struktúra organikus módon fejlődik.
- A támogatott intézményekben nagyon konkrét és az intézmények szintjén meghatározott indikátorok segítségével követik nyomon a kitűzött célok irányába való haladást.
- Érzékelhető törekvés tapasztalatható a különböző fejlesztési erőforrások térben és időben való összekapcsolására, annak érdekében, hogy minél nagyobb legyen a befektetések társadalmi szintű megtérülése.
- Mindkét program sikeresen ötvözi a központi irányítást és a helyi autonómiával társuló felelősségvállalást. A kormányok évek alatt kiérlelt keretet, jól átlátható kiválasztási és értékelési kritériumokat használnak, felhatalmazva az iskolákat arra, hogy e feltételek között rugalmasak és kreatívak legyenek. Bíznak a tanárok és az intézményvezetők szakmai felkészültségében, mert tudják, hogy a helyi problémák legjobb megoldásai helyben találhatók meg.
- A támogató szolgáltatások ezért széles skálán mozognak: kötelező és választható elemek sokaságát tartalmazza.
- A tanulási és tanítási folyamat adaptív és differenciált megtervezését segíti a curriculum rugalmassága. A pedagógusok reflektív szakemberré válását pedig szakmai képzések támogatják. A programok iskolái rendszeresen értékelik saját munkájukat a kitűzött célok függvényében, amihez szakmai támogatást kapnak a külső felügyeleti értékelés szakembereitől.
- A tanárképzést folytató felsőoktatási intézmények szoros kapcsolat tartanak fent az iskolákkal, és az oktatási innovációik motorjainak tekinthetők.
- A jelentős központi anyagi támogatást élvező programokkal kapcsolatos összes információ nyilvános, könnyen elérhető és a laikusok számára is jól befogadható.

AZ INKLUZÍV NEVELÉS LEGFONTOSABB KÖZÖS SAJÁTOSSÁGAI AZ INTÉZMÉNYEKBEN

- Mindkét ország programjait tanulóközpontúság, személyre szabott tanulástervezés, és a differenciált osztálytermi tanítás módszertanának használata jellemzi.
- A pedagógiai folyamat megközelítése mindkét modellben holisztikus jellegű – a kognitív készségek fejlesztésével egyenrangú módon irányul figyelem a tanulók személyes, gyakorlati, érzelmi és társas készségeinek formálására, aminek érdekében a gyerekek sokféle művészeti, sport és közösségi tevékenységben vehetnek részt.
- Az iskolák a helyi közösségek integráns részei, gyakran kulturális és közösségi centrumként működnek, sokféle funkciót betöltve a szűken vett oktatáson kívül.
- Az iskolai munka szerves részét képezi a családokkal való együttműködés. Az intézmények nyitottak a családi értékek befogadására, a kulturális párbeszédre, és igyekeznek támogató partnerként bevonni a szülőket gyermekeik tanulásába.
- A tanárok valamennyien együttműködnek egymással, a lakóhelyi közösséggel, és minden érintettel, aki segíteni tudja a gyerekek megfelelő fejlődését.
- Az iskolák tanuló szervezetként működnek. Az intézmények, a vezetők és a tanárok különféle hálózatok keretében is rendszeresen megosztják egymással tudásukat, tapasztalataikat, ötleteiket és szakmai problémáikat.

Mindkét ország jó gyakorlatai esetében világos volt, hogy a többségi társadalom attitűdjeinek, tudatosságának, érzékenységének formálása a szegénységet és más hátrányokat érintő diszkriminációval szemben fontos részét képezik a programoknak.

3. Nemzeti Adaptációs Javaslat

3.1. Reflektálás a magyar tanulási célokra a jó gyakorlatokról szerzett tapasztalatok alapján

A STAIRS projekt első évében, 2019-ben, a partnerországok szakértői megfogalmazták azokat az ún. tanulási célokat, amelyeket a projekt során szeretnének megvalósítani. A tanulságok megfogalmazása előtt fontos röviden áttekinteni a hazai kontextust, amely a lehetséges adaptáció környezetét adja.

3.1.1 FOGALMI KERETEK

Inklúzió. A társadalmi inklúzió fogalmát a társadalmi kohézió előmozdítását prioritásként kezelő Lisszaboni Egyezmény megjelenése (2000) óta használják. Tartalma átfogja az összes sérülékeny, kizáródással fenyegetett csoporthoz tartozó embert (fogyatékossággal élőket, szegényeket, bevándorlókat, etnikai kisebbséghez tartozókat, nőket stb.), és célként jelöli meg a befogadó, méltányos környezet megteremtését számukra. Az inkluzív oktatás fogalma ebben a kontextusban olyan befogadó környezetben folyó tanulást és tanítást jelent, amely optimális módon támogatja a legkülönfélébb speciális szükségletekkel érkező gyermekek és fiatalok fejlődését.

A speciális szükségleteket leíró fogalmak. A nemzetközi szakirodalom és a statisztikai rendszerek a sajátos oktatási szükségletek (*special educational needs, SEN)* fogalmán belül három csoportot különböztetnek meg:

- fogyatékossággal élő tanulók *(learners with disabilities)* – Magyarországon SNI = sajátos nevelési igényű tanulók;
- nehézségekkel küzdő tanulók (*learners with difficulties*) – Magyarországon BTMN = beilleszkedési, tanulási, magatartási nehézséggel küzdő tanulók;
- hátrányos helyzetű tanulók (*learners with disadvantages*) – Magyarországon HH/HHH = hátrányos helyzetű / halmozottan hátrányos helyzetű tanulók.

A hazai szakirodalomban és a szakpolitikában is előfordul, hogy az inkluzív oktatás – illetve az oktatási integráció – fogalmát az eredeti jelentéstől eltérő módon értelmezik. Jellemzően olyan, magukat inkluzívként definiáló programokkal találkozunk, melyek *vagy* a sajátos nevelési igényű, *vagy* a hátrányos helyzetű tanulók támogatását helyezik a középpontba. Ezek a programok fontos támogatást nyújthatnak az adott célcsoportnak, ám összehasonlítva az inklúzió általánosan elfogadott nemzetközi szemléletével, amely nem a csoporthoz tartozásból, hanem az egyéni sérülékenységekből és szükségletekből igyekszik levezetni a szakmai-szakpolitikai feladatokat, inkább élethelyzetek között differenciálnak. Ennek az eltérésnek a megvilágítása azért fontos, mert ha egy magát inkluzívnak valló program nem az egyéni igényekre fókuszál, akkor – paradox módon – valójában ugyanúgy diszkriminatív maradhat. Egyrészt az által, hogy nem *bármely* sérülékeny szereplő, hanem csak a *célcsoport* tagjai számára kíván befogadó lenni. Másrészt pedig azért, mert a kitüntetett csoporthoz tartozó kedvezményezetteket is csak az adott csoporthoz való tartozásuk révén megnyilvánuló szükségleteik alapján támogatja. Ezért a hazai programok értékelésekor nem elég az „inklúzió" fogalom megjelenését keresnünk, hanem inkább azt kell vizsgálnunk, hogy megjelenik-e bennük az inklúzió átfogó szemlélete, valamint, hogy mennyire hatékonyan tudják támogatni az adott célcsoportot.

3.1.2 Szakpolitikai és szakmai keretek

A szakpolitikai és a szakmai nézőpontot együtt érdemes tárgyalni, mivel a szabályozás és a szakmai közgondolkodás – az integráció és a szegregáció kérdései, a kiemelt figyelmet igénylő tanulók támogatásához kapcsolódó munkakörök és képzési formák, az ellátási és támogatási módok meghatározásának alapjául szolgáló kategorizálás és diagnosztizálás – szoros kölcsönhatásban vannak egymással. Az adaptáció szempontjából az alábbi összefüggések tűnnek a legfontosabbnak.

Jogszabályi háttér

Az inkluzív oktatás hazai jogi szabályozását illetően, a közoktatásról szóló 1993. évi LXXIX. törvény szerves módon beillesztette a fogyatékossággal élő gyermekek oktatását a közoktatás rendszerébe. Az inklúzió technikai alapjaként szabályozta, és eljárási garanciákkal, illetve hozzá rendelt forrásokkal támogatta az oktatási integrációt. E megközelítés ugyanakkor nem adott kellő tartalmi és módszertani keretet arra, hogy olyan oktatási formák jöjjenek létre, amelyek megfelelő módon kezelik a tanulók sokféleségét és reflektálni tudnak az egyéni szükségletekre. A nemzeti köznevelésről szóló, jelenleg hatályos, 2011. évi XCX. törvény ugyanezen szabályozást vette át. Szövegében a téma kapcsán (47. §) foglalkozik a szükséges gyógypedagógusok alkalmazásával, ugyanakkor az inklúzió fogalmát nem kellő részletezettséggel tárgyalja, valamint javasolt lehet az SNI tanulók oktatásában résztvevő pedagógusokra vonatkozó elvárások jogszabályi megfogalmazása is.

> *„Az általános iskola és a középfokú iskola köteles megszervezni a tanuló heti kötelező óraszáma és az osztályok engedélyezett heti időkeret-különbözete terhére a tehetség*

kibontakoztatására, a hátrányos helyzetű tanulók felzárkóztatására, a beilleszkedési, tanulási, magatartási nehézséggel küzdő tanulók számára, továbbá az első-negyedik évfolyamra járó tanulók eredményes felkészítésére szolgáló, differenciált fejlesztést biztosító egy-három fős foglalkozásokat…" [27. § (5)]

A pedagógus kötelessége ezzel összefüggésben, hogy *„a különleges bánásmódot igénylő gyermekekkel egyénileg foglalkozzon, szükség szerint együttműködjön gyógypedagógussal, konduktorral vagy a nevelést, oktatást segítő más szakemberekkel, a hátrányos helyzetű gyermek, tanuló felzárkózását elősegítse. [62. § (1) b]*

Besorolások és diagnózisok a szabályozásban

Írországban és Portugáliában a bemutatott programokban a tanulóknak nyújtott ellátás nem diagnózis-, hanem szükségletközpontú. Az iskola azonosítja a tanulók szükségleteit, és helyben döntenek a támogatási formákról, illetve a rendelkezésre álló erőforrások felhasználásáról. A külső szakértői vélemények pedig az ellátás professzionális támogatását szolgálják. Magyarországon a támogató rendszerek a fogyatékos gyermekek esetében konkrét diagnózishoz és SNI besoroláshoz, a hátrányos helyzetű tanulók esetében pedig a gyermekvédelmi területet szabályozó jogforrásokban normatív módon megfogalmazott feltételekhez kapcsolódónak.

Az inklúzióhoz kapcsolódó szakmai végzettségek, képzettségek és munkakörök

Hazánkban a fogyatékossággal élő és a hátrányos helyzetű tanulók egymástól független kezelése megjelenik a szakemberek képzésében és az intézményi munkakörökben is. Az SNI tanulók szükségleteire reflektál a *gyógypedagógusok képzése*, amely önálló diszciplínát képvisel, a *gyógypedagógiai asszisztensek* OKJ-s tanfolyamával és szakképzettségével együtt. A gyógypedagógus-képzésen belül – a gyógypedagógia, a pedagógia és a szociális munka határterületén – keresi a helyét a *pszichopedagógus képzés*, amely gyógypedagógusi végzettséget ad. A másik oldalon – a hátrányos helyzetű tanulók szükségleteire reflektálva – a szociális munka és a pedagógia határterületén álló –, pedagógus végzettséget adó *szociálpedagógus képzés* található, erős szociális orientációval, ám mindenfajta gyógypedagógiai tartalom nélkül. Jelen van még a kínálatban a *fejlesztő pedagógus* továbbképzési szak, amely pedagógus alapképzettségre épül, és gyógypedagógiai tartalmakra fókuszál. Integrált szemléletű – a tanulási zavarokra és a szociális hátrányokra is reflektáló – ismereteket közvetít a *pedagógiai és családsegítő munkatársak (pedagógiai asszisztensek)* OKJ-s képzése, ám mivel ez nem ad diplomát, a presztízse alacsonyabb, mint a többié.

Az oktatási intézményekben alkalmazottak végzettségét előíró 326/2013. Korm. rendelet a fentiek közül csak a gyógypedagógiai végzettségű *pszichopedagógus* alkalmazását írja elő a halmozottan hátrányos helyzetű tanulókkal foglalkozó intézmények számára, ha az érintett gyerekek aránya eléri a teljes létszám 25%-át.

3.1.3 Reflektálás a STAIRS projekt keretében zajló megismerési folyamatra

A projekt hazai szakértői – a szakpolitikai tanulás részeként – olyan modellek megismerését tűzték ki célul, amelyek biztosítani tudják a sérülékeny csoportok gyermekeit támogató központi beavatkozások rendszerszintű koherenciáját, az anyagi és emberi erőforrások összehangolását, az inkluzív szemlélet és tudás épülését és terjedését az oktatási intézményekben, valamint az összes érintett együttműködését. Fő figyelmük tehát a policy

szintű folyamatok megértésére irányult – miközben a projekt és az online tanulmányutak középpontjában néhány konkrét jó gyakorlat bemutatása és megismerése állt, és a szakpolitikai keret többnyire inkább csak kontextusként vált láthatóvá a prezentációkban. Bár az ír *DEIS* és a portugál *TEIP* program, valamint az utóbbihoz kapcsolódóan bemutatott 2018. évi új inklúziós törvény *(Law Decree DL 54-2018)* mint komplex szakpolitikai jó gyakorlat szerepelt a találkozók napirendjén.

Általában véve igaz, hogy a jó gyakorlatok feldolgozása, mint munkamód, alapvetően az inspirálódást szolgálja, és a mélyebb megértéshez ill. a kritikai elemzéshez még további megismerésre van szükség. Érdemes lenne még az ír DEIS iskolák beiskolázási rendszerének, tanulói összetételének és a rászoruló tanulók iskolák közötti megoszlásának további tanulmányozása. Az eddig kapott válaszok alapján ezek leszakadó, szegregálódó térségek speciális intézményeinek tűnnek, amelyek hálózatát a társadalmi inklúzió előmozdítására hozták létre, és tanulóik összetétele többé-kevésbé homogén.

Az új portugál inklúziós törvény esetében pedig az implementáció folyamatához kapcsolódó kérdéseket kellene még jobban feltárni, amit részben érthetővé tesz, hogy még csak rövid idő telt el a jogszabály megszületése óta. Érdekes tapasztalat volt ugyanakkor, hogy a tanároknak az új rendszerhez való adaptációjára rákérdezve, a résztvevők azt a választ kapták, hogy *„Csak csinálni kell, és akkor látszik, hogy a rendszer működik, s ez majd megnyugtatja őket. Ha mindig csak készülünk rá és soha nem kezdjük el, akkor nem tudjuk megvalósítani, amit akarunk."*

Egy pedagógus szakmai szervezet friss kutatása rámutatott az adaptáció nehézségeire is, amely szerint a tanári alapképzés és továbbképzés kínálata a sajátos nevelési igények témakörében szűkös, s ennek egyik oka az lehet, hogy a speciális oktatás visszaszorulása korlátozza és elbátortalanítja a képzőhelyeket ebben a témában. A trend különösen azért jelent problémát, mert a komprehenzív inklúziós modellben – a szegregált formához viszonyítva –, a speciális képzettség iránti igény inkább nagyobb, mintsem kisebb. Nehezen képzelhető el, hogy az általános felkészültségű tanárok – speciális képzés nélkül – meg tudnak majd birkózni az SNI tanulókra jellemző sokszínűséggel.[3]

Egy másik közelmúltbeli tanulmány pedig arra világít rá, hogy nincs szakmai egyetértés annak a lépésnek a megítélésében, hogy hivatalosan törölték a pedagógiai szótárból a sajátos nevelési igény fogalmát. Vannak, akik úgy vélik, ez azzal a veszéllyel járhat, hogy bizonyos problémákról egyszerűen „elfeledkeznek". Az egyik pedagógus szakszervezet (*Federação Nacional da Educação, FNE)* ezért az SNI fogalomhoz való visszatérést javasolja – annak érdekében, hogy azonosítani tudják a gyerekek közötti különbségeket, és megfelelően tudjanak reagálni a tanulók eltérő szükségleteire.[4] Mindezzel összefüggésben fontos azonban rögzíteni, hogy az ilyen típusú kritikák az implementációs folyamat természetes velejárói.

Összegzésként azt kell látnunk, hogy az ír és a portugál szakemberekkel megvalósult online találkozók két olyan policy folyamat megismerésének kezdetét jelenthetik, amelyek számos tanulsággal szolgálhatnak a magyar szakpolitika számára. A DEIS program mélyebb elemzése elsősorban a deprivált közösségekhez tartozó, hátrányos helyzetű gyerekek inklúziójának elősegítéséhez adhat inputokat. Az új portugál szabályozás implementációjának tanulságai

[3] João Lamego Lopes and Célia Regina Oliveira (2021): Inclusive Education in Portugal: Teachers' Professional Development, Working Conditions, and Instructional Efficacy. https://www.mdpi.com/2227-7102/11/4/169/pdf (Letöltés: 2021.06.23.)

[4] Ines Alves, Paula Campos Pinto and Teresa Janela Pinto (2020): Developing inclusive education in Portugal: Evidence and challenges. https://link.springer.com/article/10.1007/s11125-020-09504-y (Letöltés: 2021.06.23.)

pedig főként a fogyatékossággal élő gyermekek inkluzív oktatásának kialakításához. Miközben saját közegében mindkét modell egységes pedagógiai rendszerben kezeli ezt a két területet.

3.2. Ajánlások az érintett felek számára

Annak érdekében, hogy könnyebb legyen hidakat képezni a szükségletek és a beavatkozási formák között, a hiányok és a lehetséges válaszok feltérképezésének módszerét választottuk – a megismert jó gyakorlatok tükrében. A hiányok leírása, a STAIRS projektben készült országjelentésben megfogalmazott tanulási szükségletekre alapozva, a legfontosabb hazai igényeket veszi sorra. A válaszokban az ír és portugál minták mellett, a teljesség igénye nélkül, megemlítettük a jó gyakorlatok hazai példáit is.

HIÁNYTÉRKÉP

Szemléleti alapok. Előfordul, hogy a hazai szakmai és szakpolitikai közbeszéd deficitszemlélettel tekint a tanulók iskolai nehézségeire. Ez azt jelenti, hogy ezekben az esetekben a sajátos szükségleteket a normától való eltérésként értelmezi, a beavatkozás céljának pedig a normához való visszatérést, a felzárkóztatást tekinti. A sikeres ír és portugál inkluzív intézkedések szemléleti alapja ezzel összehasonlítva a tanulók közötti különbségek elismerése. Gyakorlataik nem a különbözőség megszüntetésére, hanem annak figyelembevételére, és a pedagógiai folyamatok egyéni szükségletekre reflektáló, differenciált megszervezésére törekszenek, melynek során az elsődleges cél nem a felzárkóztatás, hanem az, hogy a tanulóból a saját képességeihez mérten a legtöbb fejlődést tudják kihozni.

Szabályozás. A magyar köznevelés szabályozása esetében az ágazati alaptörvény, illetve a végrehajtási rendeletek továbbfejlesztése tűnik indokoltnak a tanulók különbözőségének figyelembe vételét illetően, összehasonlítva az ír és a portugál szabályozással.

Képzés. Az inkluzív oktatás megvalósítása alapvető módon érinti a többségi pedagógusok tevékenységét. A heterogén tanulócsoportok differenciált oktatása, a sajátos igények észleléséhez és megértéséhez szükséges személyközpontú megközelítése érdekében azonban a hazai pedagógusképzés további fejlesztése még szükséges lehet.

Nevelő- és oktatómunkát segítő alkalmazottak. Nemzetközi összehasonlításban az egy pedagógusra jutó tanulók száma nem magas a magyar oktatási intézményekben, megfelelő segítő szakemberek alkalmazására szükség mutatkozhat. A portugál modell multidiszciplináris segítő teamjéhez hasonlóan, nagyban tudná támogatni a pedagógusok munkáját, ha minden iskolában lenne helyben, és nem utazó jelleggel, gyógypedagógus, illetve pszichológus. Az osztálytermi munka differenciálásához pedig az alsó tagozaton a pedagógiai asszisztensek létszámának a növelése segítséget jelentene, különösen a hátrányos helyzetű településeken.

Együttműködés az intézményeken belül. A hazai pedagógiai kultúrában érdemes erősíteni a helyi nevelési problémákat feldolgozó esetmegbeszéléseket és a szupervíziót. Az intézményekben feladatot ellátó utazó gyógypedagógusok, illetve iskolai szociális munkások munkáltatója nem az iskola, így ők nem integrálódnak a testületbe. Ezért ritkán alakul ki a szakmai együttműködés megfelelő kerete és tartalma a különféle szakértelmű szereplők között, amire pedig szükség lenne az inkluzív környezet kialakításához.

A különböző intézmények közötti horizontális együttműködés. Az inklúziós kihívások sokszínűsége elkerülhetetlenné teszi az ellátórendszer szervezetei, illetve a társszakmák közötti együttműködést. A hazai gyakorlatban azonban – különösen a különböző ágazatokhoz tartozó szervezetek esetében – az együttműködési lehetőségek kialakításában és fejlesztésében még van távlat.

Együttműködés a tanárképző intézményekkel. Miként azt a megismert jó gyakorlatok esetében láttuk, az inkluzív környezet megteremtését nagymértékben segítheti az iskolák és a tanárképző intézmények közötti szoros kapcsolat, amely magába foglalja a tartalom fejlesztését (tananyagok és programok kidolgozását), és a pedagógusok fejlődésének szakmai támogatását, illetve az intézmények tanuló szervezetként való működésének elősegítését. A hazai gyakorlatban azonban – főként a felső tagozat és a középfok esetében – a pedagógusok alapképző intézményei többnyire a magas szintű oktatást-nevelést folytató gyakorlóiskolákkal állnak kapcsolatban, és kevés figyelmet fordítanak az „átlagos" oktatási helyszínekre. A tanárképzés emellett jellemzően vertikális módon, továbbképzőként kapcsolódik az oktatási intézményekhez.

Sokszínű tevékenységrepertoár. Mivel az inkluzív oktatásba sokféle speciális szükséglettel – gyakran nyelvi hátránnyal, tanulási zavarral vagy a szóbeliség kultúrájából – érkeznek a tanulók, a lehető legszínesebb tevékenységrepertoár felkínálására van szükség ahhoz, hogy kapcsolatteremtési készségük, és tanulási motivációjukat erősítő sikerélményhez jussanak. Ez a törekvés a hazai intézményekben ma még kevéssé jellemző.

A családokkal való kapcsolattartás prioritása. A gyakorlatban időnként tetten érhetők a nem-középosztálybeli családok és az iskola illeszkedési zavarai. Az eltérő háttérkultúra nehezíti a kölcsönös megértést és a szereplők közötti bizalom kiépülését. Ezért a család és az iskola közötti kapcsolattartáshoz – miként azt Írországban és Portugáliában láttuk – rendelkezésre állhatnának a megfelelő térbeli és időbeli keretek, valamint a személyi erőforrások is, pl. szociális koordinátorok, akik olyan területeken is tudnák segíteni a családokat, amelyek már túlmutatnak az intézményi oktatási-nevelési feladatokon, és inkább a család és így a gyermek jóllétét támogatják, pl. szociális segély igénylésében segítség nyújtása bizalomépítéshez elengedhetetlen az iskola nyitottsága, valamint tevékenységének megismerhetősége.

Gazdag kapcsolatrendszer a helyi közösséggel. Minél inkább a többségi társadalomból kizáródott családokról van szó, annál fontosabb a társadalmi inklúzió szempontjából, hogy az oktatási intézmény a lakókörnyezet közösségi és kulturális életének integráns részeként, akár a centrumaként működjön. Az intézmény részben infrastruktúrájára, részben szakembereire építve válhat a helyi közösségszervezés központjává, aminek vannak jó példái hazánkban is, ám ez a működésmód országosan még nem tekinthető jellemzőnek.

VÁLASZTÉRKÉP

Hosszútávú, komplex programok

A hosszú időn át sikeres, komplex hátránykezelő programoknak a külföldi és a hazai minták esetében is szerves részét képezi az érintettek partnerségének kultúrája, az **együttműködés** a tanárok, valamint az iskola és a családok között, és az adott programban résztvevő intézmények **hálózatosodása**.

A STAIRS projektben megismert, és a tanulmány elején részletesebben bemutatott írországi *DEIS* és portugál *TEIP* program esetében ezt a szabályozás is elvárja az érintettektől, aminek teljesülését megkönnyíti, hogy a nevelő munkát segítő személyzet mindenhol a testület tagjaként dolgozik. Az érintett iskolákat mindkét országban a tanulók egyedi szükségleteiből levezetett befogadás szemlélete jellemzi, amire gazdag tevékenység-repertoárral reagálnak. A központi támogatás – néhány kötelező elem mellett – széleskörű választási lehetőséget biztosít a helyi vezetők és pedagógusok számára, akik szoros kapcsolatot ápolnak a családokkal és a lakóhelyi közösséggel. Ugyancsak mindkét program fontos jellemzője a tanárképző

intézményekkel való kapcsolattartás, illetve a két szint együttműködése az inklúzió témájához kapcsolódó kutatásban és fejlesztésben.

Magyarországon is voltak központi kezdeményezések és vannak olyan országos programok, amelyek célja elsősorban a szociálisan hátrányos helyzetű fiatalok támogatása. A legnagyobb léptékű ilyen vállalkozás talán az volt, amelynek alapjait 2002-ben teremtette meg a képesség-kibontakoztató, illetve integrációs felkészítés céljait és célcsoportjait meghatározó minisztériumi rendelet.[5] Az ennek nyomán akkor megszületett ***Integrációs Pedagógiai Rendszer (IPR)*** alkalmazásának lehetősége még ma is része a szabályozásnak, ám az egykori programirányító testület már nem működik, a szakmai szolgáltatások intézményei pedig nem tudják kielégíteni az IPR-hez kapcsolódó igényeket. Így, bár a program egy ideig bizonyos tekintetben sikeres volt, legfontosabb célját korlátozottan érte el, ugyanis nem történt meg rendszerszinten a kistelepüléseken megjelenő spontán szegregációs folyamat visszafordítása. Fontos azonban rögzíteni, hogy szakmai hátttereként kidolgozott Integrációs Pedagógiai Rendszer részletesen kidolgozott inkluzív intézményi és pedagógiai keretet jelent, ami része a Nemzeti Alaptantervnek, és amelyben megtalálhatók a STAIRS projekt során megismert jó gyakorlatok legfontosabb sajátosságai, s amely ezért alapja lehet egy későbbi hazai inkluzív oktatási koncepciónak.[6]

Ugyancsak esélyegyenlőségi szempontok állnak az 1999 óta működő ***Arany János programok*** hátterében. A sokféle pályázati lehetőséget kínáló rendszer célja a szociálisan hátrányos helyzetű és kistelepüléseken élő tanulók színvonalas középiskolai tanulmányainak, különféle eszközökkel való támogatása.

Létezik néhány olyan tartósan sikeres, intézményi szinten kifejlesztett megoldás is, amelynek ma már esélye van rá, hogy központilag támogatott alternatívaként kerüljön be a magyar közoktatás országos rendszerébe. Ezek közül a legismertebb talán a ***Komplex Instrukciós Program (KIP)***, amely a Stanford Egyetemen kidolgozott inklúziós modell magyar adaptációja. A program célja a tanulók iskolai státuskülönbségeinek kezelése, illetve kiegyenlítése.[7] Három fő összetevője a kooperatív tanulás, a készségfejlesztés táblajátékokkal és a generációk közötti párbeszéd programja. A modell bázisiskolája a programot 2001 óta fejlesztő Hejőkeresztúri IV. Béla Általános Iskola. Tapasztalataikat nagyon sok intézménnyel osztották meg az évek során, és ma már számos követőjük is van.

Kapcsolat a helyi közösséggel

A STAIRS projektben megismert valamennyi inklúziós program közös jellemzője az az alapelv, hogy az **iskola a helyi közösség szerves része**, s annyi szállal kapcsolódik hozzá, amennyivel csak lehetséges. A gyermekeket családjaikon keresztül is segítik, a szülőket pedig sokféle iskolai programba vonják be – a kölcsönös megismerés, elfogadás és a bizalom építése mellett, így támogatva azt is, hogy híd jöjjön létre a tanulók otthoni kultúrája, valamint az iskola által közvetített értékek között.

Magyarországon is számos jó példája van annak, hogy ***egy-egy iskola közösségi-kulturális központként*** működik saját körzetében. Ilyen, megismerésre érdemes minták például a következők: az Almamelléki és Somogyhárságyi Általános Iskola

[5] 57/2002. (XI.18.) OM rendelet
[6] Az IPR átfogó elemzéséről lásd egyebek között: Varga Aranka (2016): A hazai oktatási integráció – tapasztalatok és lehetőségek 1. Neveléstudomány, 2016/1. 71-91p. http://nevelestudomany.elte.hu/downloads/2016/nevelestudomany_2016_1_71-91.pdf (Letöltés: 2021.06.23.)
[7] A program honlapja: https://www.komplexinstrukcio.hu/

(http://www.almamellekiskola.hu/), a Csarodai Herman Ottó Általános Iskola (https://csaroda-herman-otto-altalanos-iskola.webnode.hu), a Deák Diák Általános Iskola Budapesten (http://deakdiak.hu/) vagy a Móricz Zsigmond Általános Iskola Prügyön (https://www.prugy.hu/iskola.php).

Sok esetben minta értékű az is, ahogy ***civil, illetve egyházi kezdeményezések*** segítik elő az iskolák és a helyi közösségek együttműködését. Ennek szép példái egyebek között a következők:

- A *Magyar Máltai Szeretetszolgálat* városi szegény negyedekben és elszegényedett kistelepüléseken futó *Jelenlét programja* (https://jelenlet.maltai.hu/) sok településen működik együtt az iskolákkal is. Az intenzív szociális munka keretébe ágyazott gyermekeket érintő programjaik a Mozgó játszótér, a tanodák működtetése és a Szimfónia program. Ez a program az alapja a Felzárkózó Települések programjának is, amelyet a Kormány kiemelt támogatásban részesít.[8]
- Az *InDaHouse Hungary Egyesület* (https://indahousehungary.hu/) a borsodi falvakban élő hátrányos helyzetű gyerekeknek szervez egyéni és csoportos fejlesztő foglalkozásokat heti rendszerességgel. Céljuk, hogy a hozzájuk járó gyerekek terveiket megvalósító, a saját sorsukat irányítani képes, felelős felnőttekké váljanak, akik a kapott támogatást be tudják majd építeni leendő gyermekeik nevelésébe is.
- Az 1999 óta működő *Igazgyöngy Alapítvány* (https://igazgyongyalapitvany.hu/) a berettyóújfalui kistérségben valósít meg komplex közösségfejlesztő programot, amelynek középpontjában a szervezet Művészeti Iskolájának működtetése áll. Céljuk az, hogy a mai generációk segítése révén javítsák a jövő generációinak életesélyeit, és térségükben hozzá tudjanak járulni az átöröklődő mélyszegénység felszámolásához.
- A *BaGázs Közhasznú Egyesület* (https://bagazs.org/a-telepek-vilaga/) önkéntesei a Pest megyei Bag és Dány község romatelepein, a legszegényebbek körében végeznek közösségfejlesztő és esélyteremtő munkát.

A külföldi minták mellett, az ilyen és hasonló hazai kezdeményezések mindegyike alkalmas kiindulási pontja lehet a témáról való gondolkodásnak.

Horizontális együttműködés a különféle intézmények között

A STAIRS projektben megismert valamennyi program fontos jellemzője a bennük résztvevő intézmények, különösen pedig a **tanárképző felsőoktatás és az iskolák közötti horizontális együttműködés**. Erről a legteljesebb képet a Limerick térségében működő DEIS iskolák, korábban bemutatott szövegértés-fejlesztési programja (*Limerick DEIS Primary Schools' Literacy Initiative*), valamint Mary Immaculate College (MIC) TED projektje (*Transforming Education through Dialogue, TED*) adta.

Magyarországon szintén számos kísérlet történik, mind a felsőoktatás és a közoktatás közötti szakmai együttműködés erősítésére, mind pedig az iskolák közötti hálózatosodás és a szakmai tapasztalat-megosztás ösztönzésére.

Az inklúziót támogató sokszínű tevékenységrepertoár

Az ír és a portugál jó gyakorlatok általános jellemzője, hogy ötvözik a központi normák egységességét, és a támogatott tevékenységeknek a gyermeki fejlődés holisztikus szemléletéből

[8] https://fete.hu/

fakadó sokféleségét. A választható foglalkozások között egyedi és az egész tanéven végig húzódó, a kognitív fejlesztést szerves módon kiegészítő sport, művészeti és a szociális kompetenciát fejlesztő közösségi tevékenységek kiegyensúlyozott módon szerepelnek. A STAIRS projektben – a központi programokban megjelenő foglalkozási típusok mellett – jó példája volt ennek a muzeológiával összekapcsolt oktatás (*Linking education with museology*), valamint az EDUGEP által felkínált szolgáltatások (*Civil society support to public education system*) repertoárja Portugáliában.

Természetesen Magyarországon is sokféle program érhető el a különféle intézményekben, de az a holisztikus fejlesztői szemlélet, amely a virtuálisan meglátogatott két ország inkluzív nevelési törekvéseit jellemzi, nálunk még nem teljes körűen jelenik meg az iskolákban.

A rugalmas tanulási utak példái

A végzettség nélküli korai iskolaelhagyás elleni küzdelem egyik legfontosabb eszköze Európában a rugalmas tanulási utak kialakítása. Ennek rendszerszinten működő példáját mutatta be a szakmai és a felnőttképzés struktúrájába illeszkedő, és a formális oktatásból kisodródott, 16-25 éves fiatalokat megcélzó ír program (*Youthreach programme*), valamint a portugál komprehenzív oktatás keretei közé beillesztett alapozó szakmai képzés (*Initial Vocational Education Training, IVET*). Mindkettő lehetővé teszi, hogy a fiatalok esélyt kapjanak szakmai végzettség szerzésére, és akár a legmagasabb szinten való továbbtanulásra is.

Magyarországon a 2008 és 2011 között, kormányzati támogatással kifejlesztett ***Dobbantó program*** volt az, amely céljait, oktatási tartalmát és módszereit tekintve is összevethető az ír modellel. Egy plusz évfolyam bevezetésével második esélyt kívánt biztosítani a lemorzsolódó fiataloknak. A komplex – alapkészségeket és szociális kompetenciákat fejlesztő, pályaorientációs elemeket és munkatapasztalatot is tartalmazó – programot sikeresen próbálták ki 15 hazai intézményben. A program tananyagai és módszertani segédletei rendelkezésre állnak.[9] A jelenleg is futó programban azok a fiatalok vehetnek részt, akik tizenhatodik életévüket betöltötték és nem rendelkeznek alapfokú végzettséggel. A 2020/2021-es tanévben 37 szakképző intézmény tervezte elindítani a programot. [10]

Említhetjük még a Szakképzési Hídprogramot is, amelyben a szakképző intézmények olyan fiatalokat képeznek, akik társaiknál lassabban haladnak, vagy akár már ki is estek a közoktatásból. A Program elsődleges célja a szakképzésbe történő bekapcsolódás révén a későbbi foglalkoztathatóság biztosítása. A Szakképzési Hídprogram kiemelt hangsúlyt helyez arra, hogy megalapozza és továbbfejlessze a tanulók képességeit, motivációit az egész életen át tartó tanuláshoz, valamint, hogy a tanítási-tanulási folyamatot a szakmatanuláshoz nélkülözhetetlen kompetenciák fejlesztésének szolgálatába állítsa.

JAVASOLHATÓ BEAVATKOZÁSI FÓKUSZOK

Társadalmi dimenzió

- Az inklúzió melletti oktatáspolitikai elköteleződés a sikeres elmozdulás alapfeltétele. Ehhez szükség van az iskolai hátrányok eredetével kapcsolatos szakmai viták lefolytatására és az eredményeknek a döntéshozók felé való tolmácsolására.

[9] A program teljes dokumentációja itt érhető el: https://fszk.hu/szakmai-tevekenysegek/vegzettseg-nelkuli-iskolaelhagyas/dobbanto/dobbanto-programrol/ (Letöltés: 2021.06.24.)
[10] https://api.ikk.hu/storage/uploads/files/dobbanto_intezmenylistapdf-1592487002381.pdf

- Az inklúziós erőfeszítések sikerességének feltétele a befogadó közösség nyitottsága. Ehhez fontos a helyi közösségek érzékenyítése, ami a civil és az egyházi szereplők, véleményformálók megerősítésével, támogatásával valósítható meg.

Szabályozási környezet

- Érdemes lefolytatni a diagnózisközpontú ellátáshoz kapcsolódó szakmai vitát, illetve érdemes újragondolni az oktatási hátrányokkal küzdő, sérülékeny tanulók szükségleteit. Megfontolandó kialakítani egy olyan szabályozási környezetet, amely garantálja, hogy minden tanuló hozzáférjen a szükségletei szerinti fejlesztéshez.

Szakmai feltételek

- Támogatandó a különböző szakmák hálózatosodása, tudásuk megosztása, a szakemberek közötti szinergiák megtalálása intézményi, intézményközi és a szaktudományos (felsőoktatási) szinten egyaránt. Szerencsés lenne a nevelő-oktatómunkát segítő (nem pedagógus) szakemberek teljes értékű jelenléte a tantestületekben.
- Ehhez kapcsolódóan szükség lenne az együttműködési formák újragondolására. A gyógypedagógusok – a megismert ír és portugál modellek alapján – a többségi pedagógusok szakmai támogatásában vállalhatnának nagyobb szerepet, a fejlesztő pedagógusok a szociális kategóriával meghatározott tanulók (HH; HHH) esetében kerülhetnének nagyobb számban bevonásra.

Közvetlen környezet

- Nyitott működéssel és sokszínű tevékenységrepertoár biztosításával érdemes bevonni a családokat az intézmények életébe.
- Pályázatok kiírásával, adaptálható jó gyakorlatok bemutatásával, a hálózatosodás támogatásával volna szükséges megerősíteni a helyi kisközösségeket, a civil szereplőket, illetve az oktatási intézmények helyi közösségszervező erőként való működését.

3.3. A Tempus Közalapítvány szerepe az adaptációs folyamatban

A STAIRS projektet vetető, 1996-ban létrehozott Tempus Közalapítvány az Innovációs és Technológiai Minisztérium felügyelete alatt működő közhasznú szervezet, amely az általa kezelt programokon keresztül a legnagyobb mértékű mobilitást bonyolítja le Magyarországon. Fő tevékenységei közé tartozik az Európai Unió prioritásainak és szakpolitikáinak széles körben való megismertetése, a tudásalapú társadalom építése, az oktatás és a munka világának szereplői közötti párbeszéd és együttműködés támogatása, valamint fórumok és tapasztalatcserék szervezése az oktatás különféle szintű szereplői számára a tudásmegosztás és a szemléletformálás érdekében.

A Közalapítvány 25 éve tölt be tanácsadó szerepet Magyarországon, amelynek fókuszában a szakpolitikai tanulás támogatása áll. A szervezet küldetésének tekinti, hogy releváns szakpolitikai, illetve kísérleti eredményeket, a szakpolitikai tanulást segítő anyagokat juttasson el a döntéshozókhoz – ezzel is ösztönözve a szakmai párbeszéd kialakulását számos fontos területen. Egyebek között olyan eszközök és módszertanok népszerűsítésével kívánja segíteni ezt a fajta tanulást, mint amilyeneket a STAIRS projekt tapasztalatait megosztó jelen tanulmány mutat be. De ugyanezt a célt szolgálja majd a projekt által felvázolt nyílt online kurzus (MOOC) megismertetése is az érintettekkel.

Az elmúlt negyedszázadban a Közalapítvány Tudásközpontja jelentős tudást halmozott fel a nemzetközi és hazai projektek tervezéséhez és megvalósításához, szakmai rendezvények szervezéséhez, szakértői együttműködések ösztönzéséhez, tanulmányok és kiadványok készítéséhez, szakmai hálózatépítéshez, illetve oktatási kutatásokhoz és fejlesztésekhez kapcsolódóan. E Tudásközpont egyik legfontosabb küldetése a szakpolitika, a kutatás és a mindennapi gyakorlat közötti kapcsolat erősítése. Fontos szerepet játszott az Oktatás és Képzés 2020 Stratégiai Keretprogram megvalósításában, amihez az egész életen át tartó tanulás és a korai iskolaelhagyás megelőzésének stratégiája teremtette meg az alapot.

A Tudásközpont aktív tevékenységet folytat annak érdekében, hogy elősegítse az EU szociális, foglalkoztatási és oktatási céljainak és szakpolitikáinak a hazai gyakorlatba való átültetését. Folyamatosan keresi a párbeszéd lehetőségeit a releváns szakpolitikai szereplőkkel és döntéshozókkal. A STAIRS projekt tapasztalatainak hazai hasznosításához strukturált információknak az érintettekhez való eljuttatásával és közös tanulási alkalmak, párbeszédnek teret adó platformok teremtésével kíván hozzájárulni.

Strukturált információk rendszeres eljuttatása az érintettekhez

A cél annak elősegítése, hogy a szakemberek saját munkájukra vonatkozóan tudják értelmezni a szervezetben összegyűlő tudást, és hasznosítani tudják azt saját tevékenységük részeként.

- **Szakpolitikai hírlevél**. A Tempus Közalapítvány „Oktatás és Képzés az EU-ban és itthon” című, döntéshozóknak és oktatási szakembereknek szóló hírlevele kéthavonta jelenik meg. Olvasóinak száma 2021-ben 400 körül mozgott, és jellemzően az alábbi célcsoportokból került ki: (a) szakpolitika-alkotói és döntéshozói szintet képviselő minisztériumi tisztviselők, (b) oktatási háttérintézmények vezetői és szakmai munkatársai, (c) az a szűkebb szakértői kör, amellyel a Közalapítványnak élő szakmai kapcsolata van.
- **Pályázati Pavilon.** Ez a kiadvány a Közalapítvány évente kétszer megjelenő képes magazinja, amely széles körben éri el az oktatási szektor szereplőit. A pályázati információk mellett olyan cikkek is helyet kapnak benne, amelyek a különféle projektekben folyó szakmai munkát mutatják be – sokféle jó példát és adaptálási lehetőséget is kínálva a gyakorló szakembereknek.
- **Szakfolyóiratokban és különféle online felületeken való megjelenés**. A szervezet törekszik rá, hogy az oktatás és képzés szakpolitikai és kísérleti eredményeit, a szakpolitikai tanulást segítő tapasztalatokat egy-egy specifikus kör igényei szerint megfogalmazva juttassa el az adott célcsoporthoz, nagy ismertséggel rendelkező szakfolyóiratok (pl. Új Pedagógiai Szemle, Új Köznevelés), illetve portálok (pl. OFOE, Modern iskola) segítségével. E megjelenések célja elsősorban a szemlélet formálása.

Közös tanulási alkalmak, párbeszédnek teret adó platformok biztosítása

A Tempus Közalapítvány változatos platformok teremtérével törekszik rá, hogy összehozza egymással egy-egy témakör érintettjeit. Műhelymunkák, konferenciák, webináriumok, online fórumok szervezésével segíti elő a párbeszédet és a hálózatosodást.

Alma a fán műhelyek. A Közalapítvány rendezvényei keretében 2011 óta rendszeresen kerülnek sorra olyan témák, amelyek közvetlenül kapcsolódnak az EU valamely prioritásához, illetve célkitűzésének megvalósításához. A műhelyek sorában 2019-ben indult útjára az *„Alma a fán – Fókuszban a társadalmi befogadás”* című sorozat, amely fórumot teremt a pedagógusok, szülők, iskolaigazgatók és munkaközösség-vezetők, valamint az oktatás

társterületeit képviselő szakemberek közös tanulására. A háromórás délutáni klubrendezvények fő célja a párbeszéd és a tudásmegosztás a STAIRS projekt kiemelt témájában.

Szakértői fórum. Az elkészült nemzeti adaptációs tervre/javaslatra alapozva 2021 októberében szakértői fórumot szervezünk. A fórum célja, hogy a Tempus Közalapítvány Tudásmenedzsment csoportja által koordinált nemzetközi STAIRS projektben megismert ír és portugál befogadó oktatáshoz kapcsolódó jó gyakorlatokat bemutassuk a hazai érintetteknek, és a meghívottakkal együttműködve szakértői szemszögből átgondoljuk a tapasztalatok hazai adaptálhatóságát, valamint, hogy az adaptációs folyamatnak milyen Európa szerte is alkalmazható lépései, szintjei lehetnek. A fórumra az inklúziós szakpolitikával foglalkozó szakértőket, kutatókat, tanárképzőket, doktori képzésben résztvevőket, projektvezetőket, illetve olyan egyéb szakértőket és döntéshozókat várnak a szervezők, akiknek a szívügye a társadalmi befogadás előmozdítása.

4. Ajánlások az Európai Adaptációs Útmutatóhoz

Ennek a fejezetnek a célja, hogy előzetes javaslatokat fogalmazzon meg az ún. Európai Adaptációs Útmutatóhoz, amely a STAIRS projekt eredményeit kívánja felskálázni európai szintre. Az alábbi gondolatok európai szintre vonatkoztatva értelmezendők, és nem az adott projekt partner nemzeti kontextusában.

4.1. Általános szempontok

A nagy volumenű, komplex, országos hatókörű inklúziós programok adaptálása nemcsak azért jelent kihívást, mert azok mindig az adott ország kontextusán belül érvényesek, hanem azért is, mert magának az adaptálási koncepciónak a kidolgozása is kontextusfüggő. Egy komoly szándékú szakpolitikai szintű adaptálási koncepció feltételezi a szakpolitika és döntéshozatal tanulási képességét, épít a kísérletezésre és a fejlesztési folyamatba épített visszajelzési mechanizmusok által megkívánt korrekciós lehetőségekre is. Figyelembe véve a fejlesztési ciklusok belső törvényszerűségeit, azt, hogy a mérhető hatások jelentkezésének időtávja legalább 8-10 év, egy ilyen kezdeményezés pedig jellemzően azokban az országokban lehet sikeres, ahol az oktatási szakpolitikát választási ciklusokon átívelő, hosszú távú szakpolitikai és társadalmi szándék támogatja, amely garanciát jelent a különböző szintű szakpolitikai és intézményi beavatkozások koherenciájának, szakmai egymásra épülésének biztosítására.

A megismert ír *DEIS* és portugál *TEIP* programok közös jellemzői alapján azonban megfogalmazhatók a legfontosabb általános ajánlások az Európai Adaptációs Útmutató számára, s ezek egybevágnak azokkal a végrehajtási folyamatokhoz kapcsolódó szempontokkal, melyeket a portugál partnerek emeltek ki:

- A felülről lefelé (*top down*) és az alulról felfelé (*bottom up*) építkező megközelítés ötvözése a fejlesztésben.
- Rugalmasság biztosítása Európában a helyi szinteken egy jól megtervezett, nyomon követett és támogatott közös szakmai keret alkalmazása mellett.
- Fontos szerep biztosítása a *mezo* szintnek (a helyi tanügyigazgatás szervezeteinek, a szakmai hálózatoknak és a térségi szakmai-fejlesztési központoknak) a megvalósítási folyamatban a koncepciók napi gyakorlatba való hatékony átültetése érdekében.
- Valamennyi érintett fél bevonása a fejlesztési programok megtervezésébe és lebonyolításába, a tapasztalatok visszacsatolásába (reflexió).

Bizonyos kisebb projektek (például: a *Limerick's Literacy Initiative*, a szocio-muzeológiai projekt, a DEIS, a TED vagy a TEIP programon belül elkülöníthető kisebb elemek) adaptálhatók helyi közösségi, önkormányzati vagy intézményi szinten is. Ezek a tevékenységek megtámogathatók a megfelelő elemek kiválasztásával, az eredeti modellek részletes ismertetésével és az adaptációs irányelvek egyszerű nyelven való megfogalmazásával az érintett felhasználók számára. Az információk írásban való eljuttatása mellet szükség van a megfelelő szakmai diskurzusok lefuttatására is.

Hasonlóan ki lehet választani azokat az értékeket, kulcsüzeneteket és módszereket, amelyeket a példákat bemutató partnerek a sikeres inkluzív gyakorlat alapvető feltételeinek tekintenek. Ezen elemek vizsgálata és összevetése az adaptáló ország vagy helyi közösség saját szemléletével, gyakorlatával jó kezdete lehet az adaptációs folyamatnak. Kiindulópontja lehet az azonosított hiányokra választ adó elemek pedagógiai gyakorlatba való fokozatos beépítési tervének. Ennek feltétele az, hogy a megfelelő képzőintézmények (a tanároknak alap- és

továbbképzést nyújtó felsőoktatási intézmények, a pedagógus-továbbképzés bázisai, a vezetőképzők vagy a társszakmák képzéseinek szervezői) nyitottak legyenek ezek terjesztésére és az oktatásba való beépítésre. A fejlesztési folyamatok kulcstényezője a változásra való motiváltság. Így az adaptáció első lépése az érdeklődés felkeltése lehet, amihez hasznos lehet a bevált ír és a portugál gyakorlatok ötleteinek közérthető formában való feldolgozása, hozzákapcsolva egyúttal a célcsoport saját élményeihez is. Általában hatékonyabb, ha az egyes intézmények a programoknak először csak bizonyos elemeit próbálják ki, és az így keletkező tapasztalatra építve tervezik meg a nagyobb léptékű szakpolitikai beavatkozást.

Az általános szempontok között érdemes összefoglalni azokat a jellemzőket, melyeket az ír és a portugál inklúziós programokat átható, alapvető szemléleti és módszertani vonásként ismerhettünk meg:

- tanulóközpontúság és „a mindenki az *tényleg* mindenkit jelent” szemlélet[11];
- a kulturális sokszínűség tiszteletben tartása;
- a teljes iskolai közösség partneri együttműködése;
- az igazgatók és a tanárok hálózatépítése;
- az érintettek közötti párbeszéd és együttműködés;
- a családokkal való aktív párbeszédre együttműködés;
- a döntések meghozatalába történő minél szélesebb körű bevonás, szektorközi együttműködéssel;
- a gyermekek fejlesztésének holisztikus megközelítése;
- a gyermekek erősségeire építő pedagógiai megközelítés;
- reflektív tantermi gyakorlat;
- az iskolai polgárok aktív bevonása az intézményi szintű döntéshozatalba.[12]

Az oktatással kapcsolatos számos alapvető kérdésről fontos nyugodt, magas színvonalú, előremutató társadalmi vitát és szakmai párbeszédet folytatni, amelyhez rengeteg inspirációt kaptunk a tanulmányutak során, és amely bármely – különösen egy nagyobb volumenű – adaptációs folyamat elején elengedhetetlen.

4.2. Szakmai ajánlások

Az európai és hazai szakirodalom, illetve a STAIRS projekt során megismert jó példák legfontosabb közös üzenete, hogy az inkluzív és nyitott szemléletű oktatást célzó intézkedéseket érdemes beágyazni a kulcskompetenciák fejlesztésére fókuszáló átfogó és tanulóközpontú oktatási vízióba. Ehhez többszintű (szakmapolitikai, politikai, szakmai) elköteleződésre volna szükség, amely biztosítja a megfelelő és fenntartható finanszírozást, épít a szakmai párbeszédre, az intézmények és szakemberek közti tanulási együttműködésre,

[11] Global Education Monitoring Report 2020: Inclusion in Education: All means all. https://reliefweb.int/report/world/global-education-monitoring-report-2020-inclusion-and-education-all-means-all

[12] Ma már domináns szemlélet, hogy az iskolában zajló folyamatokat nem egy (vagy kettő, vagy három) ember határozza meg, az iskolavezetés sokkal inkább egy kollektív vállalkozás, amely az iskolához kapcsolódó szereplők - tanárok, tanulók, szülők, az oktatást segítő személyzet, fenntartók stb. - interakcióiból alakul ki. Ld. http://oktataskepzes.tka.hu/hu/megosztott-vezetes-141201163000

valamint a beavatkozások folyamatba ágyazott több szempontú értékelésére. Egy Európai Adaptációs Terv szemléletmódjában és problémafelfogásában ennek megfelelően érdemes megjelennie az alábbi kulcselemeknek.

- **Szemléletformálás.** Az inklúzió fogalmának mélyebb értelmezése, hatókörének kitágítása a társadalmi gondolkodásmódban, és ezzel együtt a fiatalokkal foglalkozó szakemberek attitűdjeinek formálása, a pedagógusok érzékenyítése a problémakör iránt. Ezt támogathatná a fogalom letisztítása és egyszerűsítése az adott ország kontextusában, amit az inkluzív szemlélet megerősítésének szándéka hív életre, de ösztönözheti az egyes tagállamokat arra, hogy saját szabályozási dokumentumaikat felülvizsgálják e tekintetben.
- **Valós problémákra építő oktatás és életszerű tanterv.** Az oktatásnak olyan hasznosítható tudásélményt érdemes nyújtania, amely összeköti a tanulási tartalmakat a hétköznapokkal és fenntartja a tanulási motivációt. Különösen igaz ez azon tanulók esetében, akik fejlesztését nagyobb felelősséggel kell magára vállalnia az iskoláknak, mert családi helyzetükből adódóan kevesebb támogatást kapnak otthonról. A tanulás megszerettetése esetükben csakis olyan eszközökkel lehetséges, amelyek révén közvetlenül megtapasztalják annak hasznát, és sikereket élhetnek meg. Ugyanígy fontos lehet a digitális kor kihívásaira reflektáló oktatási környezet megteremtése is.
    - A tantervek témáján belül érdemes kiemelni, hogy azok az oktatási programok sikeresebbek, amelyekben nagyobb hangsúlyt és hosszabb időt szánnak a kibővített értelemben vett **alapkészségek fejlesztésére** (ideértve az olvasás, írás, számolás mellett az idegen nyelv, a problémamegoldás, a tanulási és szociális készségek körét is).
    - Az egyes oktatási formákból lemorzsolódó diákokat **más tanulási programokba való rugalmas átjárási lehetőséggel** és **megfelelő információval**, **tanácsadással** lehet támogatni annak érdekében, hogy ne fordítsanak hátat egy életre a tanulásnak. Ennek számos európai országban van jól működő hagyománya. Az oktatásirányítóknak szervezett tanulmányutak jó ösztönzői lehetnek a tagállami rendszerek újragondolásának, amelyet európai szinten finanszírozott tapasztalatcserére irányuló programok katalizálhatnak.
- **A pedagógusok folyamatos szakmai fejlődése.** A tanárok szemléletformálása mellett fontos a konkrét szakmai tudás gyarapodását célzó, jó minőségű programok hozzáférhetőségének szakpolitikai szintű biztosítása is. Kulcselemnek tekinthető a pedagógusokén kívül a társterületi szakemberek tudásának fejlesztése is, sőt, a gyermekek érdekében dolgozó minden szakember együttműködése. Ezért nagyon fontos a közös szakmai alapok elsajátítása. Egy színvonalas európai összegző tanulmány az iskolát támogató szakemberek és szakmai szervezetek szövevényes hálózatairól, a jól működő vagy kevésbé sikeres tagállami gyakorlatokról, és az azokat alakító rendszerténye zőkről sokat segíthetne a tagállami szakpolitikáknak. Annak érdekében, hogy jobban érthessék az iskola rendszerszintű támogatásának komplex megközelítési módjait. Ugyanennek az európai tanulmánynak kísérő kötete lehetne egy gyakorlati útmutató, amely a társszakmák együttműködésének konkrét formáit mutatja be esettanulmányok keretében (amire láttunk példát az ír tanárképzési gyakorlatban). A gyakorló pedagógusok által megfogalmazott tanulási szükségletek és fejlesztési igények gyakran kívánják meg a társszakmák szakértelmét. Ezért kulcsfontosságú lenne annak elősegítése, hogy rendszerszintű együttműködés alakuljon ki a gyógypedagógusok, a

fejlesztőpedagógusok, a szociális és egészségügyi dolgozók, valamint az iskolapszichológusok között. Hasznos lenne az egész területet átfogó képzési-, tudás-, és gyakorlati feladattérkép európai szinten való kidolgozása is. A tagállami szakpolitikáknak szóló útmutató segítségével meg lehetne állapítani, hogy milyen szakmák vagy feladatok nincsenek kellőképpen lefedve az adott országban.

- **A rendszerek tanulási képessége.** Egy adaptációs javaslatnak azt is figyelembe kell vennie, hogy a komplex rendszerekbe való beavatkozás eredménye, a lehetséges kölcsönhatások nagy száma miatt, nem számítható ki előre minden részletet tekintve. Ezért a konkrét intézkedési javaslatok mellett fontos lenne, hogy a teljes oktatási rendszer tanulási képességét növelő alábbi szakmapolitikai intézkedések megtervezéséhez és végrehajtásához is kaphassanak európai szintű szakmai és anyagi támogatást a tagállami ágazati szereplők:
    - a rendszer és alrendszereinek megfigyelése, valamint az ehhez kapcsolódó visszacsatolási (monitoring és szupervíziós) formák működtetése;
    - az iskolahasználók (tanárok, szakoktatók, munkaerő-piaci szereplők, szülők, diákok) számára is közérthető kiadványok készítése és terjesztése;
    - a rendszer szereplői közti kapcsolatteremtési lehetőségek biztosítása: az oktatási és az oktatásban érintett szakemberek, kutatók, gyakorlati szereplők, illetve döntés-előkészítők közti tapasztalatcsere bátorítása;
    - szektoron belüli és azokon átíveli, szervezetközi együttműködések ösztönzése;
    - útmutatók és önellenőrzési eszközök kidolgozása az intézmények számára.

5. Függelék

5.1. Közös felhasználásra javasolt anyagok

A projekt témájához kapcsolódó, és az online találkozók keretében részletesen megismert programok összefoglalói megtalálhatók az **ESLplus Portálon** (http://eslplus.eu), amelynek fókuszában az iskolai lemorzsolódás és társadalmi kirekesztődés veszélye által fenyegetett tanulók támogatása áll. Ez a honlap jó gyakorlatok, strukturált adatbázisát is tartalmazza, amelyek között több nyelven lehet tallózni. A STAIRS projekt keretében bemutatott inkluzív programok angol nyelvű összefoglalói az alábbi linkek segítségével ismerhetők meg.

Írország

- Special education initiative: https://eslplus.eu/special-education-initiative
- Delivering equality of opportunity in schools (DEIS): https://eslplus.eu/delivering-equality-of-opportunity-in-schools-deis
- Limerick DEIS primary school's literacy initiative: https://eslplus.eu/limerick-deis-primary-schools-literacy-initiative
- Youthreach programme: https://eslplus.eu/youthreach-programme
- Transforming education through dialogue (TED) project: https://eslplus.eu/transforming-education-through-dialogue-ted-project
- Online tanulmányút videói – STAIRS projekt honlapon

Portugália

- A school for everyone (TEIP): https://eslplus.eu/a-school-for-everyone
- Inclusion practices in a rural environment – The case of José Saramago cluster of schools an educational territory of priority intervention (TEIP):
- https://eslplus.eu/inclusion-practices-in-a-rural-environment-the-case-of-jose-saramago-cluster-of-schools-an-educational-territory-of-priority-intervention
- Curriculum enrichment activities (EDUGEP): https://eslplus.eu/curriculum-enrichment-activities
- Promoting inclusion and valuing VET courses: https://eslplus.eu/promoting-inclusion-and-valuing-vet-courses

A fenti leírások mindegyikéhez kapcsolódnak a mélyebb tájékozódást lehetővé tevő további linkek, és a portálon számos más ország inklúziós jó gyakorlatai is olvashatók.

A STAIRS projektről – annak céljairól, résztvevőiről, tevékenységeiről és eredményeiről – pedig a program központi honlapjának segítségével lehet információkat szerezni. (https://stairs.tpf.hu/hu/fooldal)

5.2. A projektpartner számára releváns anyagok

A tájékozódás elsődleges kiindulási pontjául a tanulmány szövegébe illesztett linkek szolgálnak a hazai jó gyakorlatokra vonatkozóan. Ezek mellett azonban sokféle hazai jó gyakorlat ismerhető meg a korai iskolaelhagyás európai információs portáljának magyar nyelvű gyűjteménye segítségével is: https://eslplus.eu/jogyakorlat-gyujtemeny.



Summary of the Hungarian National Adaptation Plan

1) Presentation of the National Adaptation Plan *(purpose, topics addressed, structure)*

Hungarian experts participating in the study visits organised in the framework of the STAIRS project have set themselves the goal of learning about models that can contribute to the realisation of, or achieve the following:
In order to accommodate disadvantaged groups and increase their chances of learning and social mobility, they should be able to provide

a) the alignment of interventions in support of the target group with a professionally consensual, long-term and cross-governmental strategy, as no rapid change can be achieved in this area;
b) system-wide coherence of interventions - in order to add development effects to expenditure;
c) promoting the continuous building and networking of the approach as well as the expertise needed to successfully complete the task;
d) cooperation between stakeholders in order to support the target group as effectively as possible.

The models should also contribute to the reduction of prejudice in the majority society, and in particular in teachers, and they should help strengthen the culture of cooperation in the communities at different levels of the country.

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Our experts represented various fields related to the topic of inclusion in education. Their professional competencies complement each other and, overall, cover the most important content directions for the STAIRS project.

Petra Földes is a teacher at an adult education institution. Young people graduating this institution will become pedagogical assistants, childcare workers and helpers of young people with special educational needs. In addition to her teaching work, she is the editor of the journal titled Új Pedagógiai Szemle *(New Pedagogical Review)* and a board member of OFOE *(the National Professional Association of Form Teachers)*. This NGO organises conferences, participates in research and development projects, and has been running a website for many years to help educators work with practical advice.

Enikő Gönczöl is an employee of the Edunet Foundation dealing with research and the development of educational programmes. For over two decades, she has worked in several national institutions as a project manager, educational researcher, and developer of curricula and programmes for students and teachers. Her activities have often been related to the topic of social inclusion, the fight against exclusion, and the development of personal and social competences. She is also the author of textbooks in the fields of history, social studies, civics and ethics.

Eszter Szegedi is currently the school leader of a school in a settlement near Budapest. Until 2019, she worked as the unit head of the Knowledge Centre of the Tempus Public Foundation. She was responsible for coordinating a number of international and domestic projects in the EU-initiated Education and Training 2010 and 2020 work programmes. She has 25 years of teaching, research and development experience. Her main areas of interest are European policy, social exclusion and the prevention of early school leaving. Together with her colleagues, she is now working on an early warning system at the institutional level because more and more of their students are with learning difficulties, special educational needs and related problems.

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Main questions of the experts when getting prepared in advance for the study visits were the following:

- How can the staff of a school be made sensitive to issues of social inclusion?
- How can the various actors - researchers, government staff and practitioners - successfully collaborate and work together?
- How can the Irish and Portuguese partners build bridges between research results and everyday practice in education?
- How do they create a strong partnership between homes and schools? How do they work with families?
- How do networks of school leaders and teachers work to share experiences and solve problems related to the project theme?
- In their experience, what are the opportunities for learning online?

Their main focus was on understanding policy-level processes. The project and the study visits focused on presenting specific good practices, thus, the policy framework mostly became visible in presentations only as a context. The Irish DEIS and the Portuguese TEIP programmes, as well as the New School Inclusion Law of 2018 (Law Decree DL 54-2018) presented in connection with the latter, were on the agenda of the meetings as a complex policy good practice.

One of the important topics was the question of the enrollment system in Irish DEIS schools, the composition of pupils and the distribution of pupils in need between schools. Based on the responses received, these appear to be special institutions in lagging, segregated areas whose network has been set up to promote social inclusion and whose composition of students is more or less homogeneous.

In the case of the Portuguese New School Inclusion Law, issues related to the implementation process remained open, which makes it partly understandable that only a short time has passed since the legislation was enacted.

It had to be seen that it was not possible to go beyond this in the analysis of the given situation, but the answer shed light upon the philosophy of change. At the same time, with further orientation, the

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difficulties of adaptation are also revealed. Recent research by a professional teacher organisation, for example, has shown that the number of initial and in-service teacher training courses and opportunities is limited in the field of special educational needs, and one of the reasons for this may be that the reduction of special education limits and discourages training providers in this field. The trend is particularly problematic because in the comprehensive model of inclusion, compared to the segregated one, the need for special skills is greater rather than lower. It is hard to imagine that teachers with general training will be able to cope with the diversity of SEN students without special training.

Another recent study highlights that there is no professional consensus in judging the move to formally delete the concept of special educational need from the pedagogical dictionary. There are those who believe this could run the risk of simply "forgetting" certain problems. One educators 'union (Federação Nacional da Educação, FNE) therefore proposes a return to the concept of SNI – in order to be able to identify differences between children and respond appropriately to the different needs of students. In this context, however, it is important to note that these types of criticisms are inherent in the implementation process.

In conclusion, it must be seen that virtual study visits can serve as the beginning of learning about policy processes, and they can provide many lessons for Hungarian policy makers. A deeper analysis of the DEIS programme could provide inputs primarily to help the inclusion of disadvantaged children from deprived communities. The lessons learnt from the implementation of the new Portuguese Inclusive Education Act are mainly for the development of inclusive education for children with disabilities.

While in their own bundle, both models treat these two areas in a unified pedagogical system.

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2) Proposals for ensuring (more) social inclusion in education in Hungary

Suggested intervention focuses

Social dimension

- Commitment to education policy for inclusion is a prerequisite for a successful shift. This requires conducting professional debates about the origins of school disadvantage and interpreting the results to decision-makers.
- The success of inclusion efforts depends on the openness of the community. To this end, it is important to sensitise local communities, which can be achieved by strengthening and supporting civil and ecclesiastical actors and opinion formers.

Regulatory environment

- There should be a professional debate on diagnosis-centered care and a rethinking of the needs of vulnerable learners with educational disadvantages. A regulatory environment needs to be developed that guarantees that all students have access to support according to their needs.

Professional conditions

- There is a need to network different professions, to share their knowledge, to find synergies between professionals at the institutional, inter-institutional and scientific (higher education) levels. It would be fortunate to have a full-fledged, not just “travelling” presence of educators (non-teachers) in the teaching staff.
- In this context, it would be necessary to rethink the forms of cooperation. For example, special education educators could act as professional supporters for majority educators, based on familiar models, and development educators could be given a broader mandate.

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Direct environment

- Involve families in the life of institutions by providing open operations and a diverse repertoire of activities.
- It is necessary to strengthen local small communities, civic actors and the functioning of educational institutions as local community organising forces by announcing tenders, presenting adaptable good practices, and supporting networking.

3) Further steps in the implementation of the National Adaptation Plan in the Hungarian educational system

The Tempus Public Foundation, established in 1996, which implements the STAIRS project, is a non-profit organisation operating under the supervision of the Ministry of Innovation and Technology, and provides the greatest mobility in Hungary through the programmes it manages. Its main activities include raising awareness of the European Union's priorities and policies, building a knowledge-based society, promoting dialogue and cooperation between those involved in education and the world of work, and organising forums and exchanges of experience for education and training at various levels.

The Tempus Public Foundation has been playing an advisory role for 25 years, focusing on supporting policy learning. One of the main missions of the organisation is to deliver relevant policy and experimental results and materials to support policy learning to decision-makers; thus, encouraging the development of professional dialogue in a number of important areas. Among other things, it intends to support this type of learning by promoting tools and methodologies, such as those presented in the NAP. The Open Online Course (MOOC) outlined by the partnership will also serve the same purpose. Over the past quarter century, the Tempus Public Foundation's Knowledge Centre has accumulated significant knowledge in planning and implementing international and domestic projects, organising professional events, encouraging expert collaborations, preparing studies and publications, building professional networks, and educational research and development. One of the main missions of the Knowledge Centre is to strengthen the link between policy, research and practice. It has played an important role in the implementation of the Education and Training 2020 Strategic Framework, for which the strategy for lifelong learning and the prevention of early school leaving has laid the foundations.

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The Knowledge Centre is active in helping to translate the EU's social, employment and education objectives and policies into domestic practice. It is constantly looking for opportunities for dialogue with relevant policy actors and decision makers. The STAIRS project aims to contribute to the utilisation of the experience of the project in Hungary by providing structured information to the stakeholders and by creating joint learning opportunities and platforms for dialogue.

Regular delivery of structured information to stakeholders

The aim is to enable professionals to interpret the knowledge accumulated in the organisation about their own work and to utilise it as part of their own activities.

- ***Policy newsletter.*** The Tempus Public Foundation's „Education and Training in the EU and at Home" newsletter for decision-makers and education professionals is published every two months. The number of readers in 2021 was around 400, and it typically came from the following target groups: (a) ministry officials representing the policy-making and decision-making levels, (b) heads and professionals of educational background institutions, (c) the narrower range of experts with whom the Tempus Public Foundation has a living professional relationship.
- ***Pályázati Pavilon.*** This publication is a bi-annual pictorial magazine of the Tempus Public Foundation that reaches a wide range of actors in the education sector. In addition to information regarding application, there are also articles that present the professional work going on in various projects - also offering a variety of good examples and adaptation opportunities for practitioners.
- ***Appearance in journals and various online interfaces.*** The organisation strives to deliver the policy and experimental results of education and training, the experiences supporting policy learning to the given target group, formulated according to the needs of a specific group, with well-known journals (e.g. Új Pedagógiai Szemle, Új Köznevelés), and through portals (e.g. OFOE, Modern Iskola). The purpose of these appearances is primarily to shape attitudes.

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Providing joint learning opportunities and platforms for dialogue

The Tempus Public Foundation strives to bring stakeholders together from a variety of platforms. It promotes dialogue and networking by organising workshops, conferences, webinars and online forums.

Alma a fán workshops. Since 2011, the Tempus Public Foundation's events have regularly included topics that are directly related to one of the EU's priorities or objectives. The series of workshops were launched after the publication of the first issue of the series titled Alma a fán (Apple on the tree, a collection of interviews) in 2011. This series provides a forum for educators, parents, school leaders and community leaders as well as professionals from other fields of education to learn together. Since 2019, the main goal of the three-hour afternoon club events is dialogue and knowledge sharing on the key theme of inclusion (related to the STAIRS project).

National Discussion Forum (NDF). The lesson learned during the study visits and the completion of the NAP will be presented by the Tempus Public Foundation at an expert forum in October 2021, where participants will have the opportunity to discuss the Irish and the Portuguese good practices, explore national adaptation opportunities as well as make suggestions for upscaling at the European level. Experts, researchers, teacher educators, doctoral candidates, project leaders and decision-makers whose heart is to promote social inclusion will be invited to the forum.

4) Key messages for creating the European Adaptation Guidelines

Recommendations for a European Adaptation Guide

General considerations

Adapting high-volume, complex, nationwide inclusion programmes is a challenge not only because they are always valid within a country's context, but also because the development of the adaptation concept itself is context-dependent. A well-intentioned policy-level adaptation concept assumes the



STAIRS

learning ability of policy and decision-making, and also builds on experimentation and the correction opportunities required by feedback mechanisms built into the development process. Given the internal regularities of development cycles, the fact that measurable impacts have a time horizon of at least 8-10 years, such an initiative can only be successful in countries where education policy is supported by long-term intentions across election cycles, which guarantees the coherence of policy and institutional interventions at different levels.

However, on the basis of the common features of the DEIS and TEIP programmes, some important general recommendations can be formulated, which are in line with the aspects related to the implementation processes highlighted by the Portuguese partners:

- Combining a top-down and bottom-up approach in development.
- Ensuring autonomy and flexibility at local level with a well-designed, monitored and supported common professional framework.
- Ensuring an important role for the meso level (local education administrations, professional networks and regional development centres) in the implementation process in order to effectively translate the concepts into daily practice.
- Involvement of all stakeholders in the planning and implementation of development programmes, in the feedback of experiences (reflection).

Some smaller projects (for example, the Limerick's Literacy Initiative, the Socio-Museological Project, DEIS, TED or smaller elements within the TEIP programme) can also be adapted at the local community, municipal or institutional level. These activities can be supported by selecting the appropriate elements, detailing the original models and formulating adaptation guidelines in simple language for the users concerned. However, not many results are expected from providing information in writing alone.

Similarly, it is possible to identify and select values, key messages, and methods that the sharing partners see as essential to successful inclusive practice. Examining and comparing these elements to approachs and practices of the adapting country or local community can be a good start to the adaptation process. It can be a starting point for gradually integrating elements that respond to identified

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shortcomings into pedagogical practice. This presupposes that the relevant training institutions (higher education institutions providing initial and in-service training for teachers, providers of in-service training for school leaders or other professionals) are open to the dissemination and integration of this knowledge into education.

A key factor in development processes is motivation for change. Thus, the first step in the adaptation should be to arouse interest, for which it may be useful to process the ideas of good Irish and Portuguese practices in a comprehensible form, while also linking them to the target group's own experiences.

In general, it is more effective for each institution to first test only certain elements of the programmes and to plan a larger-scale policy intervention based on the experience gained.

Among general aspects, it is worth summarising the features that experts have come to know as a basic conceptual and methodological feature that permeates the Irish and Portuguese inclusion programmes:

- learner-centredness and an approach where "everyone really means everyone";
- respect for cultural diversity;
- partnership between the whole school community;
- networking of school leaders and teachers;
- dialogue and cooperation between stakeholders;
- cooperation for active dialogue with families;
- decisions around the negotiating table, involving all stakeholders;
- a holistic approach to children's development;
- the ethos of high expectations of students;
- a pedagogical approach based on children's strengths;
- reflective classroom practice;
- shared leadership in institutions.

It is important to have a calm, high-quality, forward-looking social debate and professional dialogue on a number of fundamental issues related to education, for which we received a lot of inspiration

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during the study visits and which is essential at the beginning of any adaptation process, especially on a larger scale.

Professional recommendations

The most important common message from the European and Hungarian literature and the good examples learned from the STAIRS project is that measures for inclusive and open-minded education need to be embedded in a comprehensive and learner-centered vision of education focusing on the development of key competences. This requires a multi-level (policy, political, professional) commitment that ensures adequate and sustainable funding, builds on professional dialogue, learning collaboration between institutions and professionals, and multi-faceted evaluation of interventions. Accordingly, the following key elements should appear in the approach and problem perception of a European Adaptation Plan.

- ***Attitude shaping.*** The first and most important element is a deeper interpretation of the concept of inclusion, the expansion of its scope in the social way of thinking, and at the same time the shaping of the attitudes of professionals dealing with young people, the sensitisation of educators to the problem. The clarification and simplification of the concept could best support this process, called forth not by scientific methodologies but the reinforcement of an inclusive approach, which could encourage individual Member States to review their own regulatory documents in this regard.
- ***Problem-based education and a lifelong curriculum.*** Education should provide a usable knowledge experience that connects learning content with everyday life and maintains learning motivation. This is especially true for students who need to take more responsibility for development for schools because they receive less support from home due to their family situation. Loving learning in their case is only possible with the means by which they directly experience its benefits and experience success. A European recommendation could propose modern policy support for content regulators, make truly successful educational programmes and content available in national languages, and integrate them into training. It can also be important to create an educational environment that reflects the challenges of the digital age.
  - Within the topic of curricula, it should be emphasised that those educational programmes are

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more successful in which more emphasis and time is devoted to the development of basic skills in an expanded sense (including reading, writing, numeracy, foreign language, problem solving, learning and social skills).

- Students dropping out from different forms of education can be supported with flexible access to other learning programmes and appropriate information and counselling in order not to turn their backs on learning for a lifetime. This has a well-functioning tradition in many European countries. Study visits organised form policy experts and decision-makers in education can be a good incentive to rethink Member States' systems, which can be catalysed by exchange programmes funded at European level.

- ***Continuous professional development of teachers (CPD).*** In addition to shaping teachers' attitudes, it is also important to ensure the availability of high-quality programmes aimed at increasing specific professional knowledge at the policy level. In addition to teachers, the development of the knowledge of peer professionals, and even the cooperation of all professionals working for children, can be considered a key element. Therefore, it is very important to acquire common professional foundations. A high-quality European summary study of the intertwined networks of professionals and professional organisations supporting schools, of well-functioning or less successful Member State practices and the systemic factors that shape them could do much to help Member States' policies in order to better understand the complex approaches to systemic support for the school. The accompanying volume of the same European study could be a practical guide outlining specific forms of co-professional collaboration in case studies (as seen in the Irish teacher training practice). The learning needs and development needs articulated by practicing educators often require the expertise of fellow professions. Therefore, it would be key to foster system-wide collaboration between special education educators, development educators, social and health workers, and school psychologists. It would also be useful to develop a Europe-wide training, knowledge and practical task map at European level. A guide to Member States' policies could identify which professions or tasks are not adequately covered in a given country.

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- ***The ability of systems to learn.*** An adaptation plan should also take into account that the outcome of an intervention in complex systems, due to the large number of possible interactions, cannot be calculated in advance in every detail. Therefore, in addition to concrete proposals for action, it would be important for Member States' sectoral actors to receive European support for the design and implementation of the following policy measures to increase the learning capacity of the whole education system:
  - monitoring the system and its subsystems and operating the related forms of feedback (monitoring and supervision);
  - production and distribution of publications that are comprehensible to school users (teachers, vocational teachers, labor market participants, parents, students);
  - providing opportunities for networking between system actors: encouraging the exchange of experience between education and training professionals, researchers, practitioners and decision-makers;
  - encouraging inter-organisational and intra-sectoral cooperation;
  - development of guides and self-monitoring tools for institutions.

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NATIONAL ADAPTATION PLAN CROATIA

Concept Paper

How can National Adaptation Plans support the adaptation procedure?

1. Summary of the country local focus as evident in the Country Report

Each participating learning country (HU, CZ, SI, HR) in the STAIRS project has a local/national focus. This focus is established based on the particular country's learning needs as evident in the Country Report. As an introduction to the formulation of national adaptation plans and for the convenience of the future readers of this document, it is necessary to provide a short summary of the country local focus in the STAIRS project, and the learning needs.

Thus, for this section we recommend writing a brief summary of your country's local focus based on the work done already in your country report.

Croatia is in the process of transforming the school system, which should result in better inclusion of children (in general) in education through more appropriate forms of educational content. According to that process, special attention will be paid to vulnerable groups of children in the education system (children with special needs, national groups such as Roma children, gifted students, children from socially disadvantaged families, etc.).

Considering the education system so far, the following problem has been identified:

1. The national centralized **education system is not flexible and effective enough**. Decisions are delayed and difficult to apply to certain vulnerable groups of pupils/children.

2. **Lack of a quality organizational process** which would clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently (improvement of IT systems, simpler and more accessible databases, improved results tracking system, etc.). Also, in the current system there are conflicts or duplications of responsibilities and tasks among different institutions. Therefore, parents, teachers and other professional staff (psychologists, pedagogues, rehabilitators, etc.) are not supported by timely and quality activities.

3. **Lack of good quality, available, systematic and free of charge courses for additional education** of all included stakeholders, primarily for parents/guardians, but also for the teachers/experts in educational institutions. It has been observed that a large proportion of parents need access to the information through workshops (especially families with financial difficulties, families in remote parts of rural areas in Croatia who do not have good access to activities for children in larger centers).

4. **Systematic resolution of the problem of peer violence** is also a problem that is not sufficiently recognized in society and it is resolved sporadically and declaratively without systematic prevention.

5. **Insufficient financial support for families** at risk of poverty, especially those families that have unsettled family relationships and have children with special needs. The issue of divorced parents and the alimony payments are particularly emphasized here.

6. **Lack of permanent financial sources** that will ensure the sustainability of the implemented activities (those that have been previously determined to give results and have been proven to be necessary and useful).

7. The system of **non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain**, often without sufficient financial support, and it is not an "extended hand" to specialized institutions.

8. **Lack of school counsellors** at all levels of the educational process (psychologists, pedagogues, social workers, therapists, educational rehabilitators) in such a way that they go regularly to educational institutions and provide their support.

9. **Parents' support** through educational content and examples of good practice in better organization of spending quality time with their children outside of school activities.

10. **Lack of cooperation with companies** that could employ (according to their capabilities) children with special needs and provide them with certain activities after graduation or finishing school.

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There are solutions to these problems, which are most often declarative and sporadic. Without systematic and permanent solutions, which will be confirmed and included in the daily work with vulnerable groups of children / students and their adequate funding, it is not possible to make significant progress in the field of inclusion in Croatia. That's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors).

2. Study visits summary

Members of our study visit team were representatives of various educational institutions: the Tomislav Špoljar Centre for the education of students with significant difficulties (special facility), the Mechanics and Transport School (vocational school), the Faculty of Organization and Informatics and the Varaždin County – regional governmental body (founder of educational institutions in the Region).

That's why their interests were very different, but with a common goal: how to readjust the local educational system and improve the inclusion of all groups of children into the educational system with an emphasis on vulnerable groups such as students with special needs and members of other national minorities (in our case it is the Roma national minority).

a) Elementary schools or student with special needs (age 6-15 years)

For the representative of Tomislav Špoljar Centre the main topic was the possibility of transformation of special schools into the support centers specialized for providing support to the regular educational system (along with its main educational mission to educate students with more significant forms of difficulty). Croatia has some mismatching between the needs and programs of schools for the education of teachers (especially in general and vocational education / subjects).

The biggest support the children get is in groups of students with disabilities but not equally and students with other special educational needs (gifted, talented, minorities). The main obstacle in this situation is a negative attitude with related experience and a lack of competent support for students and teachers. The students with mental difficulties may not be forgotten, because they have severe limits in adopting educational contents. There is a lack of flexible curricula and possibilities for additional teaching during which the students would learn what they enjoy and are capable to learn, and not torture them with the things for which they have no capability.

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All students (in Portugal and Ireland) have been included into the regular educational system and huge importance has been given to the cooperation with parents, after-school activities and projects. That was explained by the education of teachers and their preparation for such work, inclusive culture of the state and practice arise from it. Our concern is related to the population of students with severe disabilities and profoundly impaired, health issues. No matter what kind of disabilities and health problems, every child in age between 6-15 is obligatory to attend the school. It is still unknown are those children in partner countries also included in education or not.

b) Secondary education for students with disabilities (age from 15 onwards)

In Croatia, students with special needs after completing the educational process in primary (compulsory schools up to 15 years of age) and secondary (non-compulsory schools up to 18 years of age). After 18 years, it is impossible to enter the education system for free and it is almost impossible for young people without a profession and job to start a career. Some of the existing activities in the community are organized through specialized NGO-s or parents and teachers in the schools they attended. During the study visits, we noticed that Ireland and Portugal have recognized this problem and, through various educational initiatives, the education system creates more favorable conditions for the inclusion of students with special needs in society after graduation.

For the representatives of VET school, the most important was the fact that teachers, SEN assistants, psychologists and parents can work together, and the involvement of the whole community into the educational system is possible. Teachers can and should work together, so they have a more personalized approach and create activities tailored to the students' needs. Teachers from special schools can use their education and experiences to support colleagues in regular schools. Even a home-school teacher for the Roma population, but also for the other children with special education needs, can be engaged.

The engagement of schools' principals in Ireland and Portugal could be an example for inclusion at school. They should talk with parents on every occasion, even about some everyday things, in order to show the parents that we are partners with the same goal - help students become successful and independent in life. Initiatives like "open days" or other programs that include parents, can improve collaboration and be a good start to involve more students in secondary education. One of the possibilities for improvement of educational results could be to organize learning support centers in Croatian VET schools.

Follow up and preparing children should start from kindergarten, and the teachers have to familiarize themselves with their needs, in order to prepare them for a good school start. In order to achieve the above mentioned, the emphasis should be put on individual treatment of all children with difficulties and individual education plans for each child separately. All steps and procedures needed to resolve individual cases quickly and efficiently and have to be clearly identified. Also, forming a school integration committee (teachers, parents, principal, students) can help put the integration on the list of priority school goals.

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Experts for career pathway planning and guidance should be included in work with children in primary schools, as well as founder (in Croatian case it is county).

Mediators (for Roma people, for solving conflicts between students and teachers, between parents and students, etc.) have been also examples of good practice, and they are needed in Croatia.

We cannot „force" the children and their parents to choose one of the offered secondary schools' programs if they do not want to, but we could concentrate more on the children who want to learn and raise the level of knowledge and skills. It can be a good example for indecisive students and a pathway to their peers towards creating better quality life circumstances through education. Croatia should organize support for early school leavers in such a way that there are more possibilities of later access to the education system. That is important for those students who may later decide to go back to school because of many reasons (maturity, family situation, change of interest in life, etc.). This support includes the organization of the various channels for providing information and financial support, which must be held by the state and local / regional authorities. In addition, for financial support, it is necessary to provide real jobs which demand cooperation with companies and entrepreneurs who will provide internships and later employment opportunities. In this way, students who have dropped out of school will need support and a vision of their future which is the motive for education.

But, for every child with special needs or who is at risk of being able to drop out of school early, an effective communication system should be established. This communication system should be established between the school, parents and other stakeholders.

c) Higher education and its impact on the inclusion process in schools

For the representatives of higher education institutions, the most interesting was also the topic development of trust between schools and their principals, teachers, parents and students. The availability of teachers and school staff for parents may be the key to success. Greatest success can be achieved by encouraging collaboration rather than promoting competitiveness and a competitive atmosphere, at least in lower classes. The transfer of knowledge and skills by listening to each other and respecting other people's views and opinions can achieve a positive dialogue and thus take a step towards the desired transformation of the education system. Only creative ideas that follow the needs of stakeholders can achieve a successful transformation of the education system.

Strengthen the cooperation of higher education pedagogical institutions and harmonize them according to the needs of teachers and professionals in primary and secondary schools. It is also necessary to monitor and develop new curricula and propose changes to pedagogical standards when and if necessary. To this end, faculties must be in constant cooperation with schools and, based on analysis, adjust and improve student-teacher-parent relations.

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University of Zagreb, Faculty of Organization and Informatics (FOI) is a leading institution in Croatia to provide education in applied information technology (IT) and information sciences.

In its study programmes, there are courses on the topics related to (digital) inclusion and social responsibility preparing students, future employees, but also employers / entrepreneurs, to listen and respond to the needs of vulnerable groups. Additionally, digital technologies (as a kind of assistive technology) are strong tools for empowering students with difficulties in their academic and professional achievements. In the IT related courses there are topics that relate to web and digital accessibility and similar topics that make future IT professionals aware of their responsibilities regarding it.

FOI is the only higher education institution as a partner involved in the project of digitalization of schools - E-Schools, both in pilot (e-Schools: Establishing a System for Developing Digitally Mature Schools) and in the main (secondary) phase (e-Schools: Development of the System of Digitally Mature Schools (II. phase)), promoting digital inclusion and providing teachers with needed competencies to effectively use digital technologies in teaching and learning.

Croatia has faculty of education and rehabilitation sciences for future experts in fields of special education and rehabilitation. At the Faculty of Education and Rehabilitation Sciences, University of Zagreb, **three undergraduate university studies** are conducted: Rehabilitation, Speech and Language Pathology and Social Pedagogy, **three graduate university studies**: Educational Rehabilitation, Speech and Language Pathology and Social Pedagogy. These experts can work in the system of education, health and social care. They mainly work in education from preschool level and above. In regular schools they are in the role of school counsellors, but in schools or institutions with special individualized programs they could be in teacher roles.

Within the framework of the graduate study of Educational Rehabilitation, the students acquire knowledge of diagnostic, educational, and therapeutic procedures, team work, professional ethics, and interdisciplinary communication in the following fields: visual impairments, motoric disorders, chronic diseases and art therapies, and inclusive education and rehabilitation. The study is based on knowledge from the interdisciplinary field of education-rehabilitation sciences which implies various diagnostic, educational and rehabilitation procedures linked with visual impairments, learning difficulties, attention deficit/hyperactivity disorder (ADHD), intellectual difficulties, disorders of the autistic spectrum, multiple difficulties, motoric disorders, chronic diseases and creative and art/expressive therapies (www.erf.hr).

The Speech and Language Pathology is a science engaged in prevention, detecting, diagnostics, and treatment of disorders in human communication which implies all those processes and functions linked with speech production, and with the perception and production of oral and written language, as well as forms of non-verbal communication (definition by the Standing Liaison Committee of EU Speech and Language Therapists - CPLOL). The holder of this qualification is authorized to perform expert tasks in the field of his/her academic degree. Upon the completion of the graduate study of Speech and Language Pathology, the speech and language pathologist become an independent expert engaged in prevention, evaluation, diagnostics, intervention treatment, and research in the field of speech-language pathology and hearing impairments, i.e., disorders in communication of all age groups regardless of the cause of impairments (www.erf.hr)

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Social Pedagogy professionals are oriented toward children and youth, and adults. The study of Social Pedagogy trains the experts for scientific-research and practical work on the prevention, detection, evaluation, early interventions, and treatment, processing and subsequent care for children, youth, and adults at risk of behavioral disorders or with manifested behavioral disorders, and their social environment, in the function of education, socialization, rehabilitation, and social integration (www.erf.hr).

Further, Faculty for teacher training only in one segment prepare future teachers for inclusion of students with special education needs (disabilities, difficulties and gifted). That is obviously not sufficient if we, as a Country, plan to change our school's quality, in a way to respect the individual characteristics of children, develop child-centered learning and teaching strategies, ensure a safe and protective learning environment and highly professional educational staff.

d) The involvement of local / regional government as agents of change in education student with special needs

How to develop a partnership with all relevant stakeholders in the community regarding the educational system and inclusion of whole groups under threat of exclusion, was also the most important lesson for the representative of the local authority and founder of educational institutions in the region (County). The importance of constantly working on developing a partnership with all relevant stakeholders in the community was stressed during both study visits. Principals' networking for support in solving problems of children with difficulties and other vulnerable groups could be initiated in Croatia.

Activities, very similar to those we saw during the study visits, are implemented also in Croatian special schools and centers for children with significant difficulties, but also in other educational institutions, at least during the different EU funded projects. But there are enough flexible curricula only in special schools and centers for children with significant difficulties, although primary and secondary schools (among them also VET schools) have the obligation to develop individualized programmes and educational plans for each student with any kind of difficulties. These individualized programmes and educational plans are based exclusively on the valuation of capability and determination of student's needs. Because of misunderstandings and fear of parents, students and teachers, these individualized programmes and educational plans are not used as much as they should be. Students and parents don't want to be stigmatized because of the use of this opportunity in education.

Learning support centers; psychological help for students, parents and teachers; a partnership with all relevant stakeholders in the community; education of all relevant stakeholders in inclusive education; cooperation with teachers from special schools and exchange of knowledge and experiences; mediators; common school activities with parents and the whole community, and all other good practice cases we saw during the study visits, could be implemented or improve existing ones in Croatia too.

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These activities could be implemented without much means and finance, with just a little goodwill and effort of all participants and in better coordination and planning (local/regional governmental bodies should be the main leaders).

Some of the things that we saw in Portugal cannot be implemented in our schools without the approval of the state and the Ministry of Science and Education. For example, our teachers have very strictly defined working hours and tasks, and they cannot go to other schools and work with other teachers during their working hours. They can do it just as a part of a private initiative, without payment.

Croatian educational system needs continuous evaluation. The whole school approach encompasses multi-disciplinary team work to provide inclusion and personalized approach to a particular student. It is important that the function of a national centralized education system has to be improved in relation to the support of children, delivering equality of opportunity in Croatian schools, which is not possible without the Ministry of Science and Education, who set the standards.

As our schools educate a significant number of Roma pupils, who need to be included in our society, we have to offer them educational resources that respect their differences. One of the solutions in Croatia can be to allow teachers to go to the students' homes for consultation with parents and help students with school adaptation. It is also necessary to strengthen the system of support for the education of Roma teachers as well as to educate the number of Roma helpers in schools with a larger number of Roma students. It is necessary to translate school textbooks into the language of the Roma minority and to adapt other school contents linguistically in order to promote their culture and diversity more strongly. This could also apply to all students with disabilities, with certain adjustments.

In Croatia, there is a problem of insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups.

It is necessary to strengthen the cooperation between schools and parents in Croatia, as we have seen a good example of the Irish program that allows teachers to visit students' homes in certain situations. This certainly contributes to a better relationship of understanding between teachers and parents while benefiting the students themselves.

The cooperation of local communities and the University in order to better training of teachers, expansion of educational inclusive programs and the introduction of substitute teachers for those who are at a certain extra education, is the goal to which the Croatian education system must strive towards the model presented from Ireland and Portugal.

Inclusive plans and programs for cooperation and activities in schools must be financially supported by the community that implements them and must be implemented continuously and persistently to ensure their sustainability and quality. Ongoing evaluation must be a mandatory part of any such plan. This is one of the more significant things we have learned from study visits to partner organizations. All this is not possible without also commitment and planning at the national level.

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We should certainly mention the impact of the pandemic crisis, which no one was counting on, and it can already be seen that it has a great impact on changes in the inclusive approach in schools. By switching to an online schooling system for almost all categories of students (in shorter or longer periods of time), a major experiment in schools has begun and that also reflects on inclusive issues. This process is still ongoing and its results will certainly be useful in the future planning of education systems, not only in Croatia. So far, many questions have been raised: the impact of IT technology on student development and education; increased alienation; conducting practical classes in VET schools; the impact of the circumstances of the crisis on the emotional and physical development of children and young people, etc. These are all challenges that will need to be included in further reflections on the development of education systems in all countries and, in this context, inclusion issues.

Action which could be undertaken in current Croatian situation

According to Bulletin (2019)[1], the author who is one of a leaders in promoting inclusion in Croatia, a key component of defining inclusive education is the right to non-discrimination, by any means and reason. Therefore, inclusive education is education that is appropriate to the needs, abilities and interests of all children, regardless of their biological, psychological and social characteristics, in an inclusive (non-discriminatory) manner, covering all components and participants' educational process: teachers, parents, children, educational policies, curricula, buildings and each other aspect of education. The international NGO Save the Children (2016)[2] defines inclusive education as education that enables all children to learn together (collaboratively), with appropriate support meeting their individual educational needs. Inclusion is the process of addressing and responding to the different needs of children, aimed at strengthening their full participation in learning and the culture of a community.

The social model is manifested through the integration of the person into the community. He points out that the problems of people with disabilities do not arise from their diversity, but from the limitations imposed on them by society. The new approach is geared towards training, normalization, integration and participation, gaining self-confidence and self-esteem, and self-determination and self-representation. It emphasizes participation in selection, decision making, and takeover responsibilities of all members of society, including members of marginalized social groups (Bulletin, 2019)[1].

All of these issues have been detected and stressed from the Croatian participants during the study visits in Portugal and Ireland. In the existing Croatian education system, there are some solutions to these problems, but they are often declarative and sporadic, rather than systematic and permanent.

The Croatian team agreed, based on the seen examples, that it is currently possible to implement the following actions in our system relatively quickly and without major financial investments:

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- conduct a survey and valuation of knowledge, attitudes, motivation, practices and competencies of teachers to the inclusion of students with difficulties (prepared by Tomislav Špoljar Centre, conducted by Varaždin County; deadline: 6 months after the project's end)

- based on survey's results, suggest changed or/and new subject of learning at the Faculty for teacher education (Varaždin County in cooperation with Tomislav Špoljar Centre, VET School and Faculty of Organization and Informatics; deadline: 6 months after the project's end)

- suggest and implement topics for the education of all relevant stakeholders in inclusive education and professional development of teachers through the LLL centers (prepared by Tomislav Špoljar Centre and schools, conducted by Varaždin County; deadline: 8 months after the project's end)

- organize the exchange of services between school counsellors in Tomislav Špoljar Centre and schools in Varaždin County (assure the financial means, promote, inform, implement / Varaždin County in cooperation with Tomislav Špoljar Centre and all schools; deadline: 18 months after the project's end)

- to initiate programs for inclusion in the framework of existing Centre of competence in Medical high School Varaždin (deadline 12 months from the completion of the project)

- develop and implement a regional skills forum for tracing early leavers, curriculum flexibility, promotion of the culture of education, evaluation, self-evaluation and self-responsibility for education etc. (Faculty of Organization and Informatics, Varaždin County in cooperation with all schools; deadline: 18 months after the project's end)

- develop special funds for schools for additional and special projects related to inclusion (Varaždin County; deadline: 24 months after the project's end)

- prepare the project proposal and find the funding for the implementation for mobile teams consisting of different experts which will work with children with any kind of difficulties, come to the school and help and educate the school staff (Varaždin County in cooperation with Tomislav Špoljar Centre, VET school and FOI; deadline: 24 months after the project's end)

- encourage secondary schools to provide more activities that include parents (VET school in cooperation with the County¸ deadline: 8 months after the project's end)

- encourage secondary schools to organize a learning support center (VET school in cooperation with the Count; deadline: 18 months after the project's end)

- encourage more intensive work of experts for career pathway planning and guidance in primary schools and improve cooperation between primary and secondary schools (Varaždin County as a lead partner in cooperation with schools; deadline: 24 months after the project's end)

- increase the number of Roma helpers and teachers in schools of Varaždin County, (Varaždin County in cooperation with schools; deadline 24 months).

3. National Adaptation Plans

3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practice

It is crucial motivation and support of governmental and non-governmental institutions. Involvement of professionals and all stakeholders in the design, creation and implementation as well as evaluation of strategies related to education and inclusion of vulnerable groups of students. Solve the problem of sustainability of launched initiatives when, for example, projects which are initiated for this purpose finished. One of the important preconditions is to find human, material and financial resources for the sustainability of the initiated initiatives.

Program with SEN and PDST teachers.

Home school community teachers (in Croatia only for physical difficulties).

Regular evaluation of school success.

The function of national centralized education system has to be improved related to support of children.

Insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups.

Solutions are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors).

Sustainability of good projects.

In Croatia home-school teacher for Roma population, but also for all children with difficulties.

Education of teachers and making them aware that they should compete for each student and to enable each student to go to school with joy.

Principals' networking for support in solving problems of children with difficulties and other vulnerable groups.

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The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an "extended hand" to specialized institutions.

Suggest universities/departments for initial teacher education to design LLL or CPD programmes which relate to the SEN and inclusion.

Crucial is early intervention which means preparation from kindergarten and making familiar with children's needs in order to prepare everything for the school start. In order to achieve the above, it is crucial for individual treatment of children with difficulties and individual education plans. An important role in that plays partnership with parents and development of trust through common activities, or principal's availability for parents, or organizing nourishment even in the time of Covid-19 epidemic (lunch boxes), or principals' nets for exchange of knowledge and experiences and solving problems. Of great help can also be also programs with SEN and PDST teachers, home school community teachers (in Croatia only for physical difficulties). It is also of great importance for regular evaluation of school success.

It is important that the function of national centralized education system has to be improved related to support of children to delivering equality of opportunity in Croatian schools. Our school educates a large number of Roma pupils, who need to be included in our society, we have to offer them educational resources that respect their different and linguistic value system. The solution can be in Croatia home-school teachers for Roma population, but also for all children with difficulties.

In Croatia there is a problem of insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs and other vulnerable groups. Also, the problem is that almost all solutions are most often declarative and sporadic, without systematic and permanent solutions, and that's why it is necessary to strengthen the cooperation of social welfare institutions with the education and financial system in order to provide lasting and uniform assistance to beneficiaries (children, parents, school counsellors). One of the biggest problems with all the initiatives launched is sustainability of good projects which are supported by both financial and human resources. It is necessary to clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently.

Of great importance is high quality and focused professional learning and collaborative learning, also that sustainability of each initiative is initially related to funding, relevant information and new similar projects when all projects related to the initiative are nearing completion.

Limerick DEIS Primary Schools' Literacy Initiative, this initiative in Croatia is applicable in the context of the Roma population, the population of migrants and the population of less developed rural areas of Croatia.

Implementing good practice for Croatia would be a regional skills forum, tracing early leavers, curricula flexibility, greater promotion of importance of the culture of education, evaluation, self-evaluation and self-responsibility for education. It is of great importance to focus on attitudes and values. Promotion of holistic approach and culture of high expectations. Consultation, creating management model, creating intervention model, conducting research, and finding sources of funding for the implementation and

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realization of key activities and initiatives. Build and maintain partnerships with all relevant stakeholders. Set up strong rules and also adequately and effectively leadership.

In Croatia it is necessary to have more opportunities for practice and more support for career advice and guidance. Also, young people need to be motivated to have much more self-esteem, to have high expectations, and to promote mutual respect and dignity. It is necessary to create broad based curricula. It is important to promote an attitude towards youth - positive (values, strengths, skills) and a culture of high expectations.

3.2. Recommendations for different stakeholders

All stakeholders should be involved in promoting and implementing inclusion actions. Better networking as well as better communication and connection among all stakeholders is important. The critical factor is communication, both horizontal and vertical. Most success can be achieved by encouraging collaboration rather than promoting a competitive and competitive atmosphere. That the transfer of knowledge and skills by listening to each other and respecting other people's views and opinions can achieve a positive dialogue and thus take a step towards the desired transformation of the education system. Only creative ideas that follow the needs of stakeholders can achieve a successful transformation of the education system. That is the necessary implementation of complex activities (in-class, after school, school holiday, parent initiative).

- Government / municipalities (policy level)

State support and funding is key for sustainability. It is also important to have policy support on a national level.

- School leaders / teachers and other practitioners

  - Increase teacher knowledge - open days- school organized literacy lessons- small group literacy courses
  - Professional development - how to use data and how to use them to make decisions and empower schools with the help of data
  - Teachers had to introduce changes and not just teach children
  - Network of participating teachers - open doors - visits to schools and sharing of good practice - open door policy - much sharing of practice and problem solving together - joint learning

- Connection of staff and processes...
- Network where principals exchange once a year their ideas, their concerns, their good practice
- Successful implementation of interventions…
- Summer schools for continuous professional development of teachers
- Building partnerships with partners…
- Impact and continuous progress…
- Leadership over planned processes…
- Good communication between parents and teachers… parents come with difficulties and problems and inform the principals about their situation and private…
- Principals connect and help each other with support and their experiences… sharing good practice… schools are not closed… are open for communication cooperation...implementing good practice of other schools… principals work together and introduce other teachers and show good school practice… not coming to criticize
- Older people can come to school to learn English - school is a place where all kinds of services are offered - for society
- Children receive all possible support from psychological, material… support for filling free time after school… all this is taken care of by the school for children attending that school… but of course everything is done by listening to what society needs…
- Dialogue with society is very important
- Trying to understand the context of each child how the child survives for example if he is homeless… a lot of work is done with teachers and principals… in encouraging them to maintain good relations with parents… if the teacher has problems with the child then immediately call the parent...parental connection is very important...parents must have a positive experience when they come to school… if the principals have a good relationship with the parents then the parents can also rely on the principals to solve the problem...
- Holistic approach - the student will say his needs
- A culture of high expectations
- The curriculum is created according to the needs of the students themselves but also the teachers

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- The curriculum is constantly changing in relation to what the needs are…
- Depends on the needs of the students
- Flexibility and response to needs are important
- You need a very large curriculum, but also people who can cover it… many specialists
- All staff work to ensure that each person is approached as an individual and can seek help in any aspect…
- Small groups to work with
- Strong leadership and management

All starts from teacher education that all stakeholders must be aware, motivated and involved in promoting and implementing inclusion actions. Cooperation, help and work with parents are also important. It is also an important and interesting educational programme for post-compulsory age schooling. It is important to focus on the individual learning needs of students and not on his diagnosis.

All starts from teacher education which should put more focus on special education and inclusion. State financial support should be provided of SEN support (assistants,)

Students' needs analysis and decisions on the support must be made on the level of a school. "Listening to students" & student-centered learning approach should be promoted, accepted and implemented.

It is crucial that they are teachers, among other things agents of change in their schools and that they must constantly work on their own teacher skills.

It would be of great help to educate teachers and make them aware that they should compete for each student and to enable each student to go to school with joy, extended stay at schools to do homework etc. It is also very important to build principals' networking for support in solving problems of children with difficulties and other vulnerable groups.

- Parents

It is important parent involvement, caring about children after the school time, supporting parents to support children, community involvement, summer schools and other activities outside the school, justice and service to others, openness of schools to the public, funding opportunities. In Croatia, the problem is related to lack of quality, available, systematic and free of charge courses for additional education primarily for parents / guardians. It has been observed that a large proportion of parents need access to information through workshops (especially families with financial difficulties and / or all kinds of problems with children). The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an "extended

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hand" to specialized institutions. Some of the solutions for Croatia are organization of workshops for parents (support parents to support children) and open schools (resources) to the public.

- Parents went to classes and listen to lectures were also trainings for the elderly - for parents - everything is done to bridge the gap between school and family and parents

- Programs of participation of parents and children together in school

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Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 6. Lack of permanent financial sources 8. Lack of school counsellors	Mobile teams (Teachers for special education need to be support to teachers in all schools) There is legislation that allows centers to be involved, but we need methods to make the system work Better organization and distribution of resources among stakeholders	Laws and regulations: - changes are needed - harmonize the legal frameworks for the inclusion of children with difficulties (provide a concrete framework of who, what, in what way includes students with difficulties) - determine strategy and criteria - WHO and HOW?

1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 6. Lack of permanent financial sources 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Organization of mobile teams (Teachers for special education need to be support to teachers in all schools) Flexible School curricula must be in line with inclusive students' needs New programs developed by the department of education in the way to gain financial and human resources for schools (TEIP) Cooperation with the companies Learning support centers at schools Psychological help Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Educational system: - student in the center of individual educational program (it is written (in regulations), but it should be adhered to), individualization - inclusion of a mobile professional team for (primary) schools which do not have employed professionals in educational rehabilitation (rehab. educ. - educational rehabilitator), social pedagogy (paed. soc. - social pedagogue) or speech and language pathology (speech therapist); specialists for learning, behavioral and developmental disabilities - provide the support of professionals (primarily educational rehabilitators who are focused on providing support and not therapy like some other professions) in schools - improve the system of professional orientation; - provide flexibility in creating programs, schedules, teaching in general - to give a status and importance to personal assistants and involve them in the educational system (create and strengthen the occupation)

1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 6. Lack of permanent financial sources 8. Lack of school counsellors	Better organization and distribution of resources among stakeholders Mobile teams (Teachers for special education need to be support to teachers in all schools)	Human resources: - hire more professionals (less workload and higher salaries); ensure the creation of new jobs (placements); increase the number of school counsellors - educational rehabilitators in schools and kindergartens, or at least form more mobile teams for institutions that do not meet the conditions / criteria of approval for new jobs (for hiring them) - throw out/eliminate the current criteria of educational rehabilitator employment in vocational schools of having 20 adopted solutions (20 children/students with difficulties) - work on completing the team and not just meet the form with the so-called experts of educational rehabilitation profile, because in this way mostly social pedagogues are employed who, frankly, do not have the breadth of knowledge, competencies and professional orientation to children with difficulties

Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors	All starts from teacher education which should put more focus on special education and inclusion	Education of teachers and school conc. (Professionals): - increase enrolment quotas at the faculty(faculties) of education and rehabilitation sciences - define early intervention as an intersectoral and not just a social service - to recommend the faculties of teacher education to increase the number of teaching hours, in the regular program for future teachers, dedicated to the work with children with disabilities - to increase the number of hours and trainings dedicated to the work with children with disabilities in CPD programs

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Government / ministries / agencies		
Identified challenges	Best practices	Recommendations
6. Lack of permanent financial sources 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Special funds for schools for additional and special projects Cooperation with the companies Learning support centers Psychological help Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Support: - (give) more autonomy at the local level and more support programs that fund inclusion in schools - accelerate the process of approving personal assistants - selective organization of support upon application and needs assessment
2. Lack of a quality organizational process	Better organization and distribution of resources among stakeholders Often and flexible evaluation	Quality assurance: - more "inspections" and checks/controls of work in schools as well as professional visits

Final recommendations: Please see pages 41 to 55.

Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 6. Lack of permanent financial sources	Mobile teams (Teachers for special education need to be support to teachers in all schools) There is legislative that enables Centers for inclusion, but we need methods how to put them in life Better organization and distribution of resources among stakeholders	Laws and regulations: - get stronger and more involved in the system of support for inclusion in education in your environment - plan support for children with difficulties from their birth and monitor their development and needs - it is necessary to listen to the appeals of schools, kindergartens and other institutions and act more proactively - more allocation of money for education, health, sports; co-finance didactic aids and didactic materials for students with disabilities (in a larger amount than it is now) - understanding and approval for projects

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Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 6. Lack of permanent financial sources 8. Lack of school counsellors 10. Lack of cooperation with companies	Better organization and distribution of resources among stakeholders Cooperation with the companies Learning support centers Psychological help Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Educational system: - encourage the cooperation of different institutions in the local community, e.g., if the school does not have an educational rehabilitator, speech therapist or social pedagogue connect the school with an institution that has these experts
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors	Better organization and distribution of resources among stakeholders Mobile teams (Teachers for special education need to be support to teachers in all schools)	Human resources: - provide conditions for the return of educational rehabilitators to their communities, - create jobs by exerting "pressure" on the competent ministries

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Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
		- providing funds for the engagement of educated teaching assistants in the process of upbringing and education - higher salaries, understanding and approval for projects, more allocation of money for education, health, sports
3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors	Better organization and distribution of resources among stakeholders	Education of SE professionals: - provide scholarships to educational rehabilitation experts as a deficient profession

Local government (counties, cities, municipalities)		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Developing the culture of collaboration and inclusiveness in society Value of differences (17 nations) Special funds for schools for additional and special projects Cooperation with the companies Learning support centers Psychological help Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holydays) - financing?	Support: - organization of support centers, establishing more necessary institutions - education of public - providing transportation for parents of children with disabilities - ensure ongoing cooperation and support with NGOs in the field of inclusion in education
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education	Better organization and distribution of resources among stakeholders Often and flexible evaluation	Quality assurance: -

Final recommendations: Please see pages 41 to 55.

School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 10. Lack of cooperation with companies	Cooperation with the companies Principals' networking for support in solving problems of children with difficulties and other vulnerable groups	Laws and regulations, politics and procedures: - cooperation between schools with a similar population of students - distinguish experts by diplomas and competencies during employment. - relieving professional associates from "other jobs" in which we do everything and anything - unburden teachers of bureaucracy - reduce the number of teacher replacements (professional associate substitutes teacher)

1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Two teachers work together so they have more personalized approach and create activities tailored to the students' needs Better organization and distribution of resources among stakeholders Mediator for Roma people School open to the community and part of the community Cooperation with the companies Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Educational system: - be flexible - creating a network of services and of human resources allocation - increase collaboration among teachers in different jobs/workplaces - to teachers: to accept the fact that not all children are the same, and they should be teachers for ALL students

School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 8. Lack of school counsellors		Human resources: - fair distribution of responsibilities; relieve professional associates of "other jobs" and direct them to concrete work with students, parents, teachers

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School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	School open to the community and part of the community	Education of SE professionals and others: - educate parents, teachers, professional/expert teams; encourage the education of all in the education system - more education and examples from practice - in today's time when so much education and professional training is available, it is not justified to say "I am not educated"; the working hours of teachers and professional associates are the same; you cannot rush home after completed classes (if it is necessary to do a council or education) and feel that you are staying overtime

School principals, teachers, and other practitioners		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 9. Parents' support 10. Lack of cooperation with companies	Cooperation with the companies Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Support: - understanding each other, respecting and working on yourself; listening to the profession, not politics, and fulfilling the unrealistic wishes of parents; looking at the child (child's interests)
		Quality assurance: -

Final recommendations: Please see pages 41 to 55.

Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 6. Lack of permanent financial sources 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Developing the culture of collaboration and inclusiveness in society Value of differences (17 nations)	Laws and regulations, politics and procedures: - think critically about inclusion through field research - inclusion is not always a good solution - positively promote good inclusive examples - increase the visibility of your research

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Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies		Educational system: - modernization of educational programs - focus on examining the real inclusion of children, not only on teaching content, but also the satisfaction of a child with difficulties, but also children of typical development *so as not to lead to* positive discrimination which is (in the long run) also negative for children with difficulties; rethink the role of personal assistants who sometimes retaliate rather than help children inclusion

Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors		Human resources: - spend some time in practice - get out of the office, work more in practice, listen to "people in the field/practice", do not put emphasis on theoretical research, but design concrete materials that we could practically apply, work on textbooks and manuals for children with difficulties - selection of quality staff - to increase the number of hours and trainings dedicated to the work with children with disabilities in CPD programs
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process	All starts from teacher education which should put more focus on special education and inclusion	Education of SE professionals and others: - involvement of practitioners in lectures to students

Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
3. Lack of good quality, available, systematic and free of charge courses for additional education 8. Lack of school counsellors		- give young professionals specific knowledge and materials for work (lists of evaluation of effectiveness and inclusion, for example) - a lot more education
2. Lack of a quality organizational process 6. Lack of permanent financial sources 8. Lack of school counsellors	Mobile teams (Teachers for special education need to be support to teachers in all schools) Better organization and distribution of resources among stakeholders	Support: - connect/link all systems, monitor children with early intervention, with teaching assistants and anticipate their needs in adulthood - develop infrastructure across the entire vertical - research on the needs of parents and children

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Educational experts, academics, researchers		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support 10. Lack of cooperation with companies	Often and flexible evaluation	Quality assurance: - more longitudinal research on the implementation of inclusion in schools (consider other parts of the Republic of Croatia, not only (mostly) the north and east of Croatia) - strengthen the coherence and practical application of your (research?) results - research to achieve the results of measuring the well-being of the individual, his quality of life and society as a whole due to the inclusive approach

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Final recommendations: Please see pages 41 to 55.

Parents		
Identified challenges	Best practices	Recommendations
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 9. Parents' support 10. Lack of cooperation with companies	Developing the culture of collaboration and inclusiveness in society	Laws and regulations, politics and procedures: -

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2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support		Educational system: - be open in seeking professional information, get in touch with the educational rehabilitator in your environment as soon as possible - active and permanent involvement and cooperation with the educational environment - be open to working with teachers and school professionals, all in the best interests of your child - collaborate with experts and accept your child - be realistic
		Human resources: -
		Education of SE professionals and others: -

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2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 4. Systematic resolution of the problem of peer violence 5. Insufficient financial support for families 6. Lack of permanent financial sources 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain 8. Lack of school counsellors 9. Parents' support	Parent involvement, caring about children after the school time, support parents to support children Very useful for the parent is the possibility to leave the children in a safe and interesting environment during the school breaks (during the holidays) - financing?	Support: - think about your own child and their real possibilities, and less about your own desires or needs when it comes to education. - encourage children in what they are good at because that way they will be happy. Don't burden yourself with academic success, prepare children for life. Involve them in the community and encourage them to do what they love; it can be their future occupation and their contribution to the community - be realistic
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 9. Parents' support	Often and flexible evaluation	Quality assurance: -

Final recommendations: Please see pages 41 to 55.

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University students (e.g., teachers in training but also to other professions)		
Identified challenges	Best practices	Recommendations
1. The education system is not flexible and effective enough 2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education	Developing the culture of collaboration and inclusiveness in society Value of differences (17 nations)	Laws and regulations, politics and procedures: - to think that adaptation or individualization is not an area beyond the reach of teachers, but it is something that we can intuitively set up and implement very well... - do not generalize, analyze and critically think about what is true for one child, environment, school, family, will not be true for others - to observe each child as an individual, to cooperate with a professional team, to be educated continuously

2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education		Educational system: - collaborate with educational rehabilitators in your future jobs
		Human resources:
2. Lack of a quality organizational process 3. Lack of good quality, available, systematic and free of charge courses for additional education 7. Non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain		Education of SE professionals and others: - seek for and participate in volunteer practice and in implementing inclusion in the education system
		Support:
		Quality assurance:

Final recommendations: Please see pages 41 to 55.

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FINAL RECOMMENDATIONS TABLE:

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Transforming existing special schools and centers for rehabilitation in multigenerational community support centers for children and adults with disabilities (support to schools, social and health services, local government, long life learning)	Improve the system of representing the interests of the schools in which local authorities are founders, organize and collect opinions and needs of schools in a better way in order to improve legislation aimed at inclusive education	Insist on being regulated by law relieving professional associates from "other jobs" (of doing everything and anything) and unburden teachers of bureaucracy (by the competent ministries)	Focus on research of all aspects of inclusion in all scientific areas.	Be active and permanently involved in cooperation with the educational environment (teachers and school professionals)	During initial education as well as during one's own professional practice (in the workplace) be aware and up-to-date, and follow all legislation, regulations, guidelines / recommendations, procedures and good practices related to inclusion.

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
	Actively advocate on new proposals, through its representatives in governmental bodies, for changes and improvements (and if necessary for the creation of new legislation) for the introduction of inclusion in the education system at all levels	Insist on defining the legal framework in creating a network of services and of human resources allocation (by the competent ministries)	Include aspects of inclusion in their teaching practices and transfer the best practices and knowledge related to inclusion to students.	Insist on Roma mediator at secondary schools (with similar role as Roma helper at primary schools)	

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
	Define the request to the Ministry of education for the permanent employment of school assistants	Insist on Roma mediator at secondary schools (with similar role as Roma helper at primary schools)	Promote inclusiveness and spread awareness of the needs for and importance of inclusion to the academic community and public		

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
		Define the legal framework for increasing collaboration among teachers in different jobs / workplaces, as well as obligatory collaboration between the school system and economy (by school's created and developed rulebooks and strategic documents)	Actively contribute to the design of legislation, recommendations, policies and procedures related to inclusion		Actively contribute (individually or as a member of an association or public initiative) to the design of legislation, recommendations, policies and procedures related to inclusion.

Laws and regulations, politics and procedures:	Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
		By law required active and permanent involvement and cooperation of parents with the educational environment (teachers and school professionals), for example as a condition/requirement for the social support			

Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty) in a way that preschool teachers, primary, secondary and high school teachers at all levels are prepared to teach students with disabilities (more specific subjects and hours of education)	Take all necessary measures to ensure that their educational institutions have the conditions for the introduction of inclusive forms of education (ensure and financially support the education of teachers and educational staff, ensure appropriate technical conditions in schools, etc.)	Work on education of parents, teachers, professional’s /expert’s teams; encourage the education of all in the education system Encourage lifelong learning as a part of organizational culture of school Encourage cooperation between schools with similar population of students	Modernize educational / study programs / courses so that they are flexible and contribute more to inclusion.	Advocate for active and permanent involvement and cooperation with the educational environment (teachers and school professionals), all in the best interests of your child	During initial education, develop the practice of cooperating with educational rehabilitators and continue this practice during your own professional practice (in the workplace) in order to support and improve inclusion.

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Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Enable flexibility and give the opportunity for students to choose the programs (courses and subjects selected by interests and abilities; some of them with a minimum of obligatory content) in which they want to be educated (extra classes for some subjects, if there are some issues with regular programs because of their difficulties; partial integration / HNOS)	Support and organize joint projects that will promote an inclusive way of education in schools and colleges in the county, city or municipality where the school is located	Be persistent and listen to the profession, not politics and unrealistic wishes of parents Looking at the child and child’s interests!	Implement good practices regarding inclusion in teaching and be a good example to students	Be realistic and put your child’s interests in front of your own	Take each opportunity to further educate yourself and improve your own competencies through extracurricular activities as well as to share your own good practice of inclusion

Educational system:	Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
			Take care that, in addition to ensuring the achievement of learning outcomes, the educational / study program also ensures the satisfaction and fulfilment of the maximum potential of each individual student		

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Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Employment of special education need and rehabilitation specialists in each school (part or full time)	Develop human resources in a way that finances certain educational activities through joint projects (for teaching staff and students)	Work on yourself and participate in education which can improve your teaching process in general, and particular work and inclusion of all risk groups Increase and encourage collaboration among teachers in different schools working with students who have similar difficulties	Continuously improve inclusion-related competencies	Work on yourself and participate in education which will help you to understand better your child's needs and collaborate better with the school system Share your experience of being a parent of a child with difficulties to help other parents	

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Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty)	Organize education for employees of the county, city or municipality in order to understand better the inclusive way of education and make them familiar with how to work on its development		Share your own knowledge, experience and best practices outside of your typical workplace and function with other stakeholders in order to support inclusion	Be realistic!	
Permanent employment of school assistants without the fixed binding for one student / class / school and with the possibility that the founder (city, county)	Define the request to the Ministry of education for the permanent employment of school assistants		Implement and improve your own inclusive practice		

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Human resources:	Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
determinate their allocation and schedules based on needs of students /class / school					

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Education of SE professionals:	Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Changing and accreditation of teacher education programs (Universities, Faculty)	Include the continuous implementation of education of teaching staff in the field of inclusive education in the areas for which they are responsible in the local government plans (county, city municipality)	Work on yourself and participate in education which can improve your teaching process in general, and particular work and inclusion of all risk groups	Regardless of the area of your own expertise / profession, actively contribute to the improvement of knowledge and skills and be involved in the education of students, future SE (special education) professionals related to various aspects of inclusion	Be a partner to professionals, give feedback, insist on changes depending on the needs of the child	Offer and improve your knowledge and skills (learn) through volunteer activities when being active support for inclusion of people in need

Education of SE professionals:	Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Permanent employment of school assistants without the fixed binding for one student / class / school and with the possibility that the founder (city, county) determinate their allocation and schedules based on needs of students /class / school					

Support:	Ensure stable, continuous and effective support for inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Transforming existing special schools and centers for rehabilitation in multigenerational community support centers for children and adults with disabilities	As founders of educational institutions in their field, county, sites and municipalities need to ensure permanent and stable support to the system of inclusive education through the budgets plans and projects	Participate in creating a network of services and of human resources allocation	Offer your knowledge, skills, best practices and time to institutions and all stakeholders that offer / provide support for inclusion to people in need	Get involved in support groups for parents of children with disabilities, share examples of good practice	
Changing legislative to enable mobile teams creating at local / regional / county level		Engage Roma mediator			

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Quality assurance:	Build a strong quality assurance system in order to maintain and constantly improve quality and effectiveness of inclusive education.				
Government / ministries / agencies	Local government (counties, cities, municipalities)	School principals, teachers, and other practitioners	Educational experts, academics, researchers	Parents	University students (e.g., teachers in training but also to other professions)
Minimal standards in: teacher education teacher and school counsellors' employment (SEN specialists) Approving experimental and alternative educational programs	Provide a system for measuring and monitoring progress in the field of inclusive education in the area of the local self-government unit	Continuously evaluate the practice of inclusion and, based on the results, propose and implement improvements and promote good practices	Continuously evaluate the practice of inclusion and, based on the results, propose and implement improvements and promote good practices	Respond to school evaluation procedures, give feedback	

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3.3. Emphasizing the role of your institution in the adaptation

Varaždin County is the founder of the educational institutions on its territory and it should be leader and initialize all suggested changes, as well as be mediator between the local stakeholders and national government (based on national law about its responsibilities and local rulebooks and budget).

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[1] Bulletin, D. (2019). Inkluzivno obrazovanje: odabrane teme. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet.

[2] Save the Children (2016). Inclusive education: what, why and how. London: Save the Children



Summary of the Croatian National Adaptation Plan

1) Presentation of the National Adaptation Plan *(purpose, topics addressed, structure)*

Considering the Croatian education system so far, based on the questionnaire results (done to get inputs from SE professionals, school teachers and principals and other practitioners and researchers) as well as the best practices presented during study visits, the challenges/problems/topics has been identified to be addressed as follows:

1. The national centralized education system is not flexible and effective enough.
2. Lack of a quality organizational process which would clearly identify all the steps and procedures needed to resolve individual cases quickly and efficiently (improvement of IT systems, simpler and more accessible databases, improved results tracking system, etc.).
3. Lack of good quality, available, systematic and free of charge courses for additional education of all included stakeholders, primarily for parents/guardians, but also for the teachers/experts in educational institutions.
4. Systematic resolution of the problem of peer violence is also a problem that is not sufficiently recognized in society and it is resolved sporadically and declaratively without systematic prevention.
5. Insufficient financial support for families at risk of poverty, especially those families that have unsettled family relationships and have children with special needs (the issue of divorced parents and the alimony payments are particularly emphasized here).

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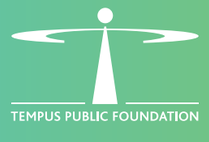
6. Lack of permanent financial sources that will ensure the sustainability of the implemented activities (those that have been previously determined to give results and have been proven to be necessary and useful).
7. The system of non-institutional assistance through specialized non-government organizations (NGO) is complicated to maintain, often without sufficient financial support, and it is not an „extended hand" to specialized institutions.
8. Lack of school counsellors at all levels of the educational process (psychologists, pedagogues, social workers, therapists, educational rehabilitators) in such a way that they go regularly to educational institutions and provide their support.
9. Parents' support through educational content and examples of good practice in better organization of spending quality time with their children outside of school activities.
10. Lack of cooperation with companies that could employ (according to their capabilities) children with special needs and provide them with certain activities after graduation or finishing school.

2) Proposals for ensuring (more) social inclusion in education in Croatia

Based on the seen examples of best practices, it is currently possible to implement the following actions in the Croatian system relatively quickly and without major financial investments:

- conduct a survey and valuation of knowledge, attitudes, motivation, practices and competencies of teachers to the inclusion of students with difficulties (prepared by Tomislav Špoljar Centre, conducted by Varaždin County; deadline: 6 months after the project's end)
- based on survey's results, suggest changed or/and new subject of learning at the Faculty for teacher education (Varaždin County in cooperation with Tomislav Špoljar Centre, VET School and Faculty of Organization and Informatics; deadline: 6 months after the project's end)

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- suggest and implement topics for the education of all relevant stakeholders in inclusive education and professional development of teachers through the LLL centers (prepared by Tomislav Špoljar Centre and schools, conducted by Varaždin County; deadline: 8 months after the project's end)
- organize the exchange of services between school counsellors in Tomislav Špoljar Centre and schools in Varaždin County (assure the financial means, promote, inform, implement / Varaždin County in cooperation with Tomislav Špoljar Centre and all schools; deadline: 18 months after the project's end)
- to initiate programs for inclusion in the framework of existing Centre of competence in Medical high School Varaždin (deadline 12 months from the completion of the project)
- develop and implement a regional skills forum for tracing early leavers, curriculum flexibility, promotion of the culture of education, evaluation, self-evaluation and self-responsibility for education etc. (Faculty of Organization and Informatics, Varaždin County in cooperation with all schools; deadline: 18 months after the project's end)
- develop special funds for schools for additional and special projects related to inclusion (Varaždin County; deadline: 24 months after the project's end)
- prepare the project proposal and find the funding for the implementation for mobile teams consisting of different experts which will work with children with any kind of difficulties, come to the school and help and educate the school staff (Varaždin County in cooperation with Tomislav Špoljar Centre, VET school and FOI; deadline: 24 months after the project's end)
- encourage secondary schools to provide more activities that include parents (VET school in cooperation with the County, deadline: 8 months after the project's end)
- encourage secondary schools to organize a learning support center (VET school in cooperation with the faunder; deadline: 18 months after the project's end)
- encourage more intensive work of experts for career pathway planning and guidance in primary schools and improve cooperation between primary and secondary schools (Varaždin County as a lead partner in cooperation with schools; deadline: 24 months after the project's end)
- increase the number of Roma helpers and teachers in schools of Varaždin County, (Varaždin County in cooperation with schools; deadline 24 months).

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3) Further steps in the implementation of the National Adaptation Plan in the Croatian educational system

County is the founder of the educational institutions on its territory and it should be leader and initialize all suggested changes, as well as be mediator between the local stakeholders and national government (based on national law about its responsibilities and local rulebooks and budget).

In the NAP analysis are highlighted expected contribution of each stakeholder (government, ministries, agencies, local government – counties, cities, municipalities; school principals, teachers, and other practitioners; educational experts, academics, researchers; parents and university students (e.g., teachers in training but also to other professions) in the implementation of the NAP and the inclusive education support. We expected from all of them to support realization of all actions in inclusive way of education in Croatia.

4) Key messages for creating the European Adaptation Guidelines

The key messages according important elements/aspects of inclusive education assurance are present and described more details in the NAP in the Final Recommendations Table (created according to defined key stakeholders) are as follows:

- *Laws and regulations, politics and procedures:* Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked and its results are measured for the purpose of enhancement.
- *Educational system:* Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.
- *Human resources:* Build and support a strong and effective community/network of professionals (and institutions) that enable inclusive education.

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- *Education of SE professionals:* Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society/public.
- *Support:* Ensure stable, continuous and effective support for inclusive education.
- *Quality assurance:* Build a strong quality assurance system in order to maintain and constantly improve quality and effectiveness of inclusive education.

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NÁRODNÍ ADAPTAČNÍ PLÁN
(NATIONAL ADAPTATION PLANS)

1. Shrnutí zaměření instituce v lokálním měřítku (Summary of the country local focus as evident in the Country Report)

Hlavním posláním Centra aplikovaného výzkumu a dalšího vzdělávání, o.p.s. (dále Centrum AVDV) je poskytovat obecně prospěšné služby. Mezi ně patří pořádání pracovních setkání odborníků, workshopů, organizování odborných kurzů, školení, konferencí a jiných vzdělávacích aktivit, včetně lektorské činnosti a realizace programů dalšího vzdělávání pedagogických pracovníků, činnost dětských skupin a organizování aktivit mimoškolního vzdělávání pro děti od 3 let. Je akreditovanou institucí MŠMT. Centrum AVDV vzniklo v r. 2012 a je zasídleno v Technologickém centru s.r.o. Písek. Centrum AVDV přináší nové znalosti, zajišťuje lektory s metodickými i odbornými znalostmi a dovednostmi, pořádá výukové vzdělávací programy a vytváří kvalitní metodické zázemí pro další vzdělávání, angažuje se v oblasti sociálního začleňování dětí a mládeže a rovných příležitostí. V současné době je Centrum AVDV příjemcem projektů financovaných z Operačního programu Výzkum, vývoj a vzdělávání, Operačního programu Zaměstnanost a je příjemcem grantu podpořeného z Norska.

Centrum AVDV řešilo mimo jiné i projekt Mateřské školy jako centra kolegiální podpory v oblastech zaměřených na individualizaci vzdělávání a rozvoj kreativity, registrační číslo projektu CZ.02.3.68/0.0/0.0/16_010/0000511, s cílem nabídnout inspiraci a metodickou oporu pro individualizované strategie preprimárního vzdělávání. Na odborných setkáních (diskuzních platformách) učitelů mateřských škol byly diskutovány potřeby a praktické zkušenosti učitelů mateřských škol a poznatky metodiků, specialistů i odborníků z vysokých škol a praxe, ale také potřeby rodičů i široké veřejnosti. Uvědomili jsme si, že Rámcový vzdělávací program pro předškolní vzdělávání (dále jen RVP PV) respektuje všechny vzdělávací oblasti „Dítě a jeho tělo“, „Dítě a jeho psychika“, „Dítě a ten druhý“, „Dítě a společnost“, „Dítě a svět“ vymezuje sice hlavní požadavky, podmínky, obsah a pravidla pro institucionální vzdělávání dětí předškolního věku i očekávané výstupy, ale proces individualizace výuky systematicky neřeší. Chybí diferencovaná a individualizovaná výuka, jež by vstoupila do reality života mateřských škol, reflexe zkušeností, provázání teorie s praxí. Chybí metodické pokyny reagující na aktuální změny ve společnosti, škole, beroucí v potaz proměňující se klima v rodině, kvalitativní a rychlé proměny v oblasti digitálního vzdělávání i nutnost diferencovaného přístupu k dětem předškolního věku. Stále častější jsou poruchy učení, chování a další specifické projevy dětí již od útlého věku vyžadují přístupové změny, přičemž proces individualizace výuky je při stávajícím počtu dětí ve třídách pro učitele MŠ velmi náročně zvladatelným. Přináší především metodické i organizační potíže a také

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velkou administrativní zátěž. Každé dítě má svou vzdělávací strategii, která se přizpůsobuje jeho schopnostem a možnostem a soustřeďuje se na to, aby plně využilo svůj potenciál, dosáhlo optimálního cíle s ohledem na věk, zdravotní stav, individuální tempo a zároveň se naučilo komunikovat a spolupracovat s ostatními. Odlišnost dětí je vnímána jako příležitost k rozvíjení respektu a úcty k sobě i ostatním, a ne jako přítěž. Společné vzdělávání jako nekončící proces, ve kterém je snaha nacházet optimální řešení pro uplatnění stěžejní myšlenky, tj. efektivní vzdělávání dětí v hlavním vzdělávacím proudu, je jednou z priorit Ministerstva školství, mládeže a tělovýchovy. Novela školského zákona garantuje s účinností od 1. září 2016 právo dětí na tzv. podpůrná opatření, která pomohou překonávat jejich znevýhodnění – ať už se jedná o děti a žáky ze sociálně znevýhodněného a kulturně odlišného prostředí, zdravotně postižené a znevýhodněné nebo (mimořádně) nadané.

2. Shrnutí studijních cest (Study visits summary)

V souladu se společenskými i edukativními změnami jsou kladeny na osobnost učitele stále vyšší nároky při plánování, organizaci a využívání specifických výukových strategií nejen v rámci společného vzdělávání. Proto je důležité poučit se z přístupů nejen v jednotlivých školách, nacházet společná témata a jejich řešení v rámci regionů, jednotlivých řídících orgánů, MŠMT ČR, ale také vnášet do práce přístupy ověřené v dalších státech EU, přebírat zkušenosti, znalosti a rovné přístupy k dětem se specifickými potřebami. Poučit se z přístupu k ohroženým skupinám, jimž hrozí diskriminace ve společnosti.

Zkusme pomoci těmto přístupům „na svět“ a chápejme školu jako nedirektivní přátelský prostor s pravidly soužití i radostnou a tvořivou atmosférou i cestou za poznáním. Dovolme dětem zažít, hledat, objevovat, vyzkoušet si, bádat, mýlit se, chyby odhalovat i napravovat, svá tvrzení prakticky ověřovat, stát se zručnými a rozumově přemýšlivými lidmi, otevřenými vůči zkušenostem a znalostem nejen z České republiky, ale také z celoevropského prostoru. K tomu potřebujeme tento prostor poznávat a přebírat příklady dobré praxe, například i z Irska a Portugalska.

2.1 Nejdůležitější body z prezentovaných dobrých praxí (Most relevant individual points from specific good practices)

Z proběhlé návštěvy Irska vyplynuly tyto skutečnosti:

- nutnost takové formy inkluze, které bude vysoce protektivní, individuální a bude respektovat speciální vzdělávací potřeby žáka
- nutnost se zaměřit na speciální vzdělávací potřeby Romských žáků

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- zapojení sociálního systému a spolupráce s rodinou
- nutnost dalšího vzdělávání pedagogických pracovníků (nejen učitelů, ale také asistentů pedagoga a dalších osob, které jsou zapojené do výchovy a vzdělávání žáků se SVP
- úzká spolupráce s rodiči a orgánem sociálním – u nás OSPOD
- uvedené skutečnosti jsou v ČR běžně uplatňovány
- Projekt DEIS – kompenzace odlišné „startovací pozice“
- otázkou bude, jak tuto startovní pozici vyrovnat – úzká spolupráce se sociálním a zdravotnickým systémem, v první řadě také spolupráce školy a školských zařízení s rodinou
- zajímavý je tzv. deprivační index – hodnotí míru znevýhodnění konkrétního dítěte – zajímavá myšlenka k implementaci v ČR
- zvýšit motivaci k pravidelné školní docházce u žáků z odlišného sociokulturního prostředí
- zefektivnění komunikace mezi všemi systémy, které se podílejí na výchově a vzdělávání žáků se SVP
- efektivní podpora v souladu se stupněm znevýhodnění
- nastavit spolupráci mezi rodiči – školou – školskými poradenskými zařízeními – sociálním odborem – zdravotnickým systémem
- zjištění zda všechny děti mají přístup ke kvalitnímu vzdělání, což mají, ale je nutné jim zvýšit motivaci k povinné, pravidelné školní docházce
- podpora dětí k rozvoji maximálního potenciálu s ohledem na jejich speciální vzdělávací potřeby
- Rozvoj důvěry ve speciální školství u dětí a žáků s těžšími formami postižení vyžaduje vysoce odborný přístup, specializované výchovně vzdělávací metody, podporu pečujících osob a zejména jejich další vzdělávání.
- Podpora žáků k dalšímu vzdělávání po absolvování povinné školní docházky a podpora k zodpovědné volbě povolání by měla být v systémovém řešení samozřejmá.

- Portugalsko
- TEIP program – obdobné jako v ČR - začlenění dětí a žáků z vysoce znevýhodněných rodin (neúplné rodiny, jeden z rodičů ve výkonu trestu, samoživitelé) do výchovně vzdělávacího procesu:
- nutnost vzájemné spolupráce škol v regionu
- redukce školní neúspěšnosti (u nás ve spolupráci škola- rodina – ŠPZ- nastavení konkrétní formy podpůrných opatření v doporučení ŠPZ)
- škola provází žáka k zodpovědnému výběru povolání k prevenci nezaměstnanosti – spolupráce s úřadem práce
- tandemová výuka – u nás máme
- budování vztahu s rodinou

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- prevence sociálně patologických jevů – školní metodik prevence a výchovný poradce – funguje na všech školách
- kariérové poradenství jako nástroj k rozvinutí budoucího pracovního potenciálu a jako prevence nezaměstnanosti.

Z výše uvedených příkladů dobré praxe vyplývá, jak důležité je umět naslouchat ostatním, přijímat je se všemi jejich chybami a nedokonalostmi, respektovat je a učit se z jejich rozmanitosti.

2.2 Shrnutí lekcí a získaných poznatků (Summing up the learning experience and lessons learned)

Nejdůležitější jsou principy kvalitní komunikace školy s rodinou.

a) Informování

Rodiče mají vědět, jak se dítěti ve škole daří (v učení i ve vztazích), jak se vzdělává a rozvíjí.

Učitelé nejčastěji informují rodiče, až když se děje něco nepatřičného (špatný prospěch, nevhodné chování, nedostatečná docházka nebo podezření na šikanu) [1]. Učitel se tak stává poslem špatných zpráv a komunikace s ním indikuje nepříjemný zážitek. Rodiče by přitom ocenili i ty příjemné informace týkající se silných stránek a úspěchů jejich dítěte, způsobu výuky a vzdělávací filozofie školy nebo informace o tom, jak postupovat při domácí přípravě. [2]

b) Vysvětlování

Rodiče mají rozumět tomu, co se ve škole děje, jakými metodami jsou jejich děti vyučovány a proč.

Rodiče potřebují od školy získat informace o vyučovacích metodách, ať už se jedná o Hejného matematiku, nebo genetickou metodu čtení. Je velmi pravděpodobné, že někteří rodiče o této metodě nikdy neslyšeli, natož aby rozuměli jejímu používání. Pokud se učitel o metodě pouze letmo zmíní na třídních schůzkách, může to být pro mnoho rodičů nedostatečné. Často se ale zároveň stydí požádat o vysvětlení a raději dál tápou. Pokud rodič nemá dostatek informací o metodě, může být pro něj obtížné adekvátně podpořit své dítě například u domácích úkolů. Je tedy chvályhodné, že stále více učitelů rodičům pravidelně posílá zprávu o tom, co s dětmi dělají, jak postupují a co od rodičů potřebují. Úplně jednoduše jako popis receptu do kuchařky s vysvětlením, proč je to důležité.

c) Pozorování

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Rodiče mají mít možnost nahlédnout do skutečného života školy (během slavnostních příležitostí i v rámci běžného vyučování).

Rodiče dětí například pořádají Den otevřených dveří v neděli odpoledne, aby rodiče mohli přijít, aniž by si brali dovolenou. Účastní se ho celý pedagogický sbor. Rodiče mají možnost poznat různé koncepty učení.

- Rodiče si mohou prohlédnout celou školu od sklepa po půdu.
- Učitelé jsou v učebnách připraveni podat více informací.
- Průvodci rodičů jsou samy děti.

Pokud jim nestačí ukázky výuky (od tělocviku po matematiku), mají možnost dorazit i následující den, v pondělí, přímo do výuky a poznat tak „realitu všedního dne“. [3]

d) Participace

Rodiče by měli dostat příležitost skutečně pomoci učiteli (jako výpomoc při akcích, asistenti ve výuce, jako poskytovatelé zpětné vazby, ale i v roli mentorů pro nové rodiče).

Škola například uskutečnila projekt Jedna rodina. Rodiče byli v průběhu celého roku zváni do školy, aby představili formou přednášky, workshopu nebo prezentace, co to znamená, když řeknou: „Jdu do práce“. Po velkém úspěchu v prvním roce škola zvažuje, že nabídku rozšíří i na prarodiče. [4]

e) Rozhodování

Rodiče by měli dostat příležitost zapojit se do rozhodování o škole, náplni výuky i rozvoji školy.

Rodiče se mohou zapojit do rozhodování o škole například účastí ve školské radě.

3. Národní adaptační plán (National Adaptation Plans)

Žáci se speciálními vzdělávacími potřebami (legislativní rámec)

Vzdělávání žáků se speciálními vzdělávacími potřebami upravuje:
- zákon č. 561/2004 Sb., o předškolním, základním, středním, vyšším odborném a jiném vzdělávání (školský zákon), ve znění pozdějších předpisů, zejm. úplné znění - zák. č. 317/2008 Sb., a zák. č.49/2009 Sb., (§16, §40 a §48)

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- vyhláška č. 72/2005 Sb., o poskytování poradenských služeb ve školách a školských poradenských zařízeních, ve znění pozdějších předpisů, zejména vyhláška č. 116/2011 Sb.,
- vyhláška č. 73/2005 Sb., o vzdělávání dětí, žáků a studentů se speciálními vzdělávacími potřebami a vzdělávání dětí, žáků a studentů mimořádně nadaných, ve znění pozdějších předpisů, zejména vyhláška č. 147/2011 Sb.

Koho chápeme jako žáky se speciálními vzdělávacími potřebami

Za žáky se speciálními vzdělávacími potřebami (SVP) jsou považováni všichni žáci se zdravotním postižením, zdravotním znevýhodněním nebo sociálním znevýhodněním, případně i žáci s mimořádným nadáním.

Do kategorie žáků se zdravotním postižením jsou zařazováni žáci s mentálním, tělesným, zrakovým a sluchovým postižením, s poruchami autistického spektra, s poruchou dorozumívacích schopností, se souběžným postižením více vadami a vývojovými poruchami učení a chování. Žákům s těžkými formami výše zmiňovaných postižení náleží s ohledem na rozsah speciálních vzdělávacích potřeb nejvyšší míra podpůrných opatření, kterou doporučuje školské poradenské zařízení. Zdravotním znevýhodněním je pro účely tohoto dokumentu zdravotní oslabení, dlouhodobá nemoc nebo lehčí zdravotní poruchy vedoucí k poruchám učení a chování, které vyžadují zohlednění při vzdělávání. I u těchto žáků je důležité zohledňovat jejich individuální vzdělávací potřeby a to např. formou vyrovnávacích opatření, které škola může žákovi navrhnout na základě pedagogické diagnostiky (posouzení vzdělávacích potřeb, průběhu a výsledků vzdělávání).

Pro žáka tak může být vypracován plán pedagogické podpory (tedy individuální vzdělávací plán bez doporučení školského poradenského zařízení). Identifikace žáků se sociálním znevýhodněním bývá obtížná, jen malé procento má tento status potvrzený školským poradenským zařízením. Jsou to především žáci s rodinou s nízkým sociálně kulturním postavením, žáci ohrožení sociálně patologickými jevy, s nařízenou ústavní výchovu nebo uloženu ochrannou výchovou. Škola pak poskytuje vyrovnávací, případně podpůrná opatření zejména žákům, kterým se nedostává potřebné podpory k řádnému průběhu vzdělávání ze strany rodiny a žákům znevýhodněným nedostatečnou znalostí vyučovacího jazyka. Vyrovnávací a podpůrná opatření specifikuje novela vyhlášky č. 73/2005 Sb. Zavedením vyrovnávacích opatření, (které může škola nastavit i bez spolupráce se školským poradenským zařízením), je kladen mnohem větší důraz na individuální přístup učitele, pedagogickou diagnostiku a včasnou intervenci v rámci školy. Diagnostika a intervence psychologů a speciálních pedagogů v poradenských zařízeních se tak odsouvá na pozdější dobu. Nejprve tedy poskytuje preventivně vyrovnávací opatření pedagogický pracovník, škola a rodina dítěte a teprve pokud se tato opatření ukážou jako nedostatečná, bude dítě vyšetřeno ve školském poradenském zařízení, které případně může doporučit podpůrná opatření.

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Cílem je poskytnout žákům s výukovými obtížemi cílenou pedagogickou podporu ještě před provedením odborného vyšetření, respektive před případným zařazením žáka do režimu speciálního školství.

3.1 Potřeba identifikace potřeb a inspirace z příkladů dobré praxe na národní úrovni (Reflecting on national needs based on the lessons learned and examining starting points of good practices)

Dítětem, žákem, či studentem (dále jen „žák“) se speciálními vzdělávacími potřebami je žák, který k naplnění svých vzdělávacích možností nebo k uplatnění a užívání svých práv na rovnoprávném základě s ostatními, potřebuje poskytnutí podpůrných opatření vyplývajících z jeho individuálních potřeb na základě jeho zdravotního stavu, odlišného kulturního prostředí nebo jiných životních podmínek.

Žáci s potřebou podpory ve vzdělávání z důvodu zdravotního stavu

Žáci tělesně, zrakově či sluchově postižení, žáci s lehkým mentálním postižením, žáci s kombinovanými vadami a žáci se zdravotním oslabením, dlouhodobou nemocí či lehčími zdravotními poruchami vedoucím k poruchám učení.

Žáci s vadami řeči

Vadami řeči rozumíme poruchy zpracování jazykové informace, a to jak na jejím příjmu, tak při její produkci. Nejedná se o poruchy mluveného slova, které neovlivňují samotné porozumění jazyku a jsou způsobené jinými příčinami (například koktání či ráčkování). Spadá sem řada různých vad řeči, například:
a) Afázie: porucha produkce nebo porozumění řeči.
b) Dysfázie: porucha produkce nebo porozumění řeči (lehčí než afázie).
c) Dysartrie: porucha artikulace.
d) Dyslalie: patlavost dětí u opožděného vývoje řeči.
e) Mutismus: němota.
f) Ataktická (Skandovaná) řeč u poruch mozečku.

Žáci se specifickými poruchami učení, pozornosti a chování

Poruchy učení jsou poruchy způsobující výukové obtíže v rámci vzdělávacího procesu, v důsledku nedostatečně rozvinutých schopností žáků. Spadá sem typicky:
a) Dyslexie: poruchu schopnosti naučit se číst běžnými metodami a porozumět čtenému textu.
b) Dysortografie: ztížená schopnost osvojit si pravopis.

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c) Dysgrafie: obtíže s písemnou formou projevu.
d) Dyskalkulie: specifická porucha počítání a práce s matematickými symboly.
e) Dysmúzie: porucha související s hudebními schopnostmi.
f) Dyspinxie: porucha charakteristická nízkou úrovní kresby.
g) Dyspraxie: porucha obratnosti.

Poruchami pozornosti rozumíme především:
a) ADD (porucha pozornosti): vývojová porucha charakteristická problémy s udržením pozornosti při aktivitách. Typické jsou problémy s organizací aktivit a řešením úkolů vyžadujících soustředění, zapomětlivost, snadné rozptýlení vnějšími podněty, obtíže s vnímáním pokynů, obtíže postupovat podle instrukcí a dokončit zadané úkoly.

b) ADHD (poruchu pozornosti s hyperaktivitou): vývojová porucha charakteristická nepřiměřeným stupněm pozornosti, hyperaktivity a impulzivity. Obtíže jsou často spojené s neschopností dodržovat pravidla chování a provádět opakovaně po delší dobu určité pracovní výkony.

Poruchami chování rozumíme negativní odchylky v chování od normy, kdy žák nerespektuje normy chování na úrovni, která odpovídá jeho věku a rozumovým schopnostem, přestože je chápe, rozumí jim, ale nepřijímá je nebo se jimi nedokáže řídit, protože v dané chvíli nebo trvale není schopen ovládat svoje chování. Poruchové chování obecně vymezují tři následující znaky:
a) chování nerespektující sociální normy;
b) neschopnost udržovat přijatelné sociální vztahy;
c) agresivita jako rys osobnosti nebo chování.

Žáci z odlišných kulturních a životních podmínek

Žáci, kteří pocházejí z prostředí s nízkým sociálně kulturním statusem, žáci s nařízenou ústavní výchovou nebo žáci s nařízenou ochrannou výchovu.

Žáci, jejichž mateřským jazykem není čeština

Mezi žáky z odlišného kulturního prostředí a životních podmínek spadají i žáci, jejichž mateřským jazykem není čeština. Jsou to žáci z rodin cizinců, kteří pobývají na území České Republiky na základě práva k pobytu nebo na základě oprávnění za účelem výzkumu. A dále žáci z rodin azylantů, osob požívajících doplňkové ochrany, žadatelů o udělení mezinárodní ochrany nebo osob požívajících dočasné ochrany.

Žáci nadaní a mimořádně nadaní, pokud mají přidružené speciální vzdělávací potřeby

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Žáci nadaní a mimořádně nadaní tvoří na základě vyhlášky č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných samostatnou skupinu.
Za nadaného žáka se považuje žák, který při adekvátní podpoře vykazuje ve srovnání s vrstevníky vysokou úroveň v jedné či více oblastech rozumových schopností, v pohybových, manuálních, uměleckých nebo sociálních dovednostech.
Za mimořádně nadaného žáka pak žák, jehož rozložení schopností dosahuje mimořádné úrovně při vysoké tvořivosti v celém okruhu činností nebo v jednotlivých

Žáci se speciálními vzdělávacími potřebami v oblastech rozumových schopností, v pohybových, manuálních, uměleckých nebo sociálních dovednostech.

Žáci nadaní a mimořádně nadaní jsou považování za žáky se speciálními vzdělávacími potřebami, jen v případě, že mají přidružené speciální vzdělávací potřeby. Typicky žáci s takzvanou dvojí výjimečností. Mezi nejobvyklejší kombinace rozumového nadání a speciálních vzdělávacích potřeb patří:

- Nadaní a specifické vývojové poruchy učení (například dyslexie, dysortografie, dysgrafie).
- Nadaní a poruchy pozornosti (ADHD, ADD).
- Nadání a Aspergerův syndrom.

Jaký je postoj MŠMT k práci s dětmi se specifickými vzdělávacími potřebami

Třístupňový model péče navrhovaný MŠMT je postupně uváděn do praxe na školách, kde jsou zřízena školní poradenská pracoviště. Jeho cílem je předcházet selhávání žáka, těžiště péče se přesouvá z oblasti specializované diagnostiky a intervence PPP směrem k pedagogické diagnostice a podpoře.
1. stupeň – individualizovaná pomoc učitele v rámci běžných vyučovacích hodin, monitorování pokroků dítěte (obvykle po dobu 6 měsíců).
2. stupeň – plán pedagogické podpory, pokud nedošlo k úpravě obtíží, je problematika konzultována s pracovníkem školního poradenského zařízení (školní psycholog, školní speciální pedagog), měl by být vytvořen strukturovaný plán pedagogické podpory (vyhodnocen cca. po 3-6 měsících).
3. stupeň – přetrvávají-li obtíže žáka je zapotřebí **specializované intervence PPP** k potvrzení či vyvrácení diagnóz SPU. Teprve ve třetím stupni předpokládáme využití specializované diagnostiky a intervence na odborném pracovišti či v koordinaci s ním. V rámci tohoto stupně bude škola vytvářet individuální vzdělávací program. Diagnóza SPUCH může být stanovena teprve a pouze v tomto třetí stupni. Pokud se nebude jednat o SPUCH, bude péče dále pokračovat v rozsahu druhého stupně.

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První úroveň prevence i diagnostiky spočívá v běžné výuce. Učitel pracuje s celou třídou, používá způsoby výuky, které jsou empiricky ověřené, odpovídají požadavkům konkrétní školy. Na základě průběžné analýzy výsledků jsou stanovovány další kroky. V případě, že výsledky konkrétního dítěte neodpovídají požadavkům, jsou mu poskytovány intenzivnější pomocné, nejprve výlučně pedagogické služby. Podstatné pro intervenci jsou tedy výkony v konkrétní oblasti, a nikoli diagnóza stanovená PPP.

Dítě může být vyhodnoceno jako rizikové již první den školní docházky (na základě screenigu školní zralosti, info z MŠ). Od počátku školního roku je nutné věnovat takovému dítěti intenzivní pozornost (nikoliv přidělovat mu diagnózu), ale poskytnout mu od počátku výuky intenzivnější cílenou pomoc. Jestliže se ukáže, že se problémy zmírňují nebo že dokonce žádné nejsou, pak je zřejmé, že péče je dostatečná.

Zpočátku může být větší důraz položen na průběžnou diagnostiku – tak se velmi brzy může zjistit, jestli je riziko vzniku SPU reálné. Doporučuje se přibližně po osmi týdnech provést pedagogickou rozvahu nad dosavadními výsledky. Tento první stupeň představuje primární prevenci a spočívá v individualizaci přístupů. Pochopitelně v rámci možností, které dává běžná třída. V tomto bodu by se v práci učitele nemělo nic zásadně měnit. Předpokládá se však, že učitel využije plně možnosti, které nabízí metodika vyučování konkrétní oblasti. Již na tomto stupni pomoci je žádoucí, aby učitel registroval vlastní postupy intervence i výsledky žáka. Pokud dítě nereaguje na tento přístup, je pokládáno za rizikového jedince a přesouvá se do intenzivnějšího způsobu pomoci.

Druhý stupeň pomoci je určen pro žáky, kteří po dobu přibližně šesti měsíců nereagují přiměřeně na individualizovaný přístup v běžné třídě. Pro tyto žáky je určena vedle této standardní individuální péče ještě skupinová intervence mimo vyučování. Stále však jde primárně o běžné pedagogické postupy. Učitel sleduje a zaznamenává pokroky dítěte, využívá metody pedagogické diagnostiky, aby dokázal lépe reagovat na jeho vzdělávací potřeby. V této fázi by měl učitel konzultovat s dalšími odborníky ze školního poradenského pracoviště, nicméně dítě ještě není doporučováno na vyšetření v PPP. Podobně jako v případě prvního stupně, je nutné nějakou dobu vytrvat (několik měsíců), aby bylo zřejmé, jak dítě reaguje na tuto intenzivnější podporu.

Teprve třetí stupeň je spojen s vyšetřením v odborné instituci, protože je evidentní, že k účinné pomoci dítěti je zapotřebí hlubší porozumění problémům. Na základě speciálně pedagogického a psychologického vyšetření je stanoven speciální postup intervence. Ten může být realizován ve škole nebo v poradenském zařízení. Teprve tento stupeň je spojen s možností přidělit jedinci diagnózu specifická porucha učení.

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3.2 Doporučení pro zapojené skupiny (Recommendations for different stakeholders)

Strategie tvorby IVP (individuálního vzdělávacího plánu) vychází z diagnostiky odborného pracoviště (PPP, SPC). Vychází z pedagogické diagnostiky učitele (náměty viz publikace „Pedagogická diagnostika a IVP"[5]), respektuje závěry z diskuze se žákem a rodiči. Je vypracován pro ty předměty, kde se handicap výrazně projevuje. Vypracovává jej vyučující daného předmětu ve spolupráci se školním psychologem/školním speciálním pedagogem. O vzdělávání podle IVP musí ředitele školy požádat zákonný zástupce žáka písemnou formou. Ředitel školy povoluje vzdělávání žáka podle IVP, zodpovídá za jeho realizaci.
Při vypracování IVP sleduje učitel tyto aspekty:
a) cíle – vzdálené, dlouhodobé
b) cíle krátkodobé
Tyto cíle musí respektovat individuální potřeby dítěte. Speciální pedagog určí cíle nápravy, konkrétní postupy a probere s třídním učitelem dosaženou úroveň různých psychických funkcí Třídní učitel dohlíží na to, aby se dosažená úroveň respektovala jak v běžné výuce, tak při hodnocení a dítě pracovalo s materiály, které doporučil speciální pedagog. Psycholog by měl koordinovat vzájemnou spolupráci mezi třídním učitelem, speciálním pedagogem a rodiči tak, aby předávané informace byly transparentní pro obě strany, a požadavky kladené na dítě byly jednotné ve škole i v domácím prostředí.

Co má obsahovat Individuální vzdělávací plán (IVP):

- osobní údaje žáka (jméno, třída, škola, datum narození)
- závěry speciálně pedagogického/psychologického, případně lékařského vyšetření, podstatné údaje z provedené pedagogické diagnostiky obsah, rozsah, průběh a způsob poskytování individuální péče (speciálně – pedagogické, psychologické),
- volbu pedagogických postupů, časové a obsahové rozvržení učiva (zvlášť při potřebě rozvolnění nebo redukci učiva),
- způsob hodnocení a klasifikace cíle speciálního vzdělávání – na co bychom se měli zaměřit, případně co by měl žák zvládnout v daném ročníku z hlediska reedukace specifické poruchy,
- způsob reedukace - jakým způsobem bude probíhat nápravný proces zaměřený na zmírnění nebo odstranění projevů handicapu, možnosti kompenzace poruchy,
- seznam potřebných pomůcek, speciálních učebnic, didaktických materiálů, audiovizuální techniky, PC programů, případně i nezbytné vybavení učebny v případě potřeby uvedení

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dalšího pedagogického pracovníka nebo další osoby podílející se na práci se žákem (včetně rozsahu zajišťované péče),

- jmenovité uvedení pracovníka PPP (SPC), se kterým škola spolupracuje při zajišťování speciálních vzdělávacích potřeb žáka,
- předpokládanou potřebu navýšení finančních prostředků,
- podíl zákonných zástupců žáka na realizaci IVP – nejčastěji: rodina zajistí pravidelnou přípravu žáka na výuku, docházku na reedukační nácvik a procvičení případných úkolů z tohoto nácviku, případně zajistí odbornou péči o dítě (návštěvu dětského psychiatra, neurologa, logopeda atd.), může zde být uvedeno, že rodina zajistí pravidelný styk se školou, případně že budou v pravidelném osobním (emailovém) styku s třídním učitelem,
- podíl žáka – žák stvrzuje aktivní účast na tomto procesu, svůj osobní podíl, další důležité údaje – např. doporučení rodičům vyšetření dalším odborníkem, termíny setkávání vyučujících s rodiči k vyhodnocení realizace IVP, datum podpisu IVP, časová platnost IVP podpisy vyučujících, zákonných zástupců aktualizace IVP – v případě potřeby je možno IVP v průběhu roku aktualizovat.

Jak pracovat s třídním kolektivem

- Žákova porucha v dorozumívání se promítá do sociálních vztahů ve třídě, u žáka se může projevit emoční frustrace.
- Žák má obtíže při navazování sociálních vazeb v rámci třídního kolektivu.
- Žákova schopnost sociálního, praktického úsudku (schopnost řešit problémové situace) je z důvodu samotné diagnózy oslabena.
- Třídní kolektiv je přesycen dlouhodobou zvýšenou pozorností pedagogů určenou pouze integrovanému žákovi.

Pro výchovného poradce, školního psychologa, speciálního pedagoga nebo metodika prevence je při práci s dítětem či žákem s NKS nezbytné zvládnout nejméně tři relativně samostatné činnosti:

a) získat dostatečné teoretické znalosti o problematice NKS a o sociálně-psychologických jevech, které se ve školství vyskytují;

b) umět diagnostikovat klima školní třídy, klima školy, příp. klima učitelského sboru;

c) umět (na základě zjištěných skutečností) navrhnout a provést vhodnou intervenci, která by pomohla jak žákům, tak učitelům.

Čemu pomáhá IVP

- Snadnějšímu začlenění žáka do kolektivu třídy.
- Celkovému utužování vrstevnických vztahů a posilování vztahu mezi žákem a učitelem.

Aplikace opatření

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Zavedení opatření předchází monitoring vztahů ve třídě. Práce se třídním kolektivem spočívá:

- V rozhovorech s dětmi/žáky.
- V prvcích ze zážitkové pedagogiky a sociálním výcviku, kdy je potřeba zachovat princip hry a dobrovolnosti.
- V dotazníkových metodách a sociometrii, která slouží k zjišťování, popisu, směru a intenzity preference ve vztazích v malých sociálních skupinách.

Při práci s třídním kolektivem je vhodné přiblížit ostatním spolužákům a pedagogům problematiku žáka. Vhodné a užitečné informace žákům umožní uvědomit si reálné problémy spolužáka se speciálními vzdělávacími potřebami. Nácvikem sociálních rolí ve skupině je možné ostatní žáky seznámit s pocity a postavením žáka s NKS ve skupině. Narušená komunikační schopnost žáka může často vyvolávat u ostatních spolužáků, ale i u pedagoga dojem, že žák je „hloupý“. Díky znalosti a orientaci v problematice se však dá tomuto předejít správnou osvětou pedagogů a následně žáků.

Ve třídě s problematickými vztahy může pedagog svůj postup konzultovat s odborníkem (školní psycholog, psycholog z externího poradenského zařízení apod.), který provede diagnostiku vztahů a navrhne další kroky. Spolupráce pedagoga a přizvaného odborníka v takových případech bývá dlouhodobější.

Práci s emocemi žáků v konfliktních situacích provádí pedagog v rámci běžné výuky a nároky na speciální personální zabezpečení primárně nevznikají. Pokud vznikne potřeba přizvat odborného pracovníka, logicky následují náklady na jeho konzultace (s pedagogem a/nebo se žákem).

Na co klást důraz

- Kvalitní proškolení pedagogických pracovníků, zejména školních speciálních pedagogů, školních psychologů a výchovných poradců.
- Příprava třídního učitele, ostatních pedagogů a v neposlední řadě žáků na příchod žáka s NKS.
- Dostatečně proškolený třídní učitel a ostatní pedagogičtí pracovníci.
- Vztah důvěry mezi pedagogem, případně speciálním pedagogem, psychologem, dalšími pedagogickými pracovníky a žáky.
- Kurzy pro pedagoga (např. kurz krizové intervence, kurz práce s tělem, syndrom vyhoření v pomáhajících profesích apod.).
- Průběžné vzdělávání pedagoga a práce na sobě, psychohygiena.

Rizika

- Nedostatek prostředků na soustavné vzdělávání pedagogických pracovníků zaměřené na tuto oblast (školní speciální pedagog, školní psycholog, výchovný poradce, metodik

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prevence), finanční nároky na pořízení odborné literatury, ze které pedagog čerpá inspiraci.

- Neosvícený učitel, který není ochoten pracovat na udržování a zlepšování zdravého třídního klimatu.
- Nepřijetí žáka třídním kolektivem.
- Nevybavenost standardizovanými testy a metodickými materiály.

Varianty opatření dle stupňů podpory

Stupeň postižení nekoresponduje se stupněm podpory. Může se lišit intenzitou potřeby v závislosti na sociodynamice třídy.

V případě, že pozice žáka ve třídě je přiměřená, učitel zohledňuje obtíže v jeho narušené komunikační schopnosti. Třída je informována o jeho odlišnosti, učitel zvládá problémové situace řešit domluvou. Důležité je začleňovat do vyučovacího procesu nácvik sociálních situací. V MŠ se učitel snaží o co nejvíce přirozené začlenění dítěte mezi ostatní děti pomocí sociálních her, hudebních, výtvarných a pracovních činností.

Pokud je postavení žáka ve třídě ztíženo, ostatní spolužáci ho akceptují, občasně k němu projevují ne vždy žádané reakce, jako je např. přílišný soucit. Za těchto okolností by učitel měl vytvořit IVP pro žáka ve spolupráci s SPC, pravidelně začleňovat do vyučování hry na rozvoj sociálních dovedností, prvky dramaterapie, muzikoterapie i arteterapie. V ZŠ i MŠ je vhodné zavést osvětu zaměřenou na obtíže žáka, a to nejen mezi žáky, ale i mezi rodiči (např. v rámci třídních schůzek apod.).

Může se stát, že žák má natolik ztíženou pozici ve třídě, že ho někteří spolužáci odmítají, přehlížejí, má v kolektivu málo kamarádů. Je tedy na místě, aby učitel pro žáka vypracoval IVP, situaci konzultoval s SPC a ostatními odborníky, absolvoval kurzy v oblasti logopedie, případně SPU. Vhodné je zařadit žáka do pravidelné skupiny, která by napomáhala učení se sociálním rolím a zvládání problémového chování ostatních vůči žákovi. Skupinu by měl vést proškolený psycholog nebo speciální pedagog.

V případě, že pozice žáka ve třídě je velmi výrazně zhoršena, ze strany spolužáků se mohou objevovat projevy lhostejnosti, někdy až agresivní sklony vůči žákovi s NKS. Zde je vhodná individuální práce žáka s NKS s psychologem či speciálním pedagogem z důvodu zmírnění negativních dopadů na psychiku žáka a další práce ve skupině s třídním kolektivem. [5]

3.3 Role instituce v adaptaci
(Emphasizing the role of your institution in the adaptation)

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Společné akce rodiny a mateřské školy

Společné akce:

1. prohlubují spolupráci s rodiči
2. zvyšují důvěru rodičů ke škole
3. pomáhají průběžně předávat potřebné informace
4. udržují zájem a motivaci rodičů ke spolupráci.

Třídní schůzky, dny otevřených dveří a besídky před Vánocemi nebo koncem školního roku, to znají a mají už snad všichni. Nabídka společných aktivit ale může být mnohem bohatší.

- **Setkání předškoláků**

Setkání předškoláků pomůže nadcházejícím prvňákům, aby se mezi sebou poznali, ještě než začne školní rok. Pomůže jim také v orientaci v novém prostředí. Pro děti může být například stresující, když první školní den nevědí, kde se ve škole nacházejí toalety, jak se dostanou do umývárny nebo do jídelny. Ostýchají se zeptat. Setkání může zahrnovat „cestu školáka od vstupního vchodu přes šatny do třídy“ s vysvětlením, co je třeba a jaká pravidla se dodržují. Děti si s sebou mohou vzít běžné školní pomůcky, které do školy budou nosit a které si ten den vyzkoušejí. Může proběhnout prohlídka družiny, tělocvičny, jídelny a celého areálu školy. Společné setkání ve třídě může sloužit ke společným aktivitám, čtení apod.

- **Informační setkání pro rodiče budoucích prvňáčků**

Návštěva školy, zápis a informační setkání pro rodiče prvňáků jim nabízí příležitost poznat atmosféru školy. Program může obsahovat například tyto aktivity: představení vedení školy, představení třídních učitelek v budoucích 1. třídách, informace o družině, stravování, zájmové činnosti na škole, odpovědi na dotazy rodičů, plán aktivit pro budoucí prvňáčky, informace k zápisu, informace k platné legislativě, seznámení s pravidly pro rodiče (např. Desatero rodiče), informace o adaptačních kurzech pro prvňáčky, pokud je škola pořádá.

- **Dny otevřených dveří pro rodiče prvňáčků**

Je skvělé, když mohou rodiče přijít spolu s budoucími prvňáčky a podívat se přímo do vyučování anebo se do něj přímo zapojit. Rodiče mohou provést po škole žáci 8. a 9. tříd. Vedení školy může rovněž provést rodiče po škole (nabídnout například několik termínů během dne) anebo může nabídnout několik termínů informačních schůzek se zodpovězením dotazů pro rodiče. Je možné přizvat odborníka (například školního psychologa) a uspořádat pro rodiče přednášku o nástupu do školy nebo o adaptaci dětí na výuku. Je možné nabídnout individuální konzultace

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s odborníkem. Rodiče si rádi prohlédnou i družinu, školní jídelnu, tělocvičnu, práci dětí v kroužcích, vyzkouší si práci s technologiemi (interaktivní tabule) apod. Na Den otevřených dveří je možné pozvat i bývalé žáky anebo bývalé učitele. Některé školy nabízejí ukázkové hodiny, vystoupení pěveckého sboru, ukázky práce žáků, výstavu učebních materiálů žáků 1. tříd anebo společné sportovní aktivity.

Jiné školy pořádají Den otevřených dveří pro rodiče celoročně. Rodiče se informují a objednají vždy předem.

- **Společné akce: besídky, sportovní dny**

Na besídky a společné sportovní dny je možné pozvat i prarodiče dětí a jejich příbuzné. Je možné požádat aktivní rodiče, aby pomohli například s organizací, přípravou občerstvení a s oslovením ostatních rodičů.

- **Společný pobyt pro rodiče prvňáčků (adaptační kurz)**

Adaptační kurz na začátku školního roku určený dětem i rodičům usnadňuje učiteli stmelení třídního kolektivu. Děti a rodiče si navíc mohou v průběhu kurzu postupně budovat vztah k učiteli. Formy adaptačního kurzu mohou být různé. Může se jednat o společná setkání dětí, rodičů a prarodičů ve škole, kdy náplní jsou rukodělné a sportovní aktivity. Roli pozorovatele u rodičů je vhodné střídat jejich aktivním zapojením do činností. Jiné školy pořádají dvoudenní adaptační kurzy pro rodiče a jejich prvňáčky mimo prostředí školy. Náplní jsou seznamovací a týmové hry. Děti mají svůj vlastní program, rodiče pak mají společný večerní program s učiteli a instruktory. Kurz je ale možné uspořádat jako dvoudenní přímo ve škole bez účasti rodičů (program probíhá pouze přes den v délce max. 4 hodin). Výhodou je poznání prostředí školy a orientace v ní. Takový kurz je dětem a rodičům možné nabídnout třeba v posledním srpnovém týdnu.

- **Přítomnost rodičů ve vyučování**

Některé školy nabízí vždy jeden den v měsíci možnost, aby rodiče nahlédli do vyučování. Rodiče se mohou zapojit do společných aktivit. Podmínkou je vypnutí mobilního telefonu a dodržování příchodu o přestávkách. Rodiče s dětmi mohou například společně plnit úkoly u počítače. Děti mohou rodičům předvést hudební/pěvecké vystoupení. [6]

- **Konzultace/individuální třídní schůzky *rodiče-učitel-dítě***

Některé školy pořádají jednou ročně „tripartitní setkání“. V domluveném čase se sejdou třídní učitel, zákonný zástupce (ideálně zástupci) dítěte a dítě. Třídní učitel má na toto setkání připraveny informace a podklady od vyučujících, kteří dítě vyučují. Součástí těchto setkávání je

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hodnocení rozvoje klíčových kompetencí jednotlivých dětí, jako je například komunikace a spolupráce se spolužáky a s pedagogy, motivace k učení, logické uvažování, tvořivé myšlení. [7]

- **Společné třídní schůzky rodičů, dětí a učitele (spojené například s ukázkou práce dětí)**

Jiné školy pořádají netradiční třídní schůzky rodičů a dětí. Ty mohou zahrnovat vystoupení dětí (například pěvecké vystoupení) anebo děti ve trojicích představují rodičům jednotlivé učební předměty. Děti také představí samy sebe, co mají rády, co je baví ve škole, čím by chtěly být v budoucnosti.

Náplní společných třídních schůzek jsou pochopitelně i společné aktivity dětí a rodičů, jako třeba technika vzájemného obkreslování rukou – rodiče i děti do každého obkresleného prstu napíšou vzájemné pozitivní ocenění. [8]

- **Třídní schůzky rodičů spojené s jejich aktivním zapojením (diskuse, hlasování, společná práce)**

Rodiče mohou svým dětem během třídních schůzek napsat na kartičky vzkazy, ve kterých je povzbudí, sdělí jim, co mají na srdci, a připojí nějakou „indicii“ (obrázek, symbol nebo větu), aby dítě mohlo poznat, že vzkaz je od nich. Podepíšou se ovšem jen jako „máma“ anebo „táta“. Vzkazy jsou připevněné magnetkami na tabuli a úkolem dětí je druhý den ráno poznat, který rodičovský vzkaz patří právě jim. Děti, které chtějí, mohou vzkaz nahlas ostatním přečíst. Technika je vhodná pro děti na 1. stupni ZŠ, ale je možné ji využít i pro děti starší. [9]

- **Setkání prarodičů a studentů**

Gymnázium Jana Palacha v Praze zve prarodiče na přednášku o kulturní antropologii místa, ve kterém žijí. Prarodiče si mohou prohlédnout školu a jsou jim představeny moderní technologie, které jsou ve škole používané. Škola uvádí, že prarodiče mají o setkání velký zájem. Studenti si přitom zahrají na učitele a prarodičům poskytnou základní návody a informace, jak pracovat s online vyhledávači. [10]

- **Individuální konzultace s rodiči**

Pro většinu rodičů je běžné se školou komunikovat jen v případě obtíží a problémů. Zprávy přicházející ze školy často považují za kritiku nebo problém. Je proto vhodné rodiče informovat průběžně i o pozitivních skutečnostech, o tom, co se povedlo, jaké aktivity děti absolvovaly. Rodič, který je zvyklý se školou častěji komunikovat (i třeba jen pasivně), přičemž získává i pozitivní informace, se bude méně obávat individuálních schůzek s pedagogem. Pokud setkání iniciuje pedagog, je vhodné rodiče předem připravit, informovat o obsahu a cíli schůzky. Pokud

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setkání iniciuje rodič a jedná se o řešení konfliktu, je vhodné, pokud je schůzce přítomna třetí (neutrální) osoba. [11]

- **Návštěva pedagoga v rodině**

Aktivita je vhodná zejména v menších obcích, kde se lidé navzájem znají. Pedagog má tedy možnost se s rodiči potkávat v rámci života obce. Návštěvu je možné iniciovat zejména v tom případě, pokud se rodiče z různých důvodů obávají do školy docházet, obávají se komunikovat s pedagogy. Dle vyhodnocení situace může jít pedagog na schůzku samostatně, anebo s doprovodem terénního pracovníka nebo pracovníka sociálního odboru, kteří s rodinou už spolupracují. Aktivitu je tedy vhodné zařadit tam, kde v obci už je s rodinami v kontaktu sociální či terénní pracovník obce.

- **Rodičovská kavárna / vzdělávací semináře pro rodiče, které může organizovat učitel anebo někdo z rodičů**

Sdružení rodičů při škole anebo Sdružení rodičů a přátel školy může pomoci zorganizovat odpolední přednášku pro rodiče. Rodiče sami zjistí u ostatních rodičů zájem o téma a podle toho zorganizují pozvání určitého odborníka.

- **Kurikulární dopoledne / setkání**

Během kurikulárních dopolední se rodiče od učitelů a vedení školy dozvědí, co, jak a proč se ve škole učí. [12] Rodiče mají možnost seznámit se s metodami výuky, zejména s těmi novými a neznámými. Kurikulární dopoledne se mohou stát součástí programu informačních schůzek pro rodiče prvňáčků, adaptačních kurzů pro děti a rodiče, rodičovských kaváren apod. Téma mohou pomoci stanovit/vybrat sami rodiče, dle toho, čemu ohledně výuky nerozumějí. Setkání mohou vést jak učitelé, tak přizvaní odborníci. Frekvence setkání je na zvážení školy, setkání by ale neměla probíhat například jen jednorázově ve školním roce, jejich smysl se pak vytrácí. [13]

- **Zapojení rodiče / rodičů do projektového dne / projektové činnosti třídy**

Pokud se škola účastní projektové činnosti, ve které je potřeba něco vyrobit, sestavit anebo naplánovat, je možné požádat o spolupráci rodiče, který dětem ukáže, jak prakticky postupovat. Rodič se může účastnit například části odpolední aktivity.

K setkání a vzájemnému poznání rodičů, učitelů a dětí se, jak vidno, důvod vždycky najde, když je vůle. Některé příklady z praxe jsou důkazem toho, že kreativitě se meze rozhodně nekladou. Jsou naopak velmi žádoucí. Když to baví všechny zúčastněné strany, je to na výsledku znát.

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- Rodičům nabízíme možnost individuálních třídních schůzek (setkání dítěte, pedagoga a rodičů, anebo jen setkání pedagoga a rodičů).
- Rodičům jsme schopni doporučit v případě potřeby vhodného odborníka.
- Vedení školy i pedagogové se ptají rodičů na jejich názor, kam má škola dál směřovat.

Tipy na sbližování s rodiči [14]:

- Požádejte rodiče o pomoc s organizací sportovních akcí, besídek, karnevalů a dalších aktivit školy.
- Požádejte aktivní rodiče o pomoc se zajištěním materiálních pomůcek nebo autobusu na třídní výlet.
- S pomocí rodičovského sdružení při škole iniciujte další pomoc rodičů – například darování knih do školní knihovny.
- Domluvte se s rodiči a zajistěte exkurzi dětí do podniku, kde některý rodič pracuje.
- Zapojte rodiče coby aktivní přispěvatele do školního časopisu.
- Oslovte aktivní rodiče, zda by neměli zájem pustit se do pořádání rodičovských besed s účastí dětí nebo učitelů.
- Vyzvěte aktivní rodiče, aby se stali členem v Radě školy nebo ve Sdružení rodičů.
- Aktivní rodiče můžete směřovat na občanská sdružení pro rodiče: www.rodicevitani.cz.

Můžete se také obrátit se na vedení školy, vyjádřit své potřeby a přijít s konkrétními návrhy ohledně komunikace a spolupráce s rodiči. Pomůžete tak spoluvytvářet kulturu školy.

Pokud si nejste jisti ohledně komunikace s rodiči, obraťte se na psychology v pedagogicko-psychologické poradně nebo na školního psychologa, pokud ho škola má. Základem dobré komunikace s rodiči v každém případě zůstává respekt, pravidelnost a srozumitelnost.

4. Doporučení pro Evropský manuál (Recommendations for European Guidelines)

Z výše uvedených získaných informací a poznatků vyplývá, že:

- Zákony, vyhlášky, nařízení a doporučení státních institucí jsou vesměs zpracovány v souladu s českou legislativou i v kontextu evropského práva.
- Vzdělávací system – je zapotřebí, aby se zlepšila flexibilita edukačního systému, adaptovala se na potřeby všech zapojených skupin, orientace nejen na školní vzdělávací system, ale I na celoživotní vzdělávání
- Další vzdělávání nejen odborníků, ale I jiných profesí, zapojit odborníky z praxe, propojit příklady dobré praxe, propojit školní a mimoškolní vzdělávání. Do výuky přizvat odborníkx z praxe, jejich pomocí rozvíjet především technické obory.

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- Ve vzdělávání vice využívat organizací působících v oblasti mimoškolního vzdělávání, využívat dosavadních zkušeností a znalostí, vzájemně si je předávat, využívat již osvědčených odborníků, poradenskou činnost, za tím účelem vytvářet sítě škol, školských I mimoškolských organizací, spolků, neziskových organizací, vice zapojit občany a rodiny žáků, vytvářet společné komunity.
- Propojit možnosti financování z oblasti školství, zdravotnictví a sociální oblasti na základě jednotného systému financování, stanovit jednotná kritéria financování. Zvýšit motivaci organizací a jednotlivců a pocit morální zodpovědnosti v souvislosti s finančními příspěvky a s tím související I celospolečenský statut přispívajících organizací a jednotlivců.
- Propojit kontrolu kvality s celospolečenskou zodpovědností, vytvořit jednotný system evaluace a autoevaluace na poli vzdělávání a v oblasti sociální práce.
- Zvýšením úrovně etických postojů otevřít trh práce cílovým skupinám se specifickými potřebami.

5. Appendix

5.1 Společný appendix (Common section Appendix)

Common subsection shared by all partners.

5.2 Odkazy uvedené partnerem (Partner section Appendix)

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[6] Michálková, Š. (nedatováno). Základní škola Máchova, Děčín. Interní materiál školy – veřejně sdílená dokumentace výuky ve škole. Dostupné z: https://photos.google.com/share/AF1QipNJ3i4ywy9IcOxXq1euDbHqiskm2rjyyJ_lgFqMFRYu_eLdr89n2wlUhVKl60Frvg?key=NWdTZmZWa2RYYUg0TmpCdzlpMjJZN2lQNF84azZ3

[7] Ševčík, M. (2018). *Svobodná základní škola – ŠVP pro základní vzdělávání.* ZŠ Londýnská. Dostupné z: http://www.londynska.cz/svp.pdf (staženo 6. 8. 2019).

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https://photos.google.com/share/AF1QipO_HoktIFVYAorxV6ugmr2j9dwcY2hCDWM5UzTtyT4FXmaQx9q1fLrGwRNjq-2Q0A?key=WVR0MjRTakx5cG1La3JnbE5kcFgwV0pETVM2Y093

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STAIRS

Summary of the Czech National Adaptation Plan

1) Presentation of the National Adaptation Plan *(purpose, topics addressed, structure)*

The national adaptation plan is based on the following sources. The starting material was:

1. Analysis of documents related to the school system
2. Research focused on the description of the national school system and the identification of factors that are key to the implementation of the project.
3. Lessons to be learned from the integration of children and pupils with special educational needs into mainstream education from study visits to Ireland and Portugal. Following this visit, field research was conducted. Individual and group interviews were conducted in order to find out the conditions for solving inclusion issues. Subsequently, a national plan was drawn up for the necessary adaptation of the project.

The following areas were monitored access to education — education system, education of all sections of the population, access to education, equal access to education, family support, financial support for families at risk of poverty, social services, prevention of social exclusion. Support for national minorities, especially the Roma equal opportunities for women and men.

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2) Proposals for ensuring (more) social inclusion in education in The Czech Republic

Based on the research, conduct a search of available materials, the results of projects addressed on this topic, their impact on the current state

- Evaluate the possibilities of tertiary and further education of pedagogical staff.
- Based on the results of the survey, to suggest the possibilities of involvement of non-governmental non-profit organizations in the field of social services, work with ethnic groups, non-formal education.
- Design and implement topics for the education of all relevant stakeholders in the field of inclusive teacher education and professional development through lifelong learning centers
- Use the possibilities of already implemented projects of the Center for Applied Research and Further Education to improve the position of national minorities, e.g. projects Non-formal education in environmental education.
- Launch programs for integration within environmental centers and cooperating schools and organizations, such as Special Schools in Strakonice, Higher Vocational Schools and Secondary Schools in České Budějovice, Children's Home in Volyně and Children's Home in Písek.
- Thanks to the implementation of non-formal education projects, to help the above-mentioned organizations with the financing of extracurricular activities and thus help the inclusion of children and pupils with special needs.
- Prepare a project proposal for new programs from the European Social Fund focused on the inclusion of children in extracurricular activities (project days, clubs, etc.), for further education of teachers in the field of inclusion, parents of children with special needs, public awareness of these needs.
- To conduct a survey at secondary schools in the South Bohemian Region, what are the possibilities of applicability of these children on the labor market (possibilities of study, employment), to use already created materials from previous projects implemented by CAVDV.

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3) Further steps in the implementation of the National Adaptation Plan in the Czech educational system

Further steps in the implementation of the national adaptation plan are based on the following documents:

- Strategic Framework Czech Republic 2030 (Government Resolution No. 292 of 19 April 2017), in particular its specific objectives 3.1, 3.2, 3.4, 4.1, 5.2 and 5.4 and more generally implementation of the 2030 Agenda for Sustainable Development in the Czech Republic (Government Resolution No. 670 of 17 October 2018), in particular the Sustainable Development Goals No. 1, 3, 4 and 10. National Concept for the Implementation of Cohesion Policy in the Czech Republic after 2020 (Government Resolution No. 562 of July 30, 2019). It develops the tasks of individual actors (government, individual ministries, MEYS, MLSA, school authorities, individual schools and their founders, non-governmental non-profit organizations), their cooperation, exchange of experience, the need for education of pedagogical and non-pedagogical staff and all in accordance with the implementation and application of the Charter. Fundamental Rights of the EU and the United Nations Convention on the Rights of Persons with Disabilities, in accordance with Council Decision 2010/48 / EC The basic thematic conditions are based on the National Strategy for Roma Integration and the National Strategic Framework for Gender Equality.

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4) Key messages for creating the European Adaptation Guidelines

Key messages according to the important elements/aspects of ensuring inclusive education are present and described in more detail in the NAP in the final recommendations.

It sets out recommendations and related procedures

- with inclusive education in accordance with valid Czech and European legislation,
- the setting up of the education system, including both formal and non-formal Education, lifelong learning, the permeability of the education system, permeability to the labor market,
- ensuring the social integration of children, pupils and adults into society and increasing their employability on the labor market.

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Z dobrimi praksami (Irske in Portugalske na področju obravnave otrok z nizkim SES in PP) do več inkluzije v izobraževanju: Nacionalni prilagoditveni načrt projekta STAIRS

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Ljubljana, 2021

Projekt **STAIRS -** *Podpora nacionalnim, regionalnim in lokalnim deležnikom pri soočanju z izzivi socialne inkluzije v izobraževanju in usposabljanju*

STAIRS: Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education

Projekt STAIRS želi nadgraditi prizadevanja na področju zagotavljanja socialne vključenosti v izobraževanju v vključenih partnerskih državah (Madžarska, Češka Republika, Hrvaška, Slovenija, Irska, Portugalska) ter v širšem evropskem prostoru. Osredotoča se na razvoj sodelovalnih pristopov različnih deležnikov na šolski, lokalni in nacionalni ravni pri zagotavljanju enakih izobraževalnih možnosti vsem učencem in učenkam.

V Sloveniji smo se projektni partnerji, Center RS za poklicno izobraževanje (CPI) in Pedagoški Inštitut (PI) odločili, da se na širokem področju socialne vključenosti osredotočimo na krepitev socialne vključenosti dveh ciljnih skupin: 1) učencev in učenk ter dijakov in dijakinj z nizkim socialno ekonomskim statusom (SES) ter 2) dijakov in dijakinj s posebnimi potrebami (PP) v izobraževanju, s poudarkom v srednjem poklicnem izobraževanju.

V sodelovanju z drugimi nacionalnimi strokovnjaki (sodeluje šest strokovnjakov in strokovnjakinj, ki delujejo na različnih področjih vzgoje in izobraževanja in se srečujejo z različnimi vidiki inkluzije) smo razširili in poglobili razumevanje (nacionalnih) izzivov na področju zagotavljanja socialne vključenosti v izobraževanju učencev in učenk ter dijakov in dijakinj z nizkim SES ter dijakov in dijakinj s PP, v okviru študijskih obiskov analizirali primere dobrih praks drugih držav (Irska, Portugalska) ter na podlagi študij primerov dobrih praks oblikovali pričujoči Nacionalni prilagoditveni načrt, ki je namenjen uporabi prepoznanih dobrih praks oz. posameznih, specifičnih elementov le-teh v slovenskem nacionalnem prostoru. Nacionalni prilagoditveni načrt je namenjen podpori različnim deležnikom pri prizadevanjih v smeri (še)večje socialne vključenosti opredeljenih ciljnih skupin v izobraževanju v Sloveniji.

Dokument, sestavljajo štiri osrednja poglavja. V prvem poglavju so predstavljene nacionalne potrebe oziroma fokus Slovenije v projektu STAIRS na področju zagotavljanja socialne vključenosti v izobraževanju, kot je bil opredeljen v Nacionalnem poročilu o socialni vključenosti, ki je nastal v prvem letu projekta (Vidmar idr., 2020). Drugo poglavje je namenjeno predstavitvi študijskih obiskov na Irskem in Portugalskem. Opisan je njun namen in potek sodelovanja z zunanjimi strokovnjaki. Konkretni predlogi, katere dobre prakse oz. specifične elemente dobrih praks Irske oziroma Portugalske lahko uporabimo v našem prostoru in kako, so navedeni v tretjem poglavju. Preliminarna priporočila za uporabo dobrih praks v evropskem prostoru pa v četrtem poglavju. V petem poglavju so združene priloge k Nacionalnemu prilagoditvenemu načrtu, ki so v projektu predstavljale bodisi pripomoček za analizo stanja socialne vključenosti v izobraževanju v Sloveniji, bodisi pripomoček za spodbujanje procesa učenja in uporabe dobrih praks drugih evropskih držav. Šesto poglavje predstavlja uporabljene vire in literaturo.

Namen pričujočega dokumenta je predstaviti Nacionalni prilagoditveni načrt, ki v ospredje postavlja predloge, kako lahko okrepimo nacionalna prizadevanja za zagotavljanje socialne vključenosti v izobraževanju. Cilj Nacionalnega prilagoditvenega načrta je spodbuditi strokovno razpravo o okrepitvi prizadevanj za socialno vključenost omenjenih ranljivih skupin učencev in učenk ter dijakov in dijakinj.

Rezultat Nacionalnega prilagoditvenega načrta predstavljajo predlogi, ki smo jih glede na dobre prakse Irske in Portugalske, oblikovali v okviru štirih identificiranih prioritetnih področij:

1. **Inkluzivna naravnanost in občutljivost do socialne vključenosti**
    - Predlog št. 1 – Oblikovati predloge zakonodajnega okvira, ki bo omogočal učinkovito podporo učencem in učenkam z nizkim SES v praksi.
    - Predlog št. 2 - V nacionalni prostor uvesti strokovno razpravo o možnosti sistemskega identificiranja šol z visokim deležem učencev in dijakov z nizkim SES.
    - Predlog št. 3 - V nacionalni prostor uvesti strokovno razpravo o možnostih različnih oblik sistemske podpore šolam z visokim deležem učencev in dijakov z nizkim SES.
    - Predlog št. 4 - Preučitev možnosti za razbremenitev šolskih svetovalnih delavcev na področju zagotavljanja socialne vključenosti.

2. **Identifikacija in podpora učencem in učenkam ter dijakom in dijakinjam z nizkim SES**
    - Predlog št. 1 - Preučiti možnosti prenosa izkušenj iz OŠ v SŠ za delo s posameznim dijakom ali dijakinjo.
    - Predlog št. 2 - Opolnomočenje učencev in učenk ter dijakov in dijakinj z nizkim SES s spodbujanjem socialnih in čustvenih kompetenc.
    - Predlog št. 3 - Okrepiti sodelovanje s starši z namenom zagotavljanja socialne vključenosti učencev in učenk ter dijakov in dijakinj.
    - Predlog št. 4 - Spodbujanje tri-stopenjskega modela obravnave učencev in učenk ter dijakov in dijakinj z nizkim SES v šolski praksi.
    - Predlog št. 5 - Preučitev možnosti za vzpostavljanje centrov po vzgledu centrov Youthreach za mlade, ki so opustili šolanje in učence ter dijake, ki imajo tveganje za opustitev šolanja.

3. **Opolnomočenje učiteljev za delo z učenci in dijaki z nizkim SES in PP**
    - Predlog št. 1 - Zmanjšana učna obveznost za učitelja mentorja učitelju začetniku.
    - Predlog št. 2 - Možnost vključitve učiteljev v intervizijske ali supervizijske skupine.
    - Predlog št. 3 - Preučiti možnost razvoja nacionalnih programov za krepitev kompetenc učiteljev na področju poučevanja bralne in matematične pismenosti.
    - Predlog št. 4 - Preučiti zastopanost vsebin o socialni vključenosti v študijskih programih za bodoče učitelje in po potrebi dodati nove vsebine.

4. **Sodelovanje, povezovanje različnih deležnikov pri obravnavi, podpori učencev in dijakov z nizkim SES in PP**
    - Predlog št. 1 - Preučiti možnost vzpostavljanja mreže med šolami, univerzami in raziskovalnimi zavodi z namenom odzivanja na izzive socialne vključenosti.
    - Predlog št. 2 - Mobilni strokovni delavec na domu kot dejavnik povezovanja šole in domačega okolja.
    - Predlog št. 3 - Preučiti možnost vzpostavljanja multiprofesionalnih timov na šolah.
    - Predlog št. 4 - Oblikovanje nacionalnega repozitorija za medinstitucionalno izmenjavo dobrih praks in drugih relevantnih vsebin na področju zagotavljanja socialne vključenosti.

Kazalo vsebine

1. Nacionalni fokus v projektu STAIRS opredeljen v nacionalnem poročilu 5

1.1. Opredelitev socialne vključenosti in vloga šole pri zagotavljanju socialne vključenosti 5
1.2. Nacionalni fokus v projektu STAIRS 6
1.2.1. Izzivi povezani z izobraževanjem učencev in dijakov z nizkim SES 7

1.2.2. Izzivi povezani z izobraževanjem dijakov s PP v srednjem poklicnem izobraževanju 7

2. Povzetek študijskih obiskov 8

2.1. Relevantni elementi dobrih praks Irske in Portugalske za slovenski izobraževalni prostor 9
2.1.1. Dobre inkluzivne izobraževalne prakse na Irskem 9

2.1.2. Dobre inkluzivne izobraževalne prakse na Portugalskem 13

2.2. Povzetek učnega procesa na študijskih obiskih in pridobljenega znanja 14
3. Nacionalni prilagoditveni načrt projekta STAIRS 16

3.1. Analiza dobrih praks Irske in Portugalske glede na nacionalne potrebe in predlogi za uporabo le teh v Sloveniji 16
3.1.1. Področje 1: Inkluzivna naravnanost in občutljivost do socialne vključenosti 17

3.1.1.1. Trenutno stanje na področju v Sloveniji 17

3.1.1.2. Predlogi za izboljšanje obstoječih praks v Sloveniji 20

3.1.2. Področje 2: Identifikacija in podpora učencem in dijakom z nizkim SES 22

3.1.2.1. Trenutno stanje na področju v Sloveniji 22

3.1.2.2 Predlogi za izboljšanje obstoječih praks v Sloveniji 24

3.1.3. Področje 3: Opolnomočenje učiteljev 25

3.1.3.1 Trenutno stanje na področju v Sloveniji 26

3.1.3.2 Predlogi za izboljšanje obstoječih praks v Sloveniji 29

3.1.4. Področje 4: Sodelovanje in povezovanje deležnikov pri obravnavi, podpori učencem in dijakom z nizkim SES in PP 30

3.1.4.1. Trenutno stanje na področju v Sloveniji 31

3.1.4.2. Predlogi za izboljšanje obstoječih praks v Sloveniji 31

3.2. Na poti uresničevanja nacionalnega prilagoditvenega načrta - vloga PI, CPI in drugih deležnikov na področju vzgoje in izobraževanja 33
4. Preliminarne ideje za Evropske prilagoditvene smernice – ugotovitve strokovne skupine 34

5. Priloge 36

6. Literatura in viri 58

1. Nacionalni fokus v projektu STAIRS opredeljen v nacionalnem poročilu

Uvodoma predstavljamo nacionalni fokus slovenskih partnerjev v projektu STAIRS. Izhajamo iz opredelitve socialne vključenosti in vloge šole pri njenem zagotavljanju ter se navežemo na nacionalne izzive v povezavi z zagotavljanjem socialne vključenosti v izobraževanju za dve ciljni skupini: 1) učenci in učenke ter dijaki in dijakinje z nizkim SES in 2) dijaki in dijakinje s PP v srednjem poklicnem izobraževanju. Ciljni skupini sta bili podrobneje opredeljeni v nacionalnem poročilu socialne vključenosti (Vidmar idr., 2020).

1.1. Opredelitev socialne vključenosti in vloga šole pri zagotavljanju socialne vključenosti

Socialna vključenost je eden pomembnejših vidikov inkluzije pri čemer se le-ta nanaša na odnos do raznolikih otrok in mladostnikov znotraj vzgojno-izobraževalnega sistema, pa tudi izven vzgoje in izobraževanja, saj se navezuje na posameznikovo zaposljivost, zdravstvene razmere in splošne življenjske razmere. Napredovanje posameznika znotraj skupnosti je odvisno od vseh podpornih sistemov v družbi in na različnih družbenih ravneh (Mitchell, 2005; Kavkler, 2007, oboje v Košak Babuder in Velikonja, 2011). Inkluzivno izobraževanje sodi med aktualna prizadevanja za bolj inkluzivno skupnost, ki jo spodbujajo tudi načela in cilji številnih mednarodnih dokumentov (npr. Konvencija o otrokovih pravicah, 1989; Salamanška izjava, 1994; Evropski steber socialnih pravic v 20 principih, 2017). Omenjenim mednarodnim dokumentom je skupno prizadevanje, da imajo vsi otroci in mladostniki pravico do uživanja dostojnega življenja, ustrezne pomoči, izobraževanja in kasneje v odraslosti tudi do dela ter dobrega življenja.

Zagotavljanje inkluzivnega izobraževanja je ena izmed osrednjih tem v raziskovanju, praksi in nacionalnih politikah (Amor idr., 2019). Po definiciji UNESCA (2020) inkluzija v izobraževanju pomeni zagotavljanje enakosti izobraževalnih možnosti za vse učence in se osredotoča na tiste skupine učencev, ki so najbolj izpostavljeni marginalizaciji in izključenosti. Torej, gre za zagotavljanje izobraževalnih priložnosti vsem učencem ter učenkam in ne le tistim s posebnimi potrebami (Košak Babuder in Velikonja, 2011; Lesar, 2008).

Iz tega izhaja, da so elementi inkluzivne šole: kakovostno poučevanje, učenje, dosežki, stališča in dobrobit vsakega učenca in učenke. Učinkovite šole so inkluzivne šole, kar se kaže ne samo v njihovih dosežkih, ampak tudi v naravnanosti in želji, da ponudijo priložnosti tudi učencem in učenkam s posebnimi vzgojno-izobraževalnimi potrebami (Ofsted, 2000, v Košak Babuder in Velikonja, 2011). Obenem inkluzija omogoča ustvarjanje učnega okolja, ki optimalno odstrani ovire za učenje ter prepoznava različne vrste nadarjenosti, sposobnosti in priložnosti posameznika za uspeh. Omogoča tudi identifikacijo posebnih potreb in njihovo uresničevanje (Evans, 2007, v Košak Babuder in Velikonja, 2011). Košak Babuder in Velikonja (2011) poudarjata, da ni inkluzije brez prilagajanja kurikuluma, prilagajanja učnih metod, prilagajanja tehnik preverjanja in ocenjevanja ter podpore in pomoči učitelju in učiteljici v razredu. Inkluzija zahteva spreminjanje okolja, stališč in oblikovanje družbenega sistema za optimalni razvoj zmožnosti vseh članov družbe, kar pomeni, da pomembno vpliva na razvoj celotne družbe (Viola, 2006, v Košak Babuder in Velikonja, 2011). Inkluzivno gibanje mora zato preiti iz šolskih razredov v širše družbeno okolje.

Poleg naštetega je potrebno zavedanje, da ima šola vlogo ključnega varovalnega dejavnika pri oblikovanju duševnega blagostanja ter socialnih in čustvenih kompetenc učencev in učenk (glej npr. Mornar idr., 2020). Obenem pa je socialna vključenost prav tako eden izmed ključnih varovalnih dejavnikov duševnega

blagostanja in temelj zadovoljstva z življenjem (glej npr. Wright in Stickley, 2013). V šolskem prostoru se učenci in učenke ter dijaki in dijakinje med seboj razlikujejo v razvitosti socialnih in čustvenih kompetenc ter dovzetnosti za socialno vključenost, zato je iz vidika učitelja pomembno načrtovanje ter spodbujanje socialne vključenosti. To pomeni, da se v okviru šole (v razredu in širše) izvajajo različne dejavnosti za krepitev socialnih veščin. Hkrati pa se v vsakdanjih dogodkih iščejo priložnosti za sistematičen način podpiranja vedenja, ki to spodbuja in izbirajo izvedbe pouka v različnih socialno spodbudnih oblikah (Rutar Ilc idr., 2017).

Vzgojno-izobraževalni proces je v sodobnih demokratičnih družbah razumljen kot pomemben mehanizem zmanjševanja razlik med otroci in mladostniki glede na njihov izhodiščni družinski položaj (Rawls, 1999). Odprto pa ostaja vprašanje, ali so ob tem oblikovani tudi vsi potrebni varovalni mehanizmi in sistemi, da vzgojno-izobraževalne ustanove in pedagoški delavci sploh lahko uresničujejo to svojo vlogo. Na konceptualni ravni je bila od osamosvojitve Slovenije močno zastopana ideja liberalnega razumevanja enakosti izobraževalnih možnosti, temelječa predvsem na konceptu Rawlsove teorije pravičnosti (Rawls, 1999). Posledično je enakost izobraževalnih možnosti nujen pogoj za to, da imajo v sodobnih družbah vsi državljani enake možnosti za uspeh v življenju. Enakost možnosti predpostavlja, da je vsakdo obravnavan v skladu s klasičnim pravilom pravičnosti (enake je treba obravnavati enako in neenake skladno z njihovo različnostjo). Država, ki si prizadeva za pravično družbo mora z različnimi ukrepi izvajati politike pozitivne diskriminacije: za otroke iz socialno in kulturno depriviligiranih okolij, zagotavljati vsakemu enak obseg brezplačnega izobraževanja, omogočati individualizacijo šolskega sistema in pouka, ki nudi vsakemu učencu in učenki optimalne možnosti za pridobitev kakovostne izobrazbe in formiranje v avtonomnega posameznika, inkluzije otrok s posebnimi potrebami v primerih, ko je to zanje koristneje, kot bi bilo, če bi se šolali v posebnih šolah. Najprej pa je potrebno vsakomur zagotoviti enake izobraževalne možnosti (Bela knjiga, 2011), kar sovpada z zagotavljanjem socialne vključenosti v izobraževanju.

Različni slovenski avtorji (npr. Cankar, 2020; Medveš idr., 2008; Peček in Lesar, 2006) nadalje opozarjajo, da spol, etnična pripadnost, hendikep in socialno-ekonomski položaj družine, iz katere prihajajo učenci in učenke, pomembno vplivajo na akademsko uspešnost posameznikov in tako onemogočajo, da bi bil družbeni status pretežno odvisen od posameznikovih zaslug, kar je sicer izhodiščna ideja liberalnih konceptov pravičnosti. Iz tega izhaja, da je eden od ključnih dejavnikov zmanjševanja oz. preprečevanja socialne izključenosti učinkovit in pravičen izobraževalni sistem, ki zagotavlja enake možnosti in dostop do doseganja enakih ciljev vsem učencem in učenkam.

1.2. Nacionalni fokus v projektu STAIRS

Slovenski partnerji se v projektu STAIRS osredotočamo na vidik socialne vključenosti v izobraževanju dveh ciljnih skupin, ki sta po dostopnih podatkih o socialnemu izključevanju med bolj izpostavljenimi, in sicer so to učenci in učenke ter dijaki in dijakinje z nizkim SES ter dijaki in dijakinje s PP vključeni v srednje poklicno izobraževanje.

V prvi fazi projekta smo identificirali izzive in vprašanja, ki so povezani z identifikacijo, obravnavo, podporo omenjenih ciljnih skupin v slovenskem izobraževalnem sistemu ter jih v nacionalnem poročilu o socialni vključenosti projekta STAIRS (Vidmar idr., 2020) podrobneje opredelili. Nacionalno poročilo sicer

predstavlja tudi širši vpogled v uresničevanje inkluzivnega izobraževanja v Sloveniji. V nadaljevanju povzemamo izzive v povezavi z zagotavljanjem socialne vključenosti omenjenih ciljnih skupin.

1.2.1. Izzivi povezani z izobraževanjem učencev in dijakov z nizkim SES

Neenakost predstavlja izziv slovenskega izobraževalnega sistema (Šterman Ivančič in Štremfel, 2020). Tako je izbira izobraževalnega programa povezana s SES. Dijaki in dijakinje z nižjim SES so večinoma vpisani v poklicne programe, dijaki in dijakinje z višjim SES pa so večinoma vpisani v splošne programe (gimnazija) (Cankar idr., 2017; Šterman Ivančič in Štremfel, 2020).

Cankar (2020) navede več možnih razlag, ki učence in učenke z nizkim SES vodijo pri vpisu v izobraževalne programe:

- Učenci in učenke ne prepoznajo pomena izobraževanja,
- Učenci in učenke se sicer zavedajo pomena izobraževanja, vendar vložek ocenijo kot prevelik, prenaporen in nesorazmeren z obljubljenimi koristmi;
- Učenci in učenke se zelo dobro zavedajo pomena izobraževanja in možnosti, ki jih višja izobrazba ali večja usposobljenost ponuja, vendar njihov SES preprosto ne omogoča dolgoročnejše investicije v izobraževanje, saj bi bila ogrožena osnovna eksistenca posameznikov.

Gril (2014) prav tako ugotavlja, da imajo slovenski dijaki in dijakinje nekoliko negativna stališča do znanja in izobraževanja, kar je lahko eden izmed dejavnikov pri sprejemanju odločitev o nadaljnjem izobraževanju. Prav tako mednarodni podatki (OECD, 2019) kažejo, da so pričakovanja, da bodo izobraževanje zaključili samo s srednješolsko izobrazbo izrazitejša pri dijakih in dijakinjah z nižjim SES, čeprav dosegajo enako raven znanja.

Nacionalni podatki PISA kažejo na pomembno razliko v dosežkih med dijaki in dijakinjami z nizkim SES in visokim SES. Na lestvici naravoslovja na preizkusu PISA je razlika približno 90 točk, na bralnem preizkusu pa približno 80 točk (OECD, 2019; Šterman Ivančič in Štremfel, 2020). Podobno se kaže tudi na bralnem preizkusu raziskave PIRLS, kjer imajo učenci in učenke četrtega razreda z višjim SES višji bralni dosežek v primerjavi z učenci in učenkami z nizkim SES (Klemenčič in Mirazchiyski, 2020).

Sekundarne analize podatkov PISA 2015 kažejo na pomembne razlike v dosežkih dijakov in dijakinj glede na izobraževalni program. Npr. na lestvici naravoslovne pismenosti razlika med splošnim gimnazijskim programom in poklicnim programom znaša približno 160 točk, kar ustreza približno petletnemu šolanju (Šterman Ivančič in Puklek Levpušček, 2018).

V Sloveniji sicer odstotek t.i. rezilientnih dijakov in dijakinj, ki so učno uspešni kljub nižjemu SES-u glede na rezultate PISA narašča in je nekoliko nad mednarodnim povprečjem (glej npr. OECD, 2013: 41; OECD, 2019: 256).

1.2.2. Izzivi povezani z izobraževanjem dijakov s PP v srednjem poklicnem izobraževanju

V srednješolsko izobraževanje je vključen visok delež dijakov in dijakinj s posebnimi potrebami, ki se od leta 2010/2011 povečuje na vseh ravneh izobraževanja (glej Prilogo 3). Dijaki in dijakinje s PP so bistveno bolj

zastopani v programih srednjega poklicnega in srednjega strokovnega izobraževanja, manj pa jih je na gimnazijah (Cankar, 2020). Ugotovitev sicer ne drži za skupino z organskimi ovirami (slepi, slabovidni in z okvaro vidne funkcije, gibalno ovirani, gluhi in naglušni). Njihov delež je na gimnazijah celo večji kot pri preostali populaciji (Cankar, 2020). Pod drobnogled v okviru projekta STAIRS tako sicer nismo vzeli dijakov in dijakinj s PP vključenih v vse programe srednješolskega izobraževanja, ampak le tiste vključene v poklicno izobraževanje, saj je delež le-teh visok.

Sodelavci CPI-ja pri neposrednem delu z učitelji in učiteljicami opažajo, da učitelji in učiteljice navajajo (še posebej tisti, ki poučujejo v programih poklicnega izobraževanja), da kljub številnim sistemskim ukrepom in rešitvam (npr. prilagoditve izobraževalnega programa, dodatni učitelji in učiteljice za dijake in dijakinje s PP, zmanjšano število dijakov in dijakinj v razredu ob vključitvi dijakov in dijakinj s PP), ti ne zagotavljajo izpolnjevanja vseh standardov kakovostnega izobraževanja v praksi, da nimajo dovolj znanja za delo z dijaki in dijakinjami s PP, da so v razred oz. oddelek vključeni dijaki in dijakinje z različnimi vrstami PP, kar njihovo delo še otežuje, da starši velikokrat vztrajajo pri vključitvi dijaka ali dijakinje v določen program, ki zanj/-o ni primeren.

Dodaten izziv lahko predstavljajo primeri, ko je posebnim potrebam dijaka in dijakinje pridružen še nizki SES. Kot navaja Cankar (2020) je SES skupine učencev in učenk s posebnimi potrebami v povprečju nižji kot za ostalo populacijo učencev in učenk, vendar so med skupinami učencev in učenk s posebnimi potrebami prisotne velike razlike. Dolgotrajno bolni učenci in učenke in tisti z organskimi motnjami imajo v povprečju SES, zelo podoben ostali populaciji učencev in učenk, preostale skupine učencev in učenk s PP pa imajo nižji SES. Kot sklene avtor raziskave, vse kaže, da gredo v teh primerih primanjkljaji in prikrajšanosti z roko v roki z nižjim SES-om.

2. Povzetek študijskih obiskov

Projekt STAIRS temelji na preučevanju dobrih inkluzivnih praks Irske in Portugalske na področju zagotavljanja socialne vključenosti v izobraževanju. Proces učenja se je začel z uvodno nacionalno delavnico za vključene zunanje strokovnjake in strokovnjakinje, kjer je bil predstavljen osrednji fokus Slovenije v okviru projekta. Uvodna delavnica je predstavljala vzpostavitev slovenske strokovne skupine (projektni sodelavci PI in CPI ter zunanji strokovnjaki). Strokovna skupina se je z dobrimi praksami seznanila na spletnih študijskih obiskih[1] in jih analizirala v obliki študij primera.

V projektu so bile s strani irskih (Mary Immaculate College, Limerick) in portugalskih (Universidade Lusófona de Humanidades e Tecnologias, Lizbona) projektnih partnerjev na podlagi opredeljenih nacionalnih potreb ter kriterijev (oblikovali so jih vsi partnerji v projektu) identificirane in za predstavitev izbrane spodaj navedene dobre prakse na področju inkluzivnega izobraževanja, predstavljene tudi na portalu ESLplus v obliki študij primera.

Nabor irskih dobrih praks na področju zagotavljanja inkluzivnega izobraževanja (ESLplus):

- Delivering Equality of Opportunity in Schools (DEIS),

[1] Študijski obiski so bili prvotno načrtovani v živo na lokaciji v Limericku in Lizboni, zaradi epidemije COVID-19 pa so bili izpeljani na daljavo.

- Limerick DEIS Primary Schools' Literacy Initiative,
- Special Education Initiative,
- Transforming Education through Dialogue (TED) Project,
- Youthreach Programme.

Nabor portugalskih dobrih praks na področju zagotavljanja inkluzivnega izobraževanja (ESLplus):

- A School for Everyone,
- Inclusion Practices in a Rural Environment – the Case of José Saramago Cluster of Schools and Educational Territory of Priority Intervention,
- Promoting Inclusion and Valuing Vet Courses,
- Curriculum Enrichment Activities,
- Modular Training for the Unemployed without Upper-secondary Qualification,
- Learning Courses to Improve Employability and to Enhance Social and Professional Inclusion.

2.1. Relevantni elementi dobrih praks Irske in Portugalske za slovenski izobraževalni prostor

V nadaljevanju izpostavljamo dobre prakse oz. posamezne elemente le-teh, ki so bile prepoznane kot relevantne za slovenski izobraževalni prostor in z uporabo katerih bi lahko nadgradili uresničevanje inkluzivnega izobraževanje na različnih ravneh oz. iz različnih vidikov. Naštevamo zgolj tiste dobre prakse, ki so povezane z osrednjim fokusom Slovenije v projektu STAIRS, pri čemer so nam bile v pomoč matrike (glej Prilogo 2).

2.1.1. Dobre inkluzivne izobraževalne prakse na Irskem

Dobra praksa št. 1. - *Delivering Equality and Opportunity in Schools (DEIS)*

DEIS je od leta 2005 osrednja nacionalna iniciativa za zagotavljanje podpore šolam (predšolska, osnovnošolska in srednješolska raven) iz najbolj prikrajšanih območij. Kot oblika sistemske podpore omogoča identificiranje šol z največjo stopnjo socialne depriviligiranosti in tveganj učencev ter učenk za socialno izključenost. Iniciativa poudarja razvoj bralne in matematične pismenosti učencev in učenk, vključevanje staršev v otrokovo izobraževanje ter nadaljevalno usposabljanje in opolnomočenje učiteljev in učiteljic ter ravnateljev in ravnateljic.

Šolam na Irskem se na podlagi kriterijev za oceno stopnje depreviligiranosti dodeli status »DEIS šole«, ki je predpogoj za dodelitev različnih oblik podpore (npr. zmanjšanja razmerja med učitelji in učenci v razredu, dodeljevanje specializiranih učiteljev za učence in učenke s posebnimi potrebami na rednih šolah, dostop do programov za krepitev bralne in matematične pismenosti, dodatna finančna podpora). Ena tretjina šol na Irskem ima status DEIS šole.

V okviru DEIS šol se poudarja sodelovalni pristop s starši. Tako npr. nekatere DEIS šole ponujajo »Šolo za starše«, delavnice za vzpostavljanje odnosov med učenci in učenkami ter starši, kuharske tečaje za starše in učne tečaje za starše. Pri spodbujanju sodelovanja s starši imajo posebno vlogo »Home School Community Liason« (HSCL) koordinatorji. Gre za učitelje in učiteljice, ki delujejo na območju več šol in skušajo zagotoviti pozitivne odnose med starši, učitelji in širšo skupnostjo. Njihova vloga se osredinja na

preprečevanje zgodnjega opuščanja izobraževanja. HSCL koordinatorji izvajajo tudi obiske na domu učencev in učenk in sodelujejo pri edukaciji staršev.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Temelji na nacionalnih politikah in objektivnih kriterijih za izbor najbolj depreviligiranih območij in šol;
- Iniciativa je dolgoročna in financirana s strani Oddelka za izobraževanje in veščine (Department of Education and Skills - ministrstvo);
- DEIS šole se določi na podlagi deprivacijskega indeksa (kazalnika SES-a), kar omogoča različno klasifikacijo šol: "Band 1" (šole iz najbolj depriviligiranih okolij), "Band 2" (depriviligirane šole) in "DEIS ruralna šola" (šole iz ruralnih območij). Glede na klasifikacijo šol je dodeljena oblika pomoči;
- Šole delujejo na podlagi pristopa od spodaj-navzgor (šole same odločajo, kako prilagoditi pridobljeno podporo svojim potrebam in značilnostim lokalne skupnosti);
- DEIS aktivno podpira sodelovanje različnih institucij, ki nudijo pomoč individualnim učencem in učenkam ter njihovim družinam (npr. šole sodelujejo z nacionalno službo pedagoških psihologov, nacionalno službo za socialne zadeve);
- DEIS šole se povezujejo z visokošolskimi zavodi in/ali raziskovalnimi centri z namenom razvoja in izvedb programov kontinuiranega profesionalnega razvoja učiteljev in učiteljic ali delavnic za učence ter učenke, ki temeljijo na dokazih temelječi praksi;
- Učiteljem in učiteljicam iz DEIS šol na voljo več nadaljevalnih izobraževalnih programov za zagotavljanje kontinuiranega profesionalnega razvoja v primerjavi z učitelji in učiteljicami iz ne-DEIS šol;
- Šole so dolžne implementirati DEIS programe za krepitev bralne in matematične pismenosti (npr. First Steps/Reading Recovery, Maths Recovery, Reading for fun);
- Izvaja se sistematično in standardizirano identificiranje učencev in učenk z nižjo stopnjo bralne in/ali matematične pismenosti;
- Kakovost izobraževanja v DEIS šolah se zagotavlja z rednimi evalvacijami;
- Povezovanje DEIS in ne-DEIS šol v grozde (ang. clusters) z namenom spremljanja učencev in učenk iz ogroženih okoljih (ang. *School Completion Programme*) - program je zastavljen tako, da omogoča spremljanje ogroženih učencev in učenk iz najbolj depreviligiranih okolij od 3. do 18. leta starosti. Šole prav tako izvajajo programe za prehod učencev in učenk iz osnovnih šol v srednje šole;
- DEIS šole so dolžne pripraviti triletne načrte dela, ki so ovrednoteni s strani DEIS komisije;
- Na DEIS šolah se poudarja razvijanje socialnih in čustvenih kompetenc učencev in učenk;
- Strokovnjaki, ki delujejo z DEIS šolami se zavzemajo za zmanjšanje razmerja med učitelji in učenci v osnovnih šolah, in sicer na 1:15, kar po njihovih strokovni oceni zagotavlja ustrezne izobraževalne pogoje vsem učencem in učenkam.

Dobra praksa št. 2. - *Limerick DEIS Primary Schools' Literacy Initiative*

Regionalna iniciativa za spodbujanje bralne pismenosti učencev in učenk, ki se je izvajala na vseh 15 DEIS osnovnih šolah v Limericku med leti 2011 in 2016. Izvajala se je vzporedno z nacionalno strategijo za izboljšanje bralne pismenosti otrok in bila financirana s strani Oddelka za izobraževanje in veščine (angl. Department of Education and Skills). Temeljila je na kontinuiranem profesionalnem razvoju učiteljev in

učiteljic z namenom izboljšanja kompetenc za poučevanje bralne pismenosti in govora. Intervencija je bila namenjena izboljšanju pismenosti pri učencih in učenkah iz depriviligiranih okolij.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Povezovanje različnih deležnikov na ravni odločevalcev, raziskovalni ravni in praktični ravni (vključeni deležniki: Oddelek za izobraževanje in veščine, visokošolski zavod Mary Immaculate College, Center za izobraževanje Limerick ter učitelji in učiteljice v osnovnih šolah);
- Opravljena revizija obstoječih učiteljskih praks za poučevanje pismenosti in priprava novega programa za kontinuiran profesionalni razvoj učiteljev (učiteljev in učiteljic, ki že poučujejo) s poudarkom na dobrih praksah za poučevanje pismenosti; opazovanju poučevanja učiteljev in učiteljic v programu in podajanju povratnih informacij na njihovo poučevanje;
- Poudarja se izmenjava dobrih poučevalnih praks med učitelji in učiteljicami z namenom skupnega opolnomočenja za poučevanje;
- Učitelji in učiteljice, ki so se udeležili programa kontinuiranega profesionalnega razvoja so imeli zagotovljeno zamenjavo za poučevanje. Velik del projektnih sredstev je bil namenjen financiranju nadomestnih učiteljev in učiteljic, ki so omogočili primarnim učiteljem in učiteljicam nemoteno udeležbo v programu;
- Sodelujoči učitelji in učiteljice v vlogi multiplikatorjev z namenom spodbujanja celostnega pristopa na nivoju šole (iz posameznih šol so sodelovali zgolj določeni učitelji in učiteljice, ki so nato pridobljena znanja delili med svojimi kolegi in kolegicami). Prav tako so se sodelujoči učitelji in učiteljice enkrat tedensko sestali s koordinatorjem iniciative z namenom refleksije;
- Iniciativa zagovarja dolgotrajen pristop in načrtovanje, nadgrajevanje preteklih uspešnih projektov in razvoj novih iniciativ – omenjena iniciativa za spodbujanje bralne pismenosti se je kasneje razvila v novo iniciativo za spodbujanje matematične pismenosti;
- Zagotavljanje mentorstva učiteljem in učiteljicam se je izkazalo kot ključno za razvoj poučevalnih kompetenc.

Dobra praksa št. 3. - *Special Education Initiative*

Iniciativa se nanaša na vključevanje učencev in učenk s posebnimi potrebami v redne šole. Na Irskem dokument »EPSEN« iz leta 2004 nalaga, da se učence in učenke s posebnimi potrebami šola v inkluzivnem okolju rednih šol vse dokler je za učence možno doseganje in izpolnjevanje izobraževalnih standardov. Gre za trajno iniciativo, ki temelji dolgoročnem sodelovanju vseh deležnikov vključenih v vzgojo in izobraževanje.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Zagotavljanje financiranja za zaposlovanje učiteljev za posebne potrebe in asistentov za delo z učenci in učenkami s posebnimi potrebami v rednih šolah;
- V univerzitetne programe izobraževanja učiteljev in učiteljic (prva stopnja univerzitetnega študija) so vključeni obvezni moduli za delo z učenci s PP. Na drugi stopnji univerzitetnega študija se izvajajo študijski programi za delo s specifičnimi oblikami posebnih potreb;
- Področje izobraževanja učencev in učenk s PP potrebuje konstantno delo na področju politik, evalvacije programov dela in revizij obstoječih praks;

- Učencem in učenkam s PP se zagotavlja podpora v obliki specializiranih učiteljev in učiteljic za posebne potrebe in/ali asistentov za delo z učenci in učenkami s PP;
- Iniciativa temelji na sodelovalnih pristopih učiteljev in učiteljic. Učitelj/učiteljica za učence s PP sodeluje z razrednim učiteljem/učiteljico z namenom vzpostavljanja inkluzivnega okolja. Poudarek je na ekipnem poučevanju dveh učiteljev/učiteljic, poučevanju v manjših skupinah in individualnem poučevanju učencev in učenk s PP. V razredu lahko delujeta dva učitelja/učiteljici;
- Učiteljem in učiteljicam se za optimalno poučevanje učencev in učenk s PP priporoča: uporaba interaktivnih učnih materialov in aktivnosti, uporaba inkluzivne poučevalne metodologije, diferenciranje in osebni pristop k poučevanju učencev in učenk, uporabo IKT orodij (za spodbujanje vizualnih in multi-senzornih vidikov), uporaba konkretnih materialov in razvoj veščin vodenja razreda;
- Dolgotrajnost iniciative je ključen dejavnik za uspešno doseganje zastavljenih ciljev na področju inkluzivnega izobraževanja;
- Poudarjanje kontinuiranega profesionalnega razvoja učiteljev in učiteljic za delo z učenci in učenkami s PP;
- Primer priročnika “Bridge back to school” kot pripomoček za delo z otroci z motnjo avtističnega spektra v času epidemije COVID-19.

Dobra praksa št. 4. - *Transforming Education through Dialogue (TED) Project*

Projekt TED neprekinjeno poteka od leta 1998 in temelji na povezovanju visokošolskega zavoda (Mary Immaculate College) z DEIS šolami. TED je usmerjen v izboljšanje učnih izidov učencev in učenk ter v potrebe posameznih šol. Glavni cilj projekta je ponuditi šolam podporo preko izvajanja konzultacij, usposabljanj, raziskovanja in spodbujanja sodelovalnega pristopa.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Projekt TED vzpostavlja neposredni dialog in sodelovanje med DEIS šolami ter raziskovalci in raziskovalkami (v okviru projekta TED so zaposleni raziskovalci in raziskovalke edukacijskih ved, ki se odzivajo na realne potrebe šol v lokalni skupnosti). TED sodelavci in sodelavke sodelujejo neposredno s šolami, da identificirajo potrebo ali težavo v izobraževanju, nato se v okviru TED-a za šolo razvije iniciativa, usposabljanje ali delavnica, ki naslavlja specifično potrebo ali težavo.
- TED vzpostavlja tri različne mreže v katere so vključeni deležniki (PLUS, Cur le Chéile in OSCAILT).
- TED nadzorujeta projektni koordinator in projektni sodelavec. Koordinator je vključen v upravne odbore šol v regiji. Delo koordinatorja in projektnega sodelavca vključuje neposredno povezovanje s šolami (*angl.* ground level);
- Učitelji in ravnatelji DEIS šol predavajo študentom pedagoških smeri na MIC (Mary Immaculate College) z namenom širjenja dobrih praks in pedagoških znanj.
- Znotraj TED-a so potekali, potekajo različni projekti namenjeni učencem in učenkam iz depreviligiranih okolij: EDNIP projekt (podpiral duševno blagostanje učencev in učenk), TEAL (osredinjen na kontinuiran profesionalni razvoj učiteljev), City Connect projekt (za podporo socialno-čustvenim kompetencam učencev in učenk);
- Ključne točke povezovanja s šolami in skupnostjo: konzultacije, menedžerski model, intervencijski model, raziskovanje in financiranje;

- Poudarjanje dolgoročnosti projekta kot ključnega za uspeh.

Dobra praksa št. 5. - *Youthreach Programme*

Je edini nacionalni program na Irskem namenjen mladim, ki so zgodaj opustili šolo (t.i. osipniki). Deluje od leta 1989 in je namenjen mladim med 15 in 21 let brez formalne izobrazbe. Med mladimi, ki zgodaj opustijo šolo je velik delež tistih z nizkim SES in PP. Program se osredinja na oseben razvoj in doseganje poklicnih kvalifikacij ter prehod na trg dela.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Financer je Oddelek za izobraževanje in spretnosti (DES);
- Temelji na prostovoljni udeležbi mladih v programu. V ospredju so potrebe mladega posameznika, kateremu se prilagodi kurikulum;
- Metodologija izobraževanja vključuje: skupinsko delo, delo v parih in individualno delo;
- Mladim so na voljo naslednji podporni mehanizmi: karierna orientacija, učna pomoč, svetovanje in zagotavljanje delovnih izkušenj;
- V ospredju je povezovanje z lokalnimi deležniki: mladinskimi organizacijami in mladinskimi delavci, šolami, policijo, nacionalno zvezo pedagoških psihologov itd.;
- Program predstavlja preplet izobraževanja, usposabljanja in mladinskega dela. Mladi so na začetku programa selekcionirani na podlagi intervjujev in zgodovine preteklih izobraževalnih izkušenj;
- Ključni dejavnik pri uspešnosti programa je zagotavljanje dolgoročnosti, s sprotnimi evalvacijami in prilagoditvami;
- Ključni elementi metodologije programa (“mehek” pristop do mlade osebe, osredinjenost na učenca ali učenko, spoštljivost učiteljev in učiteljic, povezovanje z lokalno skupnostjo, vztrajnost in grajenje zaupanja, program temelji na spodbujanju pravic učenca ali učenke, v ospredju je pravica do učenja, multi-profesionalni timi).

2.1.2. Dobre inkluzivne izobraževalne prakse na Portugalskem

Dobra praksa št. 1. - *A School for Everyone - primer Santo Antonio*

Primer se nanaša na grozd (ang. cluster) šol Santo Antonio, ki deluje v okviru nacionalnega programa TEIP (ang. Territory of Priority Intervention) in vključuje sedem izobraževalnih ustanov od predšolske do srednješolske ravni izobraževanja. Program TEIP na Portugalskem deluje podobno kot program DEIS na Irskem – tj. sistemsko zagotavlja dodatno podporo šolam iz najbolj depreviligiranih okolij. Približno ena šestina grozdov šol na Portugalskem (kjer je vse šolanje vključno s srednješolskim izobraževanjem urejeno v grozdih) deluje v okviru programa TEIP.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- TEIP je dolgoročni program, ki je bil prvič uveden leta 1996. Trenutno je v teku tretja verzija programa;

- TEIP šole, ki so združene v grozde, imajo eno osrednjo šolo z vodjo grozda, ostale šole v grozdu imajo koordinatorja. Šole imajo avtonomijo na nivoju grozda, odzivajo se na lastne potrebe in specifike lokalnega okolja;
- "School Social Action" je program socialne podpore učencem in učenkam z nizkim SES (npr. šole pridobijo financiranje dodatnih učiteljev, učencem in učenkam pripada več ur poučevanja, učenci in učenke dobijo finančno podporo; v času COVID-19 se je vsem učencem in učenkam z nizkim SES zagotovil računalnik in dostop do interneta). Družine oz. učenci in učenke se morajo sami prijaviti za pomoč v okviru »School Social Action« programa;
- TEIP zagovarja celostni pristop na ravni šole;
- TEIP načrt za izboljšanje šol z naslednjimi ključnimi elementi: opredelitev prioritetnih področij, nadgrajevanje vključevanja vseh članov skupnosti, intervencije za zvišanje občutka pripadnosti šoli, izboljšanje organizacijske kakovosti in učinkovitosti šolskih grozdov, mehanizmi samoevalvacije);
- Poudarjanje kontinuiranega profesionalnega razvoja učiteljev;
- TEIP šole so upravičene do dodatne podpore, ki jo zagotovi Ministrstvo za izobraževanje v obliki multiprofesionalnih timov, ki ga sestavljajo psiholog, socialni delavec in socialni mediator (posameznik iz skupnosti, ki pozna okolje ter izzive v njem).

Dobra praksa št. 2. - *Inclusion Practices in a Rural Environment – the Case of Jose Saramago Cluster of Schools and Educational Territory of Priority Intervention*

Primer se nanaša na predstavitev grozda šol Jose Saramago, ki prav tako sodeluje v nacionalnem programu TEIP.

Elementi dobre prakse, ki so relevantni za slovenski izobraževalni prostor:

- Grozd šol se povezuje z raznolikimi deležniki na lokalni ravni (npr. mestnim svetom, lokalno komisijo za zagotavljanje varnosti otrok in mladostnikov, centrom za kulturo in šport, centrom za podporo inkluziji, centrom za izobraževanje in poklicno usposabljanje);
- TEIP šole se osredinjajo na reševanje socialnih problemov. Šole pripravijo lastne načrte dela (npr. kako želijo nasloviti reševanje specifičnega izobraževalnega izziva ali težave ter na podlagi tega pridobijo dodatno TEIP financiranje);
- Mentorstvo učencem na šoli, ki so bolj ogroženi (npr. nizek SES) (učitelji in učiteljice so v vlogi mentorjev);
- Matematiko in portugalščino hkrati poučujeta dva učitelja ali učiteljici v razredu;
- Izvaja se program za krepitev socialnih in čustvenih kompetenc učencev in učenk (»Museum for the future«).

2.2. Povzetek učnega procesa na študijskih obiskih in pridobljenega znanja

Študijski obiski projekta STAIRS so pri udeležencih in udeleženkah študijskih obiskov krepili individualno in skupinsko učenje o dobrih inkluzivnih izobraževalnih praksah drugih držav. Po študijskih obiskih se je strokovna skupina sestala z namenom oblikovanja predlogov za slovenski izobraževalni prostor. S študijskimi obiski in analizo dobrih praks Irske in Portugalske smo si v strokovni skupini prizadevali okrepiti

nacionalna prizadevanja za nadgrajevanje obstoječih inkluzivnih praks na področju socialne vključenosti učencev in učenk ter dijakov in dijakinj z nizkim SES in dijakov ter dijakinj s PP v srednjem poklicnem izobraževanju.

V strokovni skupini smo si po študijskih obiskih bili enotni v razumevanju ključnih sporočil, ki izhajajo iz dobrih inkluzivnih izobraževalnih praks Irske in Portugalske. Ključna sporočila, obrazložena v naslednjih odstavkih, so naslednja:

- Sistemski okvir kot podlaga za dolgoročno učinkovitost izobraževalnih praks ter inkluzivno naravnanost in občutljivost do socialne vključenosti
- Krepitev bralne in matematične pismenosti ter socialno-čustvenih kompetenc ranljivih skupin učencev in učenk, tudi s sodelovanjem s starši
- Opolnomočenje učiteljev kot pomemben vidik zagotavljanja socialne vključenosti v izobraževanju
- Pomembnost povezovanja različnih deležnikov pri zagotavljanju socialne vključenosti v izobraževanju

Ključno sporočilo 1: Sistemski okvir kot podlaga za dolgoročno učinkovitost izobraževalnih praks ter inkluzivno naravnanost in občutljivost do socialne vključenosti

Programi za spodbujanje socialne vključenosti na Irskem in Portugalskem (tj. DEIS in TEIP) predstavljajo konkretno izvedbo nacionalnih politik socialne vključenosti. DEIS se umešča v izvedbo naslednjih nacionalnih politik: The Programme for a Partnership Government 2016, The Action Plan for Education – 2016-2019, The National Policy Framework for Children and Young People 2014-2020 - Better Outcomes Brighter Futures–BOBF). V strokovni skupini ugotavljamo, da so ustrezne politike ključne za krepitev občutljivosti do socialne vključenosti rizičnih skupin učencev in učenk ter dijakov in dijakinj, kar pomeni, da omogočajo prepoznavanje tistih, ki imajo tveganje za socialno izključenost. Politike predstavljajo temelj za iniciative kot sta DEIS in TEIP, ki identificirata šole iz najbolj depriviligiranih okolij (npr. nizki SES, visok delež vključenih učencev s posebnimi potrebami) in šolam nudita podporo na sistemski ravni.

Sistemski okvir omogoča, da se posamezne iniciative izvajajo dolgoročno in ne ostanejo na nivoju projektno organiziranega dela. Zametki DEIS-a, TED-a in TEIP-a segajo v 90. leta prejšnjega stoletja. Obenem večina dobrih praks (npr. DEIS, TED, TEIP, Limerick DEIS Primary Schools' Literacy Initiative, Special Education Initiative) poudarja, da je zagotavljanje socialne inkluzije v izobraževanju dolgotrajen proces, ki ga je potrebno podkrepiti s sprotno evalvacijo in revizijo obstoječih praks.

Ključno sporočilo 2: Krepitev bralne in matematične pismenosti ter socialno-čustvenih kompetenc ranljivih skupin učencev in učenk, tudi s sodelovanjem s starši

Predvsem na Irskem se poudarja pomen krepitve bralne in matematične pismenosti učencev in učenk z namenom njihovega opolnomočevanja. Npr. v Limerick DEIS Primary Schools' Literacy Initiative se je poudarjala krepitev kompetenc učiteljev in učiteljic za poučevanje bralne pismenosti. Obenem je pomemben vidik zagotavljanja socialne vključenosti v izobraževanju tudi spodbujanje sodelovanja s starši. Omenjeno je uresničeno predvsem v iniciativi DEIS, kjer HSCL koordinatorji (učitelji) neposredno sodelujejo z učenci in učenkami ter njihovimi starši (npr. krepijo veščine bralne pismenosti tako pri učencih in učenkah

kot tudi pri starših). Nenazadnje pa so nekatere iniciative (npr. DEIS, TED in TEIP) poudarjale vlogo razvijanja socialno-čustvenih kompetenc učencev in učenk iz depriviligiranih okolij za zagotavljanje uspešne socialne vključenosti v izobraževanju. Razvoj socialnih in čustvenih kompetenc predstavlja način opolnomočenja učencev in učenk pri soočanju z izzivi socialne vključenosti.

Ključno sporočilo 3: Opolnomočenje učiteljev kot pomemben vidik zagotavljanja socialne vključenosti v izobraževanju

Učitelji so bili v strokovni skupini prepoznani kot ključnem dejavnik pri zagotavljanju socialne inkluzije v izobraževanju. V dobrih praksah Irske (npr. DEIS, Limerick DEIS Primary Schools' Literacy Initiative) in Portugalske (npr. TEIP) je poudarek na zagotavljanju ustreznih programov kontinuiranega profesionalnega razvoja, ki učitelje opremijo z ustreznimi kompetencami (npr. nadgrajevanje kompetenc na področju poučevanja bralne pismenosti). Poudarjeni so tudi vidiki izmenjave dobrih poučevalnih praks med učitelji, zagotavljanje mentorstev učiteljem, sodelovalni pristopi (npr. hkratno poučevanje dveh učiteljev v razredu, sodelovanje razrednega učitelja in učitelja za učence s posebnimi potrebami) in spodbujanje celostnega pristopa na ravni šole. Kot pomemben vidik zagotavljanja profesionalnega razvoja učiteljev je bil izpostavljen tudi čas, ki je učiteljem namenjen za izpopolnjevanje, kot izhaja iz dobre prakse Limerick DEIS Primary Schools' Literacy Initiative, se učiteljem lahko zagotovi zamenjavo za čas trajanja usposabljanja.

Ključno sporočilo 4: Pomembnost povezovanja različnih deležnikov pri zagotavljanju socialne vključenosti v izobraževanju

Zagotavljanje socialne vključenosti je celovit in kompleksen proces, ki za uspešno uresničevanje potrebuje sodelovanje deležnikov na lokalni in nacionalni ravni. V predstavljenih dobrih praksah Irske in Portugalske so deležniki povezani na različne načine. V okviru DEIS-a se spodbuja povezovanje šol s psihologi ali nacionalno službo za socialne zadeve. V iniciativi Limerick DEIS Primary Schools' Literacy Initiative so vključeni pristojno ministrstvo, visokošolski zavod in osnovne šole. Znotraj TED-a delujejo tri različne mreže deležnikov (PLUS - povezovanje 16 DEIS šol in 2 specialnih šol v okrožju Limerick; Cur le Chéile - povezovanje 11 osnovnih šol iz različnih irskih okrožij; OSCAILT - povezovanje 16 DEIS šol skupaj s predstavniki ministrstva). Sklepamo lahko, da je za zagotavljanje socialne vključenosti v izobraževanju pomembno celovito sodelovanje lokalne skupnosti in medresorsko sodelovanje.

3. Nacionalni prilagoditveni načrt projekta STAIRS

Na podlagi študijskih obiskov in analize dobrih praks (Irske in Portugalske) so nastali predlogi za izboljšanje nacionalnih prizadevanj za zagotavljanje socialne vključenosti v izobraževanju. Nacionalni prilagoditveni načrt projekta STAIRS tako temelji na predlogih, ki služijo kot izhodišče za oblikovanje nadaljnjih nacionalnih iniciativ, programov ali projektov za spodbujanje socialne vključenosti v izobraževanju v Sloveniji.

3.1. Analiza dobrih praks Irske in Portugalske glede na nacionalne potrebe in predlogi za uporabo le teh v Sloveniji.

Iz glavnih sporočil izhajajoč iz študijskih obiskov in analize dobrih inkluzivnih izobraževalnih praks Irske in Portugalske so bila izpeljana štiri prioritetna področja, ki jih v strokovni skupini prepoznavamo kot

pomembna za zagotavljanje socialne vključenosti dveh ciljnih skupin: 1) učencev in učenk ter dijakov in dijakinj z nizkim SES in 2) dijakov in dijakinj s PP v srednje-poklicnem izobraževanju.

Prioritetna področja so:

1. Inkluzivna naravnanost in občutljivost do socialne vključenosti,
2. Identifikacija in podpora učencem in dijakom z nizkim SES,
3. Opolnomočenje učiteljev za delo z učenci in dijaki z nizkim SES in PP
4. Sodelovanje, povezovanje različnih deležnikov pri obravnavi, podpori učencev in dijakov z nizkim SES in PP.

V nadaljevanju za vsako področje navajamo zakaj smo ga v strokovni skupini prepoznali kot pomembnega in utemeljimo vlogo področja pri zagotavljanju inkluzivnega izobraževanja na podlagi teoretičnih izhodišč. Nato pri vsakem področju sledi okviren pregled trenutnega stanja v Sloveniji, kot so obstoječi dokumenti, rešitve, prakse ali projekti. Nazadnje so pri posameznih področjih navedeni predlogi za nadgraditev socialne inkluzije v Sloveniji, ki so izpeljani na podlagi dobrih inkluzivnih izobraževalnih praks Irske in Portugalske.

3.1.1. Področje 1: Inkluzivna naravnanost in občutljivost do socialne vključenosti

Projekt STAIRS skuša okrepiti, nadgraditi in spremeniti razmišljanja, pogled in naravnanost do inkluzije v izobraževanju. V strokovni skupini ugotavljamo, da je za nadaljnji razvoj inkluzivnega izobraževanja potrebno sprejeti spremembe na različnih nivojih (sistemski nivo, nivo učiteljev), spodbujati principe sodelovanja in spremembe v obstoječih praksah, ki jih skušamo nasloviti s predlogi nastalih na podlagi dobrih praks Irske in Portugalske.

Kot že omenjeno, smo v strokovni skupini zaznali, da dobre prakse Irske in Portugalske predstavljajo konkretno izvedbo nacionalnih politik. Ustrezne politike prispevajo k oblikovanju inkluzivne naravnanosti in občutljivosti do socialne vključenosti v izobraževalnem prostoru. Avtorji (npr. Booth in Ainscow, 2011) izpostavljajo pomen ustreznih politik za spodbujanje inkluzivnih izobraževalnih okolij, zato v nadaljevanju navajamo pregled nekaterih aktualnih slovenskih programskih dokumentov (Program za otroke 2020-2025, Resolucija o nacionalnem programu za mladino 2013-2022), ki jih je mogoče povezati s ciljnima skupinama v projektu STAIRS (nizek SES in PP).

3.1.1.1. Trenutno stanje na področju v Sloveniji

Eden od glavnih ciljev **Strategije EU za mlade 2019-2027** (Evropska komisija, n.d.; Movit, 2019) je zagotavljati enake možnosti za dostop do izobraževanja in trga dela za vse mlade. Razvoj nacionalnih strategij za socialno vključevanje je eden od načinov za odpravljanje izključenosti mladih z manj priložnostmi v evropskih družbah. Strategija je definirana kot krovni dokument, akcijski načrt ali niz uradnih dokumentov, ki opredeljujejo ključne smernice za oblikovanje in izvajanje javnih politik na nacionalni ravni.

Program za otroke 2020-2025 (Vlada Republike Slovenije, 2020) je strateški dokument usklajen s temeljnimi mednarodnimi dokumenti in razvojnimi dokumenti države. Namen programa je določiti ključne cilje in ukrepe na prednostnih področjih otrokovih pravic v obdobju od 2020 do 2025, s katerimi bodo ključni deležniki zagotovili čim višjo kakovost življenja in celovitega razvoja za vse otroke. Program zajema prednostna področja, znotraj katerih se bodo izvajale dejavnosti za povečanje kakovosti življenja otrok in

za vzpostavitev varovalnih dejavnikov za otroke iz socialno in finančno šibkih okolij, za najranljivejše otroke ter varovalnih dejavnikov na področjih, ki jih zahteva sodobni čas s svojimi izzivi, kot je digitalno okolje. Program opredeljuje tako imenovane izključene skupine otrok, ki so še posebej ranljive: to so **otroci iz socialno in finančno prikrajšanega okolja**, otroci, prikrajšani za primerno družinsko okolje, otroci v postopkih, mladostniki žrtve nasilja, **otroci s posebnimi potrebami**, otroci etničnih skupnosti, otroci begunci, otroci brez spremstva. Eden izmed glavnih ciljev programa je med drugim tudi izboljšanje socialnoekonomskega položaja otrok ter zagotoviti varstvo in zaščito otrok kot najbolj ranljivih članov družbe ter ustvariti spodbudno okolje za optimalen razvoj zmogljivosti otrok in njihove ustvarjalnosti, za razvoj njihove jezikovne in kulturne identitete ter pozitivne samopodobe, vzpostaviti sistemski način posebnega varstva in zaščite otrok na področjih, ki v sodobnem času predstavljajo polja tveganja (Vlada Republike Slovenije, 2020: 11, 12). Ena izmed ključnih usmeritev programa je med drugimi nameniti posebno pozornost dejavnikom tveganja, ki povzročajo revščino in socialno izključenost med mladimi.

Za mladostnike je bila sprejeta **Resolucija o nacionalnem programu za mladino 2013-2022** (Ur. l, RS, št. 90/2013) (v nadaljevanju Resolucija), ki ima več prioritetnih področij, med drugim tudi preprečevanje zgodnjega opuščanja izobraževanja v poklicnem in srednješolskem izobraževanju. Stopnja vključenosti mladih v sistem formalnega izobraževanja (po zaključenem obveznem osnovnem šolanju) je sicer zelo visoka (okrog 70 % oziroma po nekaterih ocenah celo več kot 90 %) in se giblje celo nad evropskim povprečjem (Rakar, 2009, v Resolucija o nacionalnem programu za mladino 2013-2022, 2013).

Dostop do formalnega izobraževanja je zaradi brezplačnosti načeloma enako omogočen vsem mladim v Sloveniji, čeprav to zaradi drugih stroškov povezanih z izobraževanjem (bivanje izven domačega kraja, prehrana, delovno gradivo ipd.), pogosto ne velja za mlade z nizkim SES. Mladi si le stežka privoščijo izstop iz formalnega izobraževalnega sistema ter kasneje ponoven vstop vanj. Brezplačnost šolanja je starostno omejena za posamezno stopnjo izobraževanja. Obenem manjka učinkovit sistem spodbujanja ponovnega vključevanja v izobraževalni sistem. Nekateri programi sicer obstajajo, a predvsem na terciarnem izobraževanju niso bistveno učinkoviti (MSS, 2012, v Resolucija o nacionalnem programu za mladino 2013-2022, Ur. l, RS, št. 90/2013).

Eden od poskusov razvijanja uspešnega modela za zmanjševanje šolske neuspešnosti in osipa v Sloveniji je bil projekt »Preprečevanje šolske neuspešnosti in blažitev njenih posledic - PUPO«. Izzivom na področju zgodnjega opuščanja šolanja pa se je v okviru projekta »Podpora šolskim svetovalnim delavcem in staršem na področju duševnega zdravja otrok in mladostnikov« (Janjušević, 2019) lotila tudi klinična praksa. Opozorili so, da je odklanjanje šole povezano z resnimi in neugodnimi posledicami, vključno z učnim neuspehom, družinskimi težavami, težavami v medvrstniških odnosih, dolgoročno pa tudi z zmanjšanimi priložnostmi za nadaljevanje izobraževanja, težavami pri zaposlovanju, težavami z medosebnimi odnosi in povečanim tveganjem za pojavljanje psihiatrični bolezni (Janjuševič, 2019: str. 12).

Na podlagi zgoraj navedenega ugotavljamo, da imamo v Sloveniji podobno kot na Irskem in Portugalskem, temeljne dokumente, ki opredeljujejo strategije in smernice za izvajanje javnih politik na nacionalni ravni.

Zakonodajna umestitev ranljivih družbenih skupin mladostnikov na področju vzgoje in izobraževanja

V nadaljevanju sledi pregled zakonodajnih dokumentov, ki urejajo pravice posameznih skupin pogosto izključenih mladostnikov. Osredotočamo se predvsem na ureditev položaja učencev s posebnimi potrebami in učencev ter dijakov z nizkim SES.

Položaj otrok s posebnimi potrebami ureja enotni **Zakon o usmerjanju otrok s posebnimi potrebami (2011, ZUOPP-1)**. Ta zakon ureja usmerjanje otrok, mladoletnikov in polnoletnih oseb s posebnimi vzgojno-izobraževalnimi potrebami (v nadaljnjem besedilu: otroci s posebnimi potrebami) ter določa načine in oblike izvajanja vzgoje in izobraževanja. Med drugim določa tudi cilje in načela vzgoje in izobraževanja otrok s posebnimi potrebami: zagotavljanje največje koristi otroka, celovitost in kompleksnost vzgoje in izobraževanja, **enakih možnosti s hkratnim upoštevanjem različnih potreb otrok**, vključevanja staršev, posvojiteljev, rejnikov in skrbnikov (v nadaljnjem besedilu: staršev) v postopek usmerjanja in oblike pomoči, individualiziranega pristopa, **interdisciplinarnosti**, ohranjanja ravnotežja med različnimi področji otrokovega telesnega in duševnega razvoja, čimprejšnje usmeritve v ustrezen program vzgoje in izobraževanja, takojšnje in kontinuirane podpore in strokovne pomoči v programih vzgoje in izobraževanja, vertikalne prehodnosti in povezanosti programov, organizacije vzgoje in izobraževanja čim bližje kraju bivanja, zagotavljanja ustreznih pogojev, ki omogočajo optimalen razvoj posameznega otroka. Določbe tega zakona veljajo izjemoma tudi za izobraževanje polnoletnih oseb nad 21. let starosti do vključno 26. leta starosti, ki se neprekinjeno izobražujejo v prilagojenih programih poklicnega in strokovnega izobraževanja z enakovrednim izobrazbenim standardom ter posebnega rehabilitacijskega programa. Določbe tega zakona prav tako izjemoma tudi za izobraževanje polnoletnih oseb nad 21. letom starosti do vključno 26. leta starosti, ki so vključene v program izobraževanja in usposabljanja za odrasle, ki je del posebnega programa za otroke z zmerno, težjo in težko motnjo v duševnem razvoju.

Za dijake in dijakinje s posebnimi potrebami se vzgoja in izobraževanje izvaja v skladu s tem zakonom in predpisi, ki urejajo področje poklicnega in strokovnega izobraževanja.

Zakon o poklicnem in strokovnem izobraževanju (Ur. l. RS, št. 79/06, 68/17 in 46/19, v nadaljevanju ZPSI-1) ureja izobraževanje za pridobitev nižje poklicne, srednje poklicne in strokovne izobrazbe ter izpopolnjevanje po pridobljeni izobrazbi ter usposabljanje, ki ni urejeno s predpisi s področja nacionalnih poklicnih kvalifikacij. Pregled posameznih določil navedenega zakona kaže namero zakonodajalca, da ureja izobraževanje pod enakimi pogoji za vse – za državljane Republike Slovenije in drugih držav članic EU, tudi za Slovence brez slovenskega državljanstva in tuje državljane (pod posebnimi pogoji) ter dijake tujce katerih materni jezik ni slovenski ali niso končali osnovnošolskega izobraževanja v Republiki Sloveniji in niso uspešno opravili preizkusa znanja slovenščine po *Skupnem evropskem jezikovnem okviru na ravni A2*. Šola ob prvi vključitvi v poklicno in strokovno izobraževanje ob začetku šolskega leta organizira intenzivni tečaj slovenščine, ki je za te dijake in dijakinje obvezen. Za dijake in dijakinje, ki so po zaključenem tečaju uspešno opravili preizkus znanja slovenščine po Skupnem evropskem jezikovnem okviru na ravni A2 in želijo dodatno pomoč, šola organizira dodatne ure slovenščine. Za dijake in dijakinje, ki niso uspešno opravili preizkusa znanja slovenščine, šola organizira dodatne ure slovenščine, ki so zanje obvezne.

ZPSI-1 ureja tudi izobraževanje **za dijake s posebnimi potrebami**. Za dijake, ki so zaključili prilagojene programe nižjega poklicnega izobraževanja je omogočeno tudi nadaljnje izobraževanje po vertikali, torej se lahko vključujejo v programe srednjega poklicnega in srednjega strokovnega izobraževanja. Za pridobitev

statusa dijaka s posebnimi potrebami v vseh navedenih programih, morajo dijaki pridobiti odločbo o usmeritvi na podlagi ZUOPP-1.

Drugi odstavek 29. člena ZPSI-1 po načelu pozitivne diskriminacije določa **za kandidate s posebnimi potrebami,** ki se vključujejo v izobraževanje v skladu z odločbo o usmeritvi posebne pogoje v primeru omejitve vpisa. Šola z omejitvijo vpisa namreč lahko sprejme dijaka s posebnimi potrebami, če izpolnjuje vse predpisane pogoje in v skladu s predpisanimi merili dosega najmanj 90 % točk, potrebnih za vpis. To pomeni, da imajo dijaki in dijakinje s posebnimi potrebami posebno pravico, ki je namenjena preprečevanju manj ugodnega (izhodiščnega) položaja in ustvarjanje enakih možnosti.

Enako velja za **podaljšanje statusa dijaka za dve leti**. To določilo velja za dijake s posebnimi potrebami, dijake vzporednega izobraževanja, perspektivne in vrhunske športnike oz. športnice, dijake, ki ne napredujejo ali ne končajo izobraževanja zaradi starševstva ali zaradi izjemnih socialnih in družinskih okoliščin ali zaradi bolezni. ZPSI-1 določa tudi prilagajanje obveznosti, ki se uredi z osebnim izobraževalnim načrtom, s katerim se prilagodi izvedba pouka in druge pravice ter obveznosti dijaka in šole v sodelovanju z dijakom in starši dijaka. Ta možnost je med drugim določena tudi za dijake in dijakinje s posebnimi potrebami.

Iz vidika učencev in učenk ter dijakov in dijakinj z nizkim SES se zdi, da so lahko sistemsko spregledani, saj ni mehanizmov, ki bi omogočili vpogled v neenakaost socialno-ekonomskega okolja in v njegove učinke ter interakcijo z morebitnimi ukrepi (Cankar, 2020). Mogoče je sklepati, da komisija za posebne potrebe nekatere učence in učenke z nizkim SES uvrsti v eno izmed skupin posebnih potreb, da se jim tako zagotovi neko obliko pomoči (Cankar, 2020).

3.1.1.2. Predlogi za izboljšanje obstoječih praks v Sloveniji

Predlog št. 1. - Oblikovati predloge zakonodajnega okvira, ki bo omogočal učinkovito podporo učencem in učenkam ter dijakom in dijakinjam z nizkim SES

Iz Irskih in Portugalskih dobrih praks sledi, da iniciative za zagotavljanje socialne vključenosti najranljivejših skupin izhajajo iz zakonodajnih okvirov in politik. V strokovni skupini ugotavljamo, da je za sistemsko podporo učencem in učenkam z nizkim SES najprej potrebno oblikovati ustrezen zakonodajen okvir, ki bo trajno pokrival to področje. V skladu s tem predlagamo, da se v nacionalnem prostoru oblikuje medresorska skupina, ki bi pripravila ustrezne predloge. Ustrezen zakonodajni okvir omogoča načrtovanje nadaljnjih nacionalnih strategij, iniciativ in oblik podpore učencem in učenkam, ki glede na trenutne prakse predstavljajo tveganje za sistemsko spregledanost. Predlagan zakonodajni okvir lahko sledi zakonodajnemu okviru, ki pokriva področje posebnih potreb. Prav tako pa je potrebno pri oblikovanju zakonodajnega okvira razmisliti o vključevanju drugih ranljivih skupin učencev in učenk.

Predlog št. 2 – V nacionalni prostor uvesti strokovno razpravo o možnosti sistemskega identificiranja šol z visokim deležem učencev in dijakov z nizkim SES

Kot je razvidno iz dobrih praks Irske in Portugalske, se v okviru DEIS-a in TEIP-a identificira šole iz najbolj depriviligiranih območij na podlagi objektivnih kriterijev (npr. šole na Irskem se identificirajo na podlagi

»deprivacijskega indeksa« in podatkov nacionalnega statističnega urada). V strokovni skupini ugotavljamo, da bi bilo na nivoju različnih deležnikov smiselno odpreti oziroma nadaljevati razpravo o ustreznosti takšnega ukrepa tudi v Sloveniji. Po eni strani je jasno, da je to lahko učinkovit način identificiranja in nudenja podpore šolam iz najbolj depreviligiranih okolij. Po drugi strani pa lahko takšen ukrep prispeva k segregaciji šol ali stigmatizaciji nekaterih šol. Ob premisleku o možnosti takšnega ukrepa je smiselno primerjati nacionalni kontekst Slovenije s kontekstoma Irske ter Portugalske. Pri tem je potrebno premisliti in se odločiti, ali sta Irska in Portugalska modela ustrezna in če so v Sloveniji depriviligirana okolja prisotna v podobni obliki kot so prisotna na Irskem in Portugalskem (kjer so znotraj mest »žepi« socialne depriviligiranosti). Prav tako je v Sloveniji že oblikovan socialno-ekonomski indeks (SEI) (glej Cankar, 2020), ki je primerljiv irskemu deprivacijskemu indeksu in bi lahko predstavljal strokovno podlago za identificiranje šol. Nenazadnje pa je potrebno za identificiranje šol in uporabo podatkov zagotoviti ustrezno zakonsko podlago, saj kot izpostavljajo Cankar in sodelavci (2017) bi lahko MIZŠ predlagalo zakonsko ureditev zbiranja in uporabe takšnih podatkov za zagotavljanje pravičnosti v slovenskem izobraževalnem sistemu.

Predlog št. 3. – V nacionalni prostor uvesti strokovno razpravo o možnostih različnih oblik sistemske podpore šolam z visokim deležem učencev in dijakov z nizkim SES

Osrednji nacionalni iniciativi za zagotavljanje socialne vključenosti v izobraževanju DEIS in TEIP na Irskem in Portugalskem temeljita na zagotavljanju dodatnih načinov sistemske podpore za šole iz identificiranih okolij z visoko stopnjo depriviligiranosti. V kolikor želimo podobno idejo udejanjiti v Sloveniji je potrebno z deležniki na lokalni in nacionalni ravni premisliti o oblikah dodatne podpore, ki jih bi šole na podlagi primerljivih kriterijev irskega in portugalskega modela bile deležne (npr. zmanjšanje razmerja med učenci in učitelji; zgodnje sistematično identificiranje učencev in učenk s težavami na področju bralne in matematične pismenosti; uvedba specifičnih programov za izboljšanje bralne in matematične pismenosti med učenci in učenkami; dodatna izobraževanja učiteljev za krepitev kompetenc na področju poučevanja bralne in/ali matematične pismenosti; zagotavljanje učiteljem čas in resurse, da se lahko udeležijo programov kontinuiranega profesionalnega razvoja in/ali usposabljanja; dodatna finančna podpora šolam, dijakom in/ali učencem; zvišanje števila zaposlenih učiteljev na šolah, hkratno poučevanje dveh učiteljev pri predmetih kot sta slovenščina in matematika itd.).

Zagotavljanje dodatne sistemske podpore šolam lahko prispeva k zagotavljanju socialne vključenosti učencev in učenk ter dijakov in dijakinj in posledično njihovemu boljšemu akademskemu uspehu. Upoštevati pa je potrebno, da izkušnje Irske in Portugalske kažejo, da zagotavljanje sistemske dodatne podpore šolam sama po sebi še ne pomeni izboljšanja učnih dosežkov, saj so npr. razlike med učnimi dosežki DEIS in ne-DEIS šol še vedno prisotne (ESLplus, 2020; študija primera DEIS), kar pomeni, da je za uvajanje primerljivih sistemskih sprememb potreben tehten premislek na ravni vključenih deležnikov.

Predlog št. 4 – Preučitev možnosti za razbremenitev šolskih svetovalnih delavcev na področju zagotavljanja socialne vključenosti

V strokovni skupini ugotavljamo, da je za udejanjanje in celostno spodbujanje socialne vključenosti v izobraževanju potrebno zagotoviti ustrezno podporo in razbremenitev strokovnih delavcev, ki neposredno delajo z učenci in učenkami ter dijaki in dijakinjami. Ker se v šolski svetovalni službi srečujejo z izzivi zagotavljanja inkluzivnega izobraževanja in podpore učencem ter dijakom, a so obenem tudi obremenjeni

z drugimi delovnimi nalogami, je potrebno šolske svetovalne delavce ustrezno razbremeniti del, ki ne sodijo v okvir svetovalnih storitev. Svetovalnim delavcem zaradi opravljanja različnih administrativnih del (med njimi je npr. vpis novincev v srednje šole) lahko zmanjka resursov za neposredno delo z učenci in učenkami ter dijaki in dijakinjami.

Posledično je v okviru sistemskih sprememb za zagotavljanje inkluzivnega izobraževanja potrebno opraviti razmislek o preoblikovanju normativov v šolski svetovalni službi in sicer predlagamo, da se v šolsko svetovalno službo uvede administrativnega delavca, ki bi razbremenil svetovalnega delavca. Ob tem bi bilo potrebno opraviti revizijo delovnih nalog šolskih svetovalnih delavcev in ustrezno preusmeriti delovne naloge na idejno delovno mesto administrativnega delavca v šolski svetovalni službi (npr. administrativni delavec bi lahko urejal vpis na srednje šole, kar bi lahko predstavljalo tudi vzpostavljanje enotne vpisne službe po vzorcu terciarnega izobraževanja).

3.1.2. Področje 2: Identifikacija in podpora učencem in dijakom z nizkim SES

V strokovni skupini ugotavljamo, da Irska in Portugalska k zagotavljanju socialne vključenosti v izobraževanju pristopata v obliki sistemskih rešitev (npr. z vidika identificiranja in podpore šolam iz najbolj depreviligiranih območij z nizkim SES in visokim deležem PP). Nizek SES je ena izmed oblik prikrajšanosti in oblika socialnega izključevanja. Košak Babuder in Velikonja (2011) učence in učenke z nizkim SES uvrščata med rizične za težave v šoli. Opozarjata, da nizek SES družine že sam po sebi predstavlja prikrajšanost, pri otrocih s posebnimi potrebami in pri drugih ranljivih družbenih skupinah pa lahko predstavlja še dodatni vidik tveganja. Vendar učenci in učenke z nizkim SES-om niso nujno neuspešni v šolanju (npr. t.i. rezilientni učenci, OECD, 2019). Lahko so zelo nadarjeni in imajo visoke dosežke v šoli, lahko so povprečno uspešni, ali pa imajo posebne vzgojno-izobraževalne potrebe. Socialno prikrajšan, izključen otrok ima po besedah avtoric več možnosti, da bo učno neuspešen v primerjavi z enako nadarjenim vrstnikom, ki mu starši lahko zagotovijo podporo, motivacijo in razne oblike pomoči (Košak Babuder in Velikonja, 2011).

Še razširjeno opredelitev lahko zasledimo na ravni osnovnošolskega izobraževanja vpeljanem pet stopenjskem modelu pomoči za učence z učnimi težavami (Magajna idr., 2008). Pri prepoznavanju in odkrivanju učnih težav se v koncept dela vključuje tudi področje učnih težav, ki so pogojene zaradi socialno-ekonomske oviranosti učencev. Učenec ali učenka z nizkim SES doživlja domače okolje kot nespodbudno za učenje, v njem dobi manj podpore in pomoči kot bi ju potreboval. Zaradi nizkega SES-a in slabših življenjskih razmer primanjkuje priložnosti za učenje, pogovore z otrokom, časa za spremljanje in pogovore o dogajanju v šoli. Učenec ali učenka se srečuje tudi z vprašanjem socialne izključenosti svojih staršev. V šoli odkrije drugačnost svojih staršev – njihova stališča in ravnanja niso v skladu s tistimi, ki jih pričakuje šola, vendar šola ne more pomagati niti staršem niti učencu, da bi presegli razlike (Magajna idr., 2008, str. 23.).

3.1.2.1. Trenutno stanje na področju v Sloveniji

V strokovni skupini ugotavljamo, da se podatki o SES-u šolajočih v Sloveniji v preteklih desetletjih niso sistematično spremljali. Na sistemski ravni sicer obstajajo nekateri ukrepi pozitivne diskriminacije, na primer regresirana šolska prehrana ter prevoz in šolski skladi, ki so usmerjeni v premagovanje finančnih kriz (Cankar, 2020), kar je primerljivo z nekaterimi dobrimi praksami Irske in Portugalske. V Sloveniji pa ni

zaslediti bolj celostnih mehanizmov, za razreševanje problematike nizkega SES-a (Cankar, 2020), po čemer se po opažanjih strokovne skupine Slovenija razlikuje od npr. Irske.

Cankar (2020) izpostavlja, da se v našem nacionalnem okolju pojavlja težnja po uveljavljanju socialno-ekonomskega indeksa (SEI) za posameznika in ustreznih podpornih strategij, ki jih lahko znotraj vzgojno-izobraževalnega sistema oblikujemo na podlagi ugotovitev o SES-u posameznika. Na Irskem je podobna ideja udejanjena v iniciativi DEIS, kjer se na podlagi deprivacijskega indeksa identificira šole iz najbolj depriviligiranih okolij in se jim zagotovi pomoč na sistemski ravni. Pri nas so prizadevanja strokovnjakov usmerjena v oblikovanje kazalnika SEI po metodološko primerljivem postopku, po katerem pri mednarodni raziskavi PISA pripravijo indeks kulturnega, socialnega in ekonomskega statusa ESCS (OECD, 2012, v Cankar, 2020), vendar se po nam dostopnih podatkih indeks ne uporablja za identificiranje specifičnih šol, ki bi potrebovale več podpore kot je to ustaljena praksa na Irskem v okviru DEIS-a.

Identificiranje SES-a s strani šol in oblike pomoči

V nacionalni skupini ugotavljamo, da protokol identifikacije učencev in učenk ter dijakov in dijakinj z nizkim SES v Sloveniji ne obstaja. Šola ni upravičena do dostopa do podatkov iz uradnih evidenc ali predhodnega izobraževanja zaradi določil Zakona o varstvu osebnih podatkov, zato ne more sistematično izvajati preventivnih ukrepov za zmanjševanje posledic nizkega SES-a. Učenci in učenke ter dijaki in dijakinje oz. njihovi starši morajo biti proaktivni in sami zaprositi za pomoč, pri čemer so ukrepi največkrat omejeni na finančno ali materialno pomoč.

Strokovna skupina ugotavlja, da so učenci in učenke ter dijaki in dijakinje z nizkim SES upravičeni do obstoječe pomoči s strani države:

- subvencionirana prehrana: podatek o odstotku subvencije je dostopen ravnatelju in organizatorju šolske prehrane, vendar šele potem, ko se dijak ali dijakinja naroči na malico. Organizator na MIZŠ pošlje poizvedovanje o naročenih dijakih in dobi podatke o odstotku subvencije. Dijaki in dijakinje, ki so zaradi nizkih družinskih dohodkov upravičeni do subvencije, pa se na malico ne naročijo, v teh podatkih niso zajeti.
- državna štipendija za dijake in dijakinje iz družin, katerih dohodek na družinskega člana ne presega določenega cenzusa. Štipendije podeljuje pristojni CSD, šole o tem nimajo informacij.
- druge oblike pomoči (npr. izredna socialna pomoč ipd.).

V strokovni skupini ugotavljamo, da se v praksi na šolah pojavljajo različne nepredpisane in neformalne oblike pomoči:

- oprostitev plačila položnic za šolske dejavnosti iz šolskega oz. dobrodelnega sklada (učbeniki, tabori, ekskurzije, delovni pripomočki npr. uniforme, materiali) na izrecno prošnjo dijakov in dijakinj oz. staršev, ki ji priložijo fotokopijo odločbe za otroški dodatek. Šolska komisija nato presodi, ali in v kolikšni meri je dijak ali dijakinja upravičen/-a do opustitve plačila.
- izjemoma dijaki in dijakinje z nizkim SES dobijo individualno pomoč pri razlagi posameznih predmetov, vendar gre za prostovoljno pomoč učiteljev oz. šola uredi dodatno financiranje. Teh dijakov in dijakinj se ne identificira sistematizirano, ampak se nizki SES navadno identificira ob iskanju razlogov za slabši učni uspeh.

- izjemoma so dijaki in dijakinje, ki zaradi nizkega SES-a delajo preko študentskega servisa, deležni blažjega kriterija pri opravičevanju izostankov, ipd. To ni nikjer posebej opredeljeno in je odprto vprašanje, ali bi sploh bilo smiselno to opredeljevati ali pa se še naprej prepušča presoji razrednika.
- druge oblike pomoči: vključitev v brezplačne aktivnosti na šoli ali izven nje, napovedano spraševanje, učna pomoč, psihosocialna pomoč mladostnikom in staršem, staršem podana informacija o tem, kam in na koga se lahko obrnejo.

V strokovni skupini torej opažamo, da si šole zaradi pomanjkanja kriterijev za identifikacijo pomagajo po svoje, pri čemer je identifikacija nesistematična in odvisna od domiselnosti svetovalnih delavcev oz. razrednikov. Kot ugotavlja Cankar (2020) lahko s spremenljivkami, na katere šola tipično nima vpliva (npr. status dijaka s posebnimi potrebami, SES) pojasnimo približno četrtino vseh razlik v dosežkih učencev, kar kaže na pomembnost prioritetnega nudenja podpore šolam z visokim deležem učencev s posebnimi potrebami in nizkim SES-om.

3.1.2.2 Predlogi za izboljšanje obstoječih praks v Sloveniji

Predlog št. 1. - Preučiti možnosti prenosa izkušenj iz OŠ v SŠ za delo s posameznim dijakom ali dijakinjo

V strokovni skupini ugotavljamo, da osnovne šole v določenih primerih oblikujejo specifične oblike podpore za delo z učenci ali učenkami. Zagovarjamo stališče, da v kolikor so bili za določenega učenca ali učenko identificirani uspešni načini dela v osnovni šoli, potem je potrebno te dobre prakse prenesti tudi v srednje šole. Omenjena dobra praksa se na Portugalskem udejanja v obliki šolskih grozdov (angl. clusters), ki omogoča prenos informacij med posameznimi osnovnimi in srednjimi šolami, ki so vključene v grozd šol. Ker je šolski sistem pri nas različno organiziran v primerjavi s portugalskim izobraževalnim sistemom, bi v okviru aktualne zakonodaje in direktiv o varstvu osebnih podatkov bilo smiselno preučiti možnosti za prenos dobrih praks za delo s specifičnim dijakom ali dijakinjo. Po eni strani bi to omogočilo zagotavljanje kontinuirane podpore posameznemu dijaku ali dijakinji ter s tem olajšalo prehod iz osnovne šole v srednjo šolo. Seveda pa je hkrati potrebno zagotoviti ustrezno varstvo osebnih podatkov oziroma zagotoviti soglasje staršev in dijaka ali dijakinje k prenosu teh informacij.

Predlog št 2. – Opolnomočenje učencev in učenk ter dijakov in dijakinj z nizkim SES s spodbujanjem socialnih in čustvenih kompetenc

V strokovni skupini ugotavljamo potrebo po izboljšanju socialnih in čustvenih kompetenc učencev in učenk ter dijakov in dijakinj z nizkim SES, kar bi omenjeni ciljni skupini lahko omogočilo učinkovitejše soočanje z izzivi povezanimi z izobraževanjem. V okviru TED-a in TEIP-a na Irskem in Portugalskem se na šolah že izvajajo posamezne iniciative, ki se osredinjajo na socialne in čustvene kompetence. Prav tako tudi v Sloveniji že obstajajo uveljavljeni programi krepitve socialnih in čustvenih kompetenc, ki so potekali v okviru projektov (npr. projekt Roka v Roki) in bi s tem lahko predstavljali izhodišče praks s katerimi bi na šolah opolnomočili učence in učenke ter dijake in dijakinje z nizkim SES. Pri opolnomočenju učencev in dijakov je smiselno presoditi, ali bi se osredotočali na opolnomočenje specifičnih učencev (tj. tistih z nizkim SES kot npr. del individualnega dela šolske svetovalne službe) ali pa bi se programi izvajali kot obliko univerzalne sistemske podpore na vseh šolah (ali npr. po vzoru Irske in Portugalske na šolah z visoko stopnjo depriviligiranosti).

Predlog št. 3 – Okrepiti sodelovanje s starši z namenom zagotavljanja socialne vključenosti učencev in učenk ter dijakov in dijakinj.

Izkušnje Irske in Portugalske pri zagotavljanju socialne vključenosti učencev in učenk z nizkim SES kažejo na pomen uspešnega vključevanja njihovih staršev v šolske aktivnosti. Glede na izpostavljene dobre prakse Irske in Portugalske, je starše priporočljivo vključevati na tri načine: 1) samostojne aktivnosti za starše na šoli (npr. krepitev bralnih kompetenc pri starših), 2) aktivnosti, ki se izvajajo skupaj za učence in učenke ter njihove starše in 3) neposredno delo z učenci in učenkami ter starši na njihovem domu. Ob tem je priporočljivo premisliti, ali šole naj vključujejo starše s lastnimi iniciativami ali pa bi bilo smiselno opredeliti aktivnosti na nacionalnem nivoju, ki bi bile skupne vsem šolam in bi se standardizirano izvajale na vseh šolah.

Predlog št. 4 - Spodbujanje tri-stopenjskega modela obravnave učencev in učenk ter dijakov in dijakinj z nizkim SES v šolski praksi

Glede na dobre prakse Irske in Portugalske v strokovni skupini učiteljem in drugim strokovnim delavcem na šoli pri neposrednem delu z učencem ali dijakom z nizkim SES predlagamo uporabo tri-stopenjskega modela nudenja podpore: razredna podpora (podporo zagotavlja učitelj), šolska podpora (podporo zagotavljata učitelj in svetovalni delavec) in zunanja podpora (v podporo učencu ali dijaku se vključi zunanje strokovnjake izven šole). Glede na tri-stopenjski model je iz vidika šol smiselno, da imajo že vnaprej opredeljene mehanizme za nudenje vseh treh vrst podpor (npr. kakšne oblike podpore nuditi učencem in učenkam, s katerimi zunanjimi deležniki se povezovati izven šole) za delo z učenci in učenkami ter dijaki in dijakinjami z nizkim SES.

Predlog št. 5. – Preučitev možnosti za vzpostavljanje centrov po zgledu centrov Youthreach za mlade, ki so opustili šolanje in učence ter dijake, ki imajo tveganje za opustitev šolanja

Youthreach je odgovor irskega izobraževalnega sistema na zgodnjo opuščanje šolanja. Predlagamo, da se v nacionalnem prostoru odpre razprava za ustanovitev primerljivega centra tudi v Sloveniji. V centru (in v podružnicah centra po različnih mestih) bi si mladi lahko pridobili formalno izobrazbo, veščine za nadaljnjo uspešno življenje (npr. finančna pismenost, socialne-čustvene kompetence, soočanje s stresom itd.) in strokovno podporo (npr. v obliki svetovanja, psihološke obravnave ali psihoterapije). Izhodišče ustanovitve centra je lahko tudi projekt PUM-O (Projektno učenje mlajših odraslih) Andragoškega centra Republike Slovenije, ki že ponuja nekatere primerljive vsebine. Prav tako bi lahko omenjeni centri omogočali tudi vzpostavitev lažjega prehoda mladih na trg zaposlitve, kar se za mlade s posebnimi potrebami že izvaja v okviru projekta “Prehod mladih na trg dela”.

3.1.3. Področje 3: Opolnomočenje učiteljev

V strokovni skupini ob analizi dobrih praks Irske in Portugalske ugotavljamo, da je učitelj eden ključnih akterjev pri vključevanju otrok in mladostnikov v šolskem sistemu, saj je tisti, ki z učenci dela neposredno in s tem lahko zagotavlja ter zadovoljuje ustrezne pogoje za socialno vključenost. Razvoj inkluzivne prakse v razredu je v veliki meri odvisna od njegove pripravljenosti in od njegove usposobljenosti za delo z različnimi učenci in učenkami ter dijaki in dijakinjami. Zaradi navedenega je pomembno učiteljem ves čas

zagotavljati podporo v obliki razvoja dodatnih kompetenc, čemur se izrazito posvečajo tako na Irskem kot na Portugalskem.

Pantić in Florian (2015) pojmujeta učitelje kot glavne akterje sprememb k zagotavljanju inkluzije in socialne pravičnosti. Pojmovanje je osnovano na mednarodnih podatkih (npr. Hattie, 2009; OECD, 2005, v Pantić in Florian, 2015), da so učitelji najpomembnejši dejavnik na ravni šole povezan z učnimi dosežki učencev in učenk. Vloga učitelja je izpostavljena tudi v dobrih praksah, saj npr. na Irskem zagotavljajo socialno vključenost in pravičnost izobraževalnih možnosti vseh učencev in učenk posredno preko poudarjanja pomena usposabljanja učiteljev in razvoja kompetenc na področju bralne pismenosti (npr. dobra praksa Limerick DEIS Primary Schools' Literacy Initiative). Pantić in Florian (2015) sicer izpostavljata, da je potrebno jasno opredeliti kaj morajo učitelji vedeti, delati in v kaj verjeti, da so lahko pri zagotavljanju inkluzivnega izobraževanja učinkoviti kot akterji sprememb. Torej je za zagotavljanje socialne vključenosti in enakosti izobraževalnih možnosti učitelje potrebno ustrezno opolnomočiti. Tako je učitelje potrebno ustrezno opremiti npr. z znanjem, kako široki socialni mehanizmi vplivajo na socialno izključenost in izobraževalno prikrajšanost (Slee, 2010, v Pantić in Florian, 2015).

Iz navedenega izhaja, da morajo učitelji spodbujanje socialne vključenosti najprej ponotranjiti. Za razlago tega procesa nam je lahko v pomoč Korthagnov model (Korthagen, 2004; 2007). Učitelj mora ponotranjiti vsebine in vrednote, za katere si bo prizadeval pri učencih in učenkah. Avtor navaja, da je pri navajanju kvalitet dobrega učitelja prepletenih več nivojev, ki se od posameznika do posameznika razlikujejo. Učiteljske kompetence so zgolj eden izmed nivojev dobrega učitelja (glej Korthagen 2004, str. 78). Korthagenov (2004) model zagovarja, da različni dejavniki, ki se prepletajo in so soodvisni, tvorijo bistvo dobrega učitelja.

S tem se mora priprava učiteljev na zagotavljanje inkluzivnega izobraževanja začeti že v začetnem izobraževanju učiteljev, kjer naj bi le-ti pridobili ključne veščine, znanje, razumevanje, stališča in vrednote, ki so nujne za učiteljski poklic ne glede na predmet, specializacijo in starost učencev, ki jih bo poučeval ali tip šole, v kateri bo učil. Symeonidou (2017) na osnovi analize izobraževanja bodočih učiteljev s področja inkluzije identificira tri glavne pristope k nadgrajevanju vsebin inkluzije v izobraževalnih programih:

1. Pristop enega študijskega predmeta, ki pokriva področje inkluzivnosti v izobraževanju čez en semester;
2. Medkurikularni pristop, ki vključuje inkluzivnost znotraj vseh disciplin;
3. Pristop neposrednega sodelovanja med šolami in fakultetami.

Kobal Grum (2018) na osnovi sistematičnega pregleda različnih mednarodnih raziskav predstavi paradigmatski premik na področju inkluzivnega izobraževanja z otrok na učitelje in ostale strokovne delavce. Vprašanje »Kaj je z otrokom narobe?« naj bi danes nadomestilo vprašanje »Česa je otrok sposoben in kakšni so njegovi potenciali?« in vprašanje o tem »Kaj lahko posamezni strokovni delavec prispeva k temu, da bo oseba učno uspešnejša in hkrati zadovoljna s seboj?«. Gre za premik od medicinskega modela na model, ki v ospredje postavlja potrebe učenca pri uresničevanju katerih ima učitelj ključno vlogo.

3.1.3.1 Trenutno stanje na področju v Sloveniji

V Sloveniji v zadnjih letih obstaja nekaj novih zahtev za pripravo na poučevanje otrok s PP in otrok iz drugih manjšinskih skupin. Vsi bodoči učitelji morajo pridobiti določeno znanje o učencih in učenkah s PP, ne glede na stopnjo študijskega programa. Na prvi stopnji začetnega izobraževanja učiteljev je bilo dodanih več akademskih predmetov, ki pokrivajo nekatere principe inkluzije, na drugi stopnji je bilo razvitih nekaj novih študijskih programov s poudarkom na inkluziji (npr. program Inkluzivna pedagogika Univerze na Primorskem in Univerze v Mariboru).

Za vpogled v prizadevanja za inkluzivno izobraževanje v Sloveniji je v pomoč raziskava izvedena s strani Lesar in Žveglič Mihelič (2018). K sodelovanju pri raziskavi sta avtorici povabili vseh 525, v času raziskave zaposlenih univerzitetnih delavcev na fakultetah, ki izobražujejo bodoče pedagoške delavce. Odzvalo se jih je 141. Dobra polovica sodelujočih (59,6 %) je zaposlenih na pedagoških fakultetah, slaba petina (19,1 %) na eni od obeh Filozofskih fakultet, 8,1 % na Fakulteti za šport ter manjši delež na Fakulteti za socialno delo in Akademiji za glasbo. Sodelujoči v raziskavi so med drugimi odgovarjali na vprašanje, ali študijski programi opremijo bodoče pedagoške delavce s kakovostnim znanjem in spretnostmi za delo z marginaliziranimi družbenimi skupinami. Večina vprašanih je pritrdila, da njihovi izobraževalni programi potrebujejo delno revizijo. Nekateri pa so izrazili skrb, da je v študijskih programih mogoče opaziti manko znanja in pridobivanja spretnosti. Omenjeno nakazuje na potrebo po dodatnem opolnomočenju bodočih učiteljev za področje socialne vključenosti.

Za opolnomočenje učiteljev so pomembni programi profesionalnega usposabljanja, ki so v krajši ali daljši obliki programov kariernega razvoja in so namenjeni nadaljnjemu strokovnemu ter disciplinarnemu razvoju. Različni izvajalci (npr. Zavod RS za šolstvo, Center RS za poklicno izobraževanje in Mladinski dom Jarše) imajo uveljavljene programe tovrstnega usposabljanja. Z namenom orisa področja v nadaljevanju navajamo nekatere programe, ki so voljo.

Primeri programov profesionalnega usposabljanja iz ponudbe ZRSŠ:

- Konference, študijska srečanja, seminarji, tematske konference in svetovanja
- Usposabljanja v okviru Kataloga programov nadaljnjega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju (KATIS)
- Tematske konference glede na potrebe vzgojno-izobraževalnih zavodov
- Študijska srečanja za strokovne delavce vrtcev, osnovnih in srednjih šol (vsebina srečanj se nanaša na aktualno problematiko: npr. prenova učnih načrtov, raba interaktivnih učnih načrtov in dostopnih digitalnih gradiv in druge aktualne teme).

Primeri programov profesionalnega usposabljanja iz ponudbe CPI. Usposabljanja v okviru Kataloga programov nadaljnjega izobraževanja in usposabljanja strokovnih delavcev v vzgoji in izobraževanju (KATIS):

- Preprečevanje zgodnjega opuščanja šolanja (8-urni program)
- Praktično usposabljanje z delom za dijake s posebnimi potrebami (8-urni program)
- Dijaki s posebnimi potrebami na večinskih poklicnih in strokovnih šolah (8-urni program na temo inkluzivne šole ter dela z dijaki z motnjo avtističnega spektra, z dijaki s čustveno-vedenjskimi motnjami ter primanjkljaji na posameznih področjih učenja)

Primeri programov profesionalnega usposabljanja iz ponudbe Mladinskega doma Jarše:

- Vzgoja in izobraževanje otrok s posebnimi potrebami
- Delo z zahtevnejšimi starši v osnovni šoli
- Delo z zahtevnejšimi starši v osnovni šoli 2
- Ravnanje ob agresivnem ali samodestruktivnem vedenju otroka

Primeri programov seminarjev iz programskega sklopa JZ - mreže javnih zavodov (KATIS) iz ponudbe ZRSŠ:

- Učne težave in učenje učenja
- Spodbujanje preventivnih dejavnosti na področju duševnega in telesnega zdravja ter dejavnosti na področju socialnega in čustvenega učenja
- Dodatna ponudba je butična ponudba seminarjev, ki jih ZRSŠ pripravlja in izvaja glede na aktualne vsebine, potrebe, pobude in prakse.

Primeri programov seminarjev iz programskega sklopa JZ - mreže javnih zavodov (KATIS) iz ponudbe CPI (primeri):

- Dijaki s primanjkljaji na posameznih področjih učenja
- Svet slepih in slabovidnih
- Vrt čutil z izkustveno delavnico.

Trenutno se izvaja tudi projekt Krepitev kompetenc strokovnih delavcev na področju vodenja inovativnega vzgojno-izobraževalnega zavoda v obdobju od 2018 do 2022 (CPI, 2021), ki omogoča usposabljanje s ciljem krepitve kompetenc, ki so se zaradi nenehnih sprememb narave vzgojno-izobraževalnega dela izkazale kot pomembne za kakovostno vzgojno-izobraževalno delo. Izobraževanja in usposabljanja so financirana s strani evropskega socialnega sklada (ESS) ter MIZŠ. V projektu sodelujejo javni zavodi s področja izobraževanja: Zavod RS za šolstvo (ZRSŠ), Šola za ravnatelje (ŠR), Državni izpitni center (RIC), Center RS za poklicno izobraževanje (CPI), Center RS za mobilnost in evropske programe izobraževanja in usposabljanja (CMEPIUS), Andragoški center RS (ACS) in Center šolskih in obšolskih (CŠOD).

Primeri programov seminarjev iz projekta Krepitev kompetenc strokovnih delavcev na področju vodenja inovativnega vzgojno-izobraževalnega zavoda v obdobju od 2018 do 2022 iz ponudbe ZRSŠ (primeri):

- Krepitev kompetenc učiteljev za vzgojno izobraževalno delo z učenci s posebnimi potrebami na daljavo (8 urni program)
- Krepitev kompetenc za delo izvajalcev dodatne strokovne pomoči za vzgojno-izobraževalno delo z učenci s posebnimi potrebami na daljavo (8 urni program)
- Krepitve kompetenc učiteljev v prilagojenih programih z nižjim izobrazbenim standardom (NIS), enakovrednim izobrazbenim standardom (EIS) in posebnim programom vzgoje in izobraževanja (PPVIZ) za vzgojno-izobraževalno delo z učenci s posebnimi potrebami na daljavo (8 urni program)

Primeri programov seminarjev iz projekta Krepitev kompetenc strokovnih delavcev na področju vodenja inovativnega vzgojno-izobraževalnega zavoda v obdobju od 2018 do 2022 iz ponudbe CPI (primeri):

- Zvezki urejeni, vedenje vzorno (16-urni program, namenjen učiteljem večinskih poklicnih in strokovnih šol za delo z dijaki s čustveno-vedenjskimi motnjami ter primanjkljaji na posameznih področjih učenja)

- Delo z dijaki s posebnimi potrebami (8-urni program, namenjen učiteljem večinskih poklicnih in strokovnih šol za delo z gluhimi in naglušnimi ter slepimi in slabovidnimi dijaki)

ZRSŠ izvaja tudi svetovanja kot pomoč pri iskanju rešitev za konkretne probleme pri poučevanju, iskanju učinkovitih strategij vzgojnega delovanja, pri vodenju šole/zavoda. Izvajajo jih svetovalci ter predstojniki ZRSŠ na šoli v obsegu 2 do 4 ure.

Pedagoška fakulteta Univerze v Ljubljani ponuja dva študijska programa izpopolnjevanja:

- Izvajanje specialno-pedagoške in socialno-pedagoške pomoči otrokom in mladostnikom s primanjkljaji na posameznih področjih učenja ter čustvenimi in vedenjskimi težavami (enoletni program)
- Specialno-pedagoško izpopolnjevanje za delo z izbrano skupino otrok s posebnimi potrebami (enoletni program)

Temeljni cilj navedenih dveh programov je, da posameznik pridobi, poleg kompetenc, ki jih je pridobil v času študija, še osnovna teoretična in praktična znanja za učinkovitejše izvajanje vzgojno-izobraževalne prakse, individualne in skupinske oblike učne pomoči ter izvajanje dodatne strokovne učne pomoči na svojem strokovnem področju z otroki in mladostniki s primanjkljaji na posameznih področjih učenja in otroki s čustvenimi in vedenjskimi težavami.

Opis trenutnega stanja v Sloveniji nakazuje na zelo dobro zastopanost vsebin za opolnomočenje učiteljev, zato v nadaljevanju iz dobrih praks Irske in Portugalske izpeljemo širše predloge, kako bi lahko prioritetno področje lahko še dodatno nadgradili.

3.1.3.2 Predlogi za izboljšanje obstoječih praks v Sloveniji

Predlog št. 1. - Zmanjšana učna obveznost za učitelja mentorja učitelju začetniku

V strokovni skupini ugotavljamo, da so v sistemu vzgoje in izobraževanja namen ter cilji mentorstva mlajšim kolegom jasno opredeljeni, a pretežno usmerjeni didaktično. Mentorstvo pri nas se razume na podoben način kot npr. mentorstvo na Irskem v okviru iniciative Limerick DEIS Primary Schools' Literacy Initiative, a opažamo možnosti za izboljšanje.

V ospredje se trenutno postavlja struktura šolske ure, oblike in metode poučevanja. Mlade učitelje se torej spremlja, kako bodo posredovali učno snov. Mentorstvo učitelju začetniku pa bi moralo ponujati mnogo več – pedagoški moment med mentorjem in učiteljem začetnikom, vzpostavljanje odnosa z učencem, zagotavljanje socialne vključenosti učencev in spoštljivih medosebnih odnosov v razredni skupnosti. V trenutnem obsegu pa to ni mogoče izvesti. Predlagamo spremembo v opisu nalog mentorja mlademu učitelju, kot nekakšen 'coaching' ali kolegialno pomoč. V tem smislu naj bi izkušenejši učitelj imel znižano delovno obvezo, preostanek pa bi opravil v obliki uvajanja/opolnomočenja mlajšega sodelavca, kar bi po mnenju strokovne skupine prispevalo h kompetencam mlajšega učitelja in zagotavljanju njegove poklicnega razvoja.

Predlog št. 2. - Možnost vključitve učiteljev v intervizijske ali supervizijske skupine

V strokovni skupini predlagamo oblikovanje intervizijskih skupin na šoli, v katerih bi sodelovali učitelji. Intervizijske skupine bi omogočale izmenjavo dobrih praks na področju zagotavljanja socialne vključenosti, razbremenitev učiteljev in pridobitev podpore s strani kolegov. Izmenjevanje strokovnih izkušenj bi prispevalo k opolnomočenju učiteljev za soočanje pri izzivih dela povezanimi z nizkim SES in PP. Prednost intervizijskih skupin je v tem, da omogočajo šolam, da se pri vzpostavitvi le teh samoorganizirajo, kar tudi pomeni, da ne bi bilo potrebno pri vzpostavljanju intervizijskih skupin vključevati zunanjih strokovnjakov.

V situacijah, kjer intervizija ni zadosten pristop k nudenju podpore učiteljem, bi pričeli z vzpostavljanjem supervizijskih skupin, ki bi jih vodili strokovnjaki z ustrezno izobrazbo (npr. psihologi ali psihoterapevti). Supervizijske skupine bi omogočale razbremenitev strokovnih delavcev, in sicer tako da bi lahko konstruktivno preučili stresne situacije in s tem ohranili zmožnosti za nadaljevalno učenje ter izzive pri zagotavljanju socialne vključenosti v izobraževanje. Prav tako bi supervizije pomagale strokovnjakom hraniti in razvijati profesionalnost ter osebnostne potenciale.

Predlog št. 3 – Preučiti možnost razvoja nacionalnih programov za krepitev kompetenc učiteljev na področju poučevanja bralne in matematične pismenosti

Glede na predstavljen irski model izobraževanja, ki je usmerjen v spodbujanje socialne vključenosti preko razvoja kompetenc učiteljev, smo v strokovni skupini mnenja, da je potrebno okrepiti prizadevanja za razvoj bralne in matematične pismenosti – in sicer iz vidika nadgrajevanja kompetenc učiteljev za poučevanje le teh. V Sloveniji sta trenutno na to temo aktualna dva projekta: OBJEM (Bralna pismenost in razvoj slovenščine) in NA-MA POTI (Naravoslovna in matematična pismenost: spodbujanje kritičnega mišljenja in reševanja problemov), ki lahko predstavljata temelj nacionalno priznanih programov za krepitev kompetenc učiteljev na področju poučevanja pismenosti, ki bi bili sistemsko omogočeni vsem šolam. Izhodišče lahko predstavlja tudi že izveden projekt Opolnomočenje učencev z izboljšanjem bralne pismenosti in dostopa do znanja.

Predlog št. 4 – Preučiti zastopanost vsebin o socialni vključenosti v študijskih programih za bodoče učitelje in po potrebi dodati nove vsebine

Zagotavljanje socialne vključenosti v izobraževanju pomeni vpetost različnih nivojev izobraževalnega sistema. Kot izhodišče opolnomočenja učiteljev v strokovni skupini prepoznavamo pomembnost študijskih programov za bodoče učitelje na prvi in drugi stopnji, saj gre za programe, v katerih si učitelji pridobijo osnovne kompetence za opravljanje svojega poklica. Glede na ugotovitve študije Lesar in Žveglič Mihelič (2018), kjer visokošolski učitelji razmišljajo v smeri revizije obstoječih študijskih programov, smo v strokovni skupini mnenja, da bi bilo potrebno opraviti revizijo, kjer bi se na podlagi analize trenutnega stanja, vključilo aktualne vsebine povezane s socialno vključenostjo.

3.1.4. Področje 4: Sodelovanje in povezovanje deležnikov pri obravnavi, podpori učencem in dijakom z nizkim SES in PP

Iz dobrih praks Irske (npr. DEIS, TED) in Portugalske (npr. TEIP) je razviden pomen sodelovanja in povezovanja deležnikov na različnih ravneh. V strokovni skupini ugotavljamo, da se v obravnavo in podporo različnim skupinam učencev in učenk ter dijakov in dijakinj, vključujejo in povezujejo različni deležniki

(vertikalno povezovanje, horizontalno povezovanje) in različna disciplinarna področja. Tovrstno sodelovanje je, kot smo videli na študijskih obiskih, organizirano v različnih oblikah podpore ali mrežah deležnikov. K pomenu sodelovalnih pristopov in povezovanja med deležniki pa nakazuje tudi znanstvena literatura. Tako je npr. za učinkovito preventivo in soočanje s tematiko zgodnjega opuščanja šolanja potrebno zagotoviti sodelovanje na sistemskem nivoju in z lokalno skupnostjo (glej npr. Šterman Ivančič in Štremfel, 2018; Štremfel, 2018), kar lahko prenesemo tudi na področje zagotavljanja socialne vključenosti v izobraževanju.

3.1.4.1. Trenutno stanje na področju v Sloveniji

V Sloveniji opažamo povezovanje deležnikov na različnih ravneh, ki se osredinjajo na področje socialne vključenosti v izobraževanju. V nadaljevanju navajamo nekaj prepoznanih primerov povezovanja.

V strokovni skupini ugotavljamo, da področje povezovanja med šolami sicer ni sistemsko urejeno, vendar imamo v Sloveniji primere dobre prakse povezovanja med šolami. Povezovanje med BIC Živilsko šolo, VIZ Višnja Gora in Centrom Janezom Levca Ljubljana predstavlja enega izmed primerov takšnega povezovanje (glej Prilogo 4), ki omogoča skupno reševanje izzivov povezanih z zagotavljanjem inkluzivnega izobraževanja.

V Sloveniji smo z namenom povezovanja v mreže pilotno preizkusili delovanje strokovnih centrov. Pravna podlaga za strokovne centre že obstaja v okviru ZUOPP, prav tako pa je ustanovitev strokovnih centrov in mrež bila predvidena že v Beli knjigi (2011). Ugotavljamo, da so že opredeljeni tudi predlogi mrež strokovnih in podpornih centrov na nacionalnem in lokalnem nivoju, cilji povezovanja z različnimi deležniki, načela delovanja strokovnih centrov ter predlog organizacije strokovnih centrov (Šoln Vrbinc, Švalj in Jakič Brezočnik, 2016). Iz tega izhaja, da imamo v Sloveniji podlago za centre, ki omogočajo socialno vključenost v izobraževanju.

Konkreten primer povezovanja različnih deležnikov z namenom doseganja skupnega cilja predstavlja projekt NA-MA poti, ki povezuje Zavod RS za šolstvo, 7 fakultet in 98 vzgojno izobraževalnih zavodov z namenom razvijanja pedagoških pristopov, ki bodo prispevali k razvoju naravoslovne, matematične in drugih vrst pismenosti.

Kot primer povezovanja na področju zgodnjega opuščanja šolanja pa navajamo projekt **Medsektorske aktivnosti za preprečevanje zgodnjega opuščanja šolanja (CroCooS),** ki je potekal kot del programa Vseživljenjsko učenje v letih 2014 – 2017. Slovenski partner v projektu je bil CPI. Projekt se je osredotočal na preprečevanje zgodnjega opuščanja šolanja s posebnim poudarkom na sistemu zgodnjega opozarjanja, osnovanem tudi na medsektorskem in horizontalnem sodelovanju različnih deležnikov. Osnovno izhodišče projekta je bilo, da sistemi zgodnjega opozarjanja igrajo ključno vlogo pri reševanju problema zgodnjega opuščanja šolanja, ki jih je mogoče učinkovito upravljati le na celovit način s tesnim sodelovanjem izobraževanja, sociale, zaposlovanja, zdravstva in pravosodja. Šole same ne morejo rešiti vseh problemov z resnimi socialnimi, ekonomskimi ali zdravstvenimi razlogi. Medsektorsko sodelovanje na vseh ravneh je neizogibno, da učinkovito in uspešno obvladujemo problem osipa.

3.1.4.2. Predlogi za izboljšanje obstoječih praks v Sloveniji

Predlog št. 1 - Preučiti možnost vzpostavljanja mreže med šolami, univerzami in raziskovalnimi zavodi z namenom odzivanja na izzive socialne vključenosti

V okviru Irske dobre prakse TED so bili predstavljeni mehanizmi medinstitucionalnega povezovanja, ki omogočajo, da se univerze in/ali javno-raziskovalni zavodi odzovejo na specifično problematiko šol (npr. skrb za duševno blagostanje učencev in učenk z nizkim SES). Delovni timi univerz ali javno-raziskovalnih zavodov opravijo analizo stanja na posameznih šolah in na podlagi na dokazih temelječe prakse razvijejo intervencijo (bodisi v obliki programa profesionalnega razvoja učiteljev bodisi v obliki vsebin za učence in učenke). Glede na dolgoletno tradicijo projekta TED, se je ukrep izkazal za uspešnega, zato bi bilo smiselno preučiti, kako bi podobno povezovanje udejanjili in sistematično uvedli tudi v Sloveniji.

Predlog št. 2 – Mobilni strokovni delavec na domu kot dejavnik povezovanja šole in domačega okolja

V strokovni skupini ugotavljamo, da pogosto zmanjka povezava med šolo in domom (domačim okoljem, družino, starši), predvsem pri učencih in učenkah ter dijakih in dijakinjah z nižjim SES in PP, s katero bi zagotavljali njihovo socialno vključenost. Predvsem to velja za tiste učence in učenke ter dijake in dijakinje z nižjimi učnimi sposobnostmi, ki pa nimajo veljavne odločbe o usmeritvi.

Po vzoru Irskega HSCL koordinatorja (tj. učitelja, ki deluje na učenčevem domu) ki je predstavljen v dobri praksi DEIS, bi bilo šolam na sistemski ravni priporočljivo zagotoviti možnost za uvedbo mobilnega strokovnega delavca na domu (npr. učitelja, psihologa ali drugega ustreznega profila, ki bi ga opredelili v našem nacionalnem kontekstu). Mobilni strokovni delavec primarno ne bi poučeval ali deloval v razredu, ampak bi bil pristojen za delo na domu in bi sodeloval z učenci in njihovimi starši. Strokovni delavec bi lahko po vzoru Irske pokrival različna področja dela (učna pomoč učencu ali dijaku, psihosocialna podpora učenca ali dijaku, krepitev bralnih kompetenc učencev/dijakov in staršev ipd.), kar bi omogočalo celostno podporo posameznikom in njihovim staršem iz ranljivejših okolij. V Sloveniji na nekaterih šolah že delujejo romski pomočniki, ki opravljajo primerljive naloge kot HSCL koordinatorji.

Predlog št. 3 – Preučiti možnost vzpostavljanja multiprofesionalnih timov na šolah

Z namenom zagotavljanja celostne podpore učencem in učenkam ter dijakom in dijakom z nizkim SES in PP smo v strokovni skupini mnenja, da je po vzoru dobre prakse TEIP na Irskem smiselno preučiti možnost, da se v šolah sistemsko uvede multiprofesionalne time (npr. psiholog, socialni delavec in socialni mediator). V okviru slovenskega nacionalnega konteksta pa je potrebno premisliti, kateri strokovni profili bi lahko bili zastopani v omenjenih timih. Prednosti timov vidimo v možnosti interdisciplinarnega povezovanja in omogočanja različnih vidikov podpore ciljnima skupinam učencev in učenk ter dijakov in dijakinj. Pomanjkljivost timov pa je ta, da se lahko prekriva z delom šolske svetovalne službe, zato je potrebno svetovalnega delavca bodisi vpeljati kot del timov ali pa delo multiprofesionalnih timov po delovnih nalogah ločiti od dela svetovalnega delavca. Nenazadnje bi lahko šolski svetovalni delavec posameznega učenca, učenko, dijaka ali dijakinjo tudi preusmeril v multiprofesionalni tim, ki bi deloval na šoli.

Predlog št. 4 – Oblikovanje nacionalnega repozitorija za medinstitucionalno izmenjavo dobrih praks in drugih relevantnih vsebin na področju zagotavljanja socialne vključenosti

Področje zagotavljanja socialne vključenosti v izobraževanju pomeni sodelovanje deležnikov na različnih ravneh (npr. učiteljev, svetovalnih delavcev, raziskovalcev, ravnateljev, odločevalcev), ki si skupaj prizadevajo za zagotavljanje vključenosti ranljivih skupin učencev in učenk ter dijakov in dijakinj. Z namenom izmenjave dobrih praks, ozaveščanja o relevantnih projektih, iniciativah in socialni vključenosti nasploh, bi bilo priporočljivo uvesti nacionalni repozitorij podoben portalu ESLplus, ki se uporablja v okviru projekta STAIRS. Objavljanje na repozitoriju bi bilo omogočeno vsem deležnikom, za ustreznost in kakovost vsebin pa bi skrbel oblikovan strokovni odbor sestavljen s predstavniki zgoraj omenjenih skupin deležnikov. Predlog bi se lahko pilotno udejanjil na portalu SIO (Slovensko izobraževalno omrežje).

3.2. Na poti uresničevanja nacionalnega prilagoditvenega načrta - vloga PI, CPI in drugih deležnikov na področju vzgoje in izobraževanja

Pričujoči nacionalni prilagoditveni načrt za uporabo dobrih praks Irske in Portugalske na področju socialne vključenosti v izobraževanju v Sloveniji je nastal kot rezultat intenzivnega triletnega sodelovanja Pedagoškega inštituta in Centra Republike Slovenije za poklicno izobraževanje v projektu STAIRS z evropskimi partnerji ter strokovno skupino v Sloveniji.

V tem času se je večkrat potrdilo, da je socialna vključenost v izobraževanju težko dosegljivo stanje, ki se nenehno vzpostavlja. V nacionalnem poročilu (Vidmar idr., 2020) smo tako opredelili številne izzive s katerimi se v Sloveniji na tem področju srečujemo, še posebej pa izpostavili problematiko učencev in učenk ter dijakov in dijakinj z nizkim SES ter dijakov in dijakinj s PP v srednjem poklicnem izobraževanju. Odgovore na naše izzive smo na podlagi za to vzpostavljenih projektnih metodologij iskali v dobrih praksah Irske in Portugalske. Zdi se, da v množici partikularnih elementov identificiranih dobrih praks, ki jih podrobno predstavljamo v tem dokumentu, izstopata predvsem trajnost iniciativ ter zavzetost sodelovanja širokega kroga vključenih akterjev. Pri tem ne gre spregledati njune medsebojne povezanosti. Ni si mogoče zamisliti trajnosti brez zavzetosti, kot tudi ne zavzetosti brez trajnosti. Čeprav se na obeh področjih v Sloveniji soočamo z izzivi, pa njun manko ne more biti razlog za izogibanje odgovornosti slehernega izmed nas, da si po svojih najboljših močeh prizadevamo za izboljšanje pogojev izobraževanja in socialnega vključevanja najbolj ranljivih skupin v družbi.

Pedagoški inštitut bo svoje poslanstvo pri tem uresničeval z nadaljevanjem teoretskih in empiričnih, temeljnih in aplikativnih, nacionalnih in mednarodnih raziskav ter predstavitvijo njihovih izsledkov v javnih razpravah in znanstvenih publikacijah, predvsem pa v sodelovanju z drugimi nacionalnimi in mednarodnimi strokovnjaki, javnopolitičnimi odločevalci in praktiki.

Center Republike Slovenije za poklicno izobraževanje si bo nadalje prizadeval za opolnomočenje učiteljev in drugih strokovnih delavcev poklicnih in strokovnih šol (vodstveni delavci, svetovalni delavci) za razvoj inkluzivnega izobraževanja, za prepoznavanje, obravnavo in pomoč dijakom iz ranljivih skupin. Šolam bo še naprej nudil podporo pri načrtovanju in izvajanju aktivnosti povezanih z nadaljnjim razvojem inkluzivnosti. Širil bo uspešne modele ter dobre prakse obravnave dijakov in dijakinj z različnimi primanjkljaji ter spodbujal razvoj kulture sodelovanja tako znotraj posamezne šole kot med šolami.

Na podlagi obstoječih raziskav, obstoječega stanja v Sloveniji ter dobrih praks Irske in Portugalske pa ugotavljamo, da praktiki (šole, ravnatelji in ravnateljice, socialni delavci in socialne delavke, učitelji in

učitelji) za polno uresničevanje svojega poslanstva potrebujejo ustrezne in stabilne sistemske pogoje. Njihova zavzetost, izkušnje ter poznavanje posebnih izzivov v praksah slovenskih šol, skupaj z dobrimi praksami Irske in Portugalske, lahko predstavljajo pomembne uvide za nadaljnje sistemsko urejanje področja v Sloveniji. Le-to naj bi na podlagi izsledkov projekta STAIRS omogočalo dodatno podporo šolam v katerih so izzivi socialne vključenosti najbolj pereči, med-sektorsko sodelovanje, ki ga v Slovenji pogosto ni mogoče uresničevati zaradi varstva osebnih podatkov, izboljšanje delovnih pogojev socialnih delavcev in delavk, opolnomočenje učiteljev in učiteljic za delo z identificiranima ranljivima skupinama učencev in učenk ter dijakov in dijakinj ter posebnimi neposrednimi oblikami njihove podpore.

Pri vsem tem pa je ključna inkluzivna naravnanost in občutljivost do socialne vključenosti vseh akterjev, da kljub dobrim namenom ukrepi socialne vključenosti ne postanejo svoje nasprotje - ukrepi marginalizacije in stigmatizacije.

Pred nami so številni izzivi, ki jih bomo lahko uresničili le na podlagi vrednot za katere si prizadevamo – medsebojnega prepoznavanja, odprte komunikacije, spoštovanja in vključevanja. Želimo si, da nacionalni prilagoditveni načrt projekta STAIRS predstavlja razmislek in enega izmed korakov k uresničevanju navedenih ciljev.

4. Preliminarne ideje za Evropske prilagoditvene smernice – ugotovitve strokovne skupine

Pričujoči nacionalni prilagoditveni načrt projekta STAIRS se osredinja na možnosti zagotavljanja (še) večje inkluzivnosti v slovenskem izobraževalnem prostoru, njihovim nacionalnim okoljem prilagojeni načrti pa so v projektu STAIRS nastali tudi na Hrvaškem, Češkem in Madžarskem. Na podlagi vseh štirih nacionalnih prilagoditvenih načrtov bodo v projektu STAIRS oblikovane t.i. Evropske prilagoditvene smernice (ang. European Adaptation Guidelines), ki bodo prispevale k razvijanju ter prenosu dobrih praks na področju zagotavljanja socialne vključenosti v izobraževanju v celotnem raznolikem evropskem izobraževalnem prostoru.

Čeprav je, kot se je potrdilo tudi v projektu STAIRS, pri prenosu dobrih praks in zagotavljanju socialne vključenosti v izobraževanju, ključno upoštevati raznolikost nacionalnih kontekstov, bodo Evropske prilagoditvene smernice predstavljale poskus priprave splošnih priporočil, ki bodo zaokrožila, upoštevala ter naslovila raznolike izzive zagotavljanja socialne vključenosti v evropskem izobraževalnem prostoru.

Ključna sporočila, ki jih je na podlagi nacionalnega prilagoditvenega načrta pomembno vključiti v oblikovanje Evropskega prilagoditvenega načrta za zagotavljanje večje socialne vključenosti v izobraževanju, so sledeča:

1. Okrepiti občutljivost do socialne vključenosti v izobraževanju na evropskem nivoju in oblikovati smernice za izobraževanje raznolikih rizičnih skupin.
2. Izpostaviti, katere spretnosti, znanja in veščine so v pomoč učencem in dijakom iz rizičnih skupin pri premagovanju socialne izključenosti.

3. Oblikovati nabor temeljnih kompetenc, ki jih učitelji in drugi strokovni delavci v izobraževanju potrebujejo pri delu z rizičnimi skupinami.
4. Nadaljevati prizadevanja za povezovanje med državami članicami in izmenjavo dobrih praks na sistemskem nivoju in nivoju izobraževalnih praks.

Izpostavljena sporočila so le nekatere izmed iztočnic, ki bodo skupaj s sporočili nacionalnih prilagoditvenih načrtov drugih držav prispevale k oblikovanju Evropskih prilagoditvenih smernic projekta STAIRS.

5. Priloge

Priloga 1: Shematski prikaz projekta

Potek projekta STAIRS	Identifikacija nacionalnih izzivov na področju socialne vključenosti v izobraževanju	Analiza dobrih praks	Identifikacija ključnih sporočil študijskih obiskov	Oblikovanje prioritetnih področij uporabe dobrih praks v nacionalnem prostoru	Predlogi za uporabo dobrih praks v nacionalnem prostoru
	1. Učenci in učenke ter dijaki in dijakinje z nizkim SES 2. Dijaki in dijakinje s PP v srednjem poklicnem izobraževanju	**Irska:** • Delivering Equality of Opportunity in Schools (DEIS) • Limerick DEIS Primary Schools' Literacy Initiative • Special Education Initiative • Transforming Education through Dialogue (TED) Project	1. Sistemski okvir kot podlaga za dolgoročno učinkovitost izobraževalnih praks ter inkluzivno naravnanost in občutljivost do socialne vključenosti	1. Inkluzivna naravnanost in občutljivost do socialne vključenosti	• Oblikovati predloge zakonodajnega okvira, ki bo omogočal učinkovito podporo učencem in učenkam z nizkim SES v praksi • V nacionalni prostor uvesti strokovno razpravo o možnosti sistemskega identificiranja šol z visokim deležem učencev in dijakov z nizkim SES • V nacionalni prostor uvesti strokovno razpravo o možnostih različnih oblik sistemske podpore šolam z visokim deležem učencev in dijakov z nizkim SES • Preučitev možnosti za razbremenitev šolskih svetovalnih delavcev na področju zagotavljanja socialne vključenosti

		• Youthreach Programme **Portugalska:** A School for Everyone Inclusion Practices in a Rural Environment – the Case of José Saramago Cluster of Schools and Educational Territory of Priority Intervention	2. Krepitev bralne in matematične pismenosti ter socialno-čustvenih kompetenc ranljivih skupin učencev in učenk, tudi s sodelovanjem s starši	2. Identifikacija in podpora učencem in dijakom z nizkim SES	• Preučiti možnosti prenosa izkušenj iz OŠ v SŠ za delo s posameznim dijakom ali dijakinjo • Opolnomočenje učencev in učenk ter dijakov in dijakinj z nizkim SES s spodbujanjem socialnih in čustvenih kompetenc • Okrepiti sodelovanje s starši z namenom zagotavljanja socialne vključenosti učencev in učenk ter dijakov in dijakinj. • Spodbujanje tri-stopenjskega modela obravnave učencev in učenk ter dijakov in dijakinj z nizkim SES v šolski praksi • Preučitev možnosti za vzpostavljanje centrov po vzgledu centrov Youthreach za mlade, ki so opustili šolanje in učence ter dijake, ki imajo tveganje za opustitev šolanja
			3. Opolnomočenje učiteljev kot pomemben vidik zagotavljanja socialne vključenosti v izobraževanju	3. Opolnomočenje učiteljev za delo z učenci in dijaki z nizkim SES in PP	• Zmanjšana učna obveznost za učitelja mentorja učitelju začetniku • Možnost vključitve učiteljev v intervizijske ali supervizijske skupine • Preučiti možnost razvoja nacionalnih programov za krepitev kompetenc učiteljev na področju poučevanja bralne in matematične pismenosti

					• Preučiti zastopanost vsebin o socialni vključenosti v študijskih programih za bodoče učitelje in po potrebi dodati nove vsebine
			4. Pomembnost povezovanja različnih deležnikov pri zagotavljanju socialne vključenosti v izobraževanju	4. Sodelovanje, povezovanje različnih deležnikov pri obravnavi, podpori učencev in dijakov z nizkim SES in PP	• Preučiti možnost vzpostavljanja mreže med šolami, univerzami in raziskovalnimi zavodi z namenom odzivanja na izzive socialne vključenosti • Mobilni strokovni delavec na domu kot dejavnik povezovanja šole in domačega okolja • Preučiti možnost vzpostavljanja multiprofesionalnih timov na šolah • Oblikovanje nacionalnega repozitorija za medinstitucionalno izmenjavo dobrih praks in drugih relevantnih vsebin na področju zagotavljanja socialne vključenosti
Viri	Nacionalno poročilo	ESL portal	Strokovna skupina	Strokovna skupina	Strokovna skupina

Priloga 2: Matrike za povezovanje nacionalnega fokusa Slovenije v projektu STAIRS z dobrimi praksami Irske in Portugalske

Končna matrika za irske dobre prakse (nizek SES)

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: IRELAND** **LEARNING COUNTRY: SLOVENIA**		
CHALLENGES	**MUTUAL LEARNING**	**GOOD PRACTICES**	**MATCH**
SOCIAL DIMENSION			
• supporting academic achievement of low SES students	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	√
• supporting learning motivation of low SES students	Slovenia	Youthreach programme,	√
• supporting well-being of low SES students	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Youthreach programme,	√
• career development of low SES students	Slovenia	Youthreach programme,	√
• supporting low SES students' aspirations	Slovenia	Youthreach programme,	√
• early school leaving prevention	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	√

SYSTEMIC LEGISLATION			
• multi-level approach	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	√
• multi-professional teams defined in legislation	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√
• measuring inequalities	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	√
• monitoring of educational pathways (academic achievement, well-being, resiliency, educational and career aspirations, ESL rate)	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, Youthreach programme	√
• protection of personal sensitive data	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√

• policy and practice integration	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT,	√
• policy budget	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT,	√
• supporting financial sustainability of successful initiatives (projects)	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√
EDUCATION PROFESSIONALS			
• staff professional development	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT,	√
• competencies of teachers	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT,	√
• real cooperation of educational professionals	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH	√

		DIALOGUE (TED) PROJECT, Youthreach programme,	
• multi-professional teams on school and government level	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	√
• whole school approach	Slovenia	Limerick DEIS Primary Schools' Literacy Initiative, Youthreach programme (has a whole-center approach)	√
SOCIAL ENVIRONMENT			
• supporting a whole-school approach	Slovenia	Limerick DEIS Primary Schools' Literacy Initiative, Youthreach programme (has a whole-center approach)	√
• supporting cooperation of multi-professional teams	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√
• supporting local community involvement	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√
• multi-organizational partnerships	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy	√

		Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme,	
• family involvement	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT,	√
• increasing awareness among policy sectors, professionals, wider society	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√
• reducing stigmatization	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Limerick DEIS Primary Schools' Literacy Initiative, TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT, Youthreach programme	√

Končna matrika za irske dobre prakse (PP)

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	COUNTRY CONTEXT: SHARING COUNTRY: IRELAND LEARNING COUNTRY: SLOVENIA		
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES	MATCH
SOCIAL DIMENSION			
Well-being/acceptance at school of SEN students	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Special Education Initiative	√
career development of SEN students	Slovenia	Special Education Initiative	√
connecting education and labour market (employment of SEN students)	Slovenia		
SYSTEMIC LEGISLATION			
supporting/multi-level approach	Slovenia	Special Education Initiative	√
diagnostics of SEN students	Slovenia	Special Education Initiative	√
additional support for SEN students	Slovenia	Special Education Initiative Youthreach Programme	√
data on SEN students inclusion	Slovenia	Special Education Initiative	
education programs for SEN students	Slovenia	Special Education Initiative	
schools' projects which addressing the field of SEN	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Special Education Initiative Youthreach Programme	√
EDUCATION PROFESSIONALS			
staff professional development	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Special Education Initiative	√
cooperation of professionals	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Special Education Initiative	
SOCIAL ENVIRONMENT			
supporting social inclusion	Slovenia	Delivering Equality of Opportunity in Schools (DEIS), Special Education Initiative Youthreach Programme	√
increasing positive attitudes	Slovenia	Special Education Initiative Youthreach Programme	√

Končna matrika za portugalske dobre prakse (nizek SES)

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
CHALLENGES	**MUTUAL LEARNING**	**GOOD PRACTICES**	**MATCH**
SOCIAL DIMENSION			
• supporting academic achievement of low SES students	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting inclusion and valuing VET courses	√
• supporting learning motivation of low SES students	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• supporting well-being of low SES students	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• career development of low SES students	Slovenia	Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
		Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	
• supporting low SES students' aspirations	Slovenia	Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• early school leaving prevention	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
SYSTEMIC LEGISLATION			
• multi-level approach	Slovenia	A School for Everyone, Promoting Inclusion and Valuing VET Courses,	√
• multi-professional teams defined in legislation	Slovenia	Promoting Inclusion and Valuing VET Courses,	√
• measuring inequalities	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
		Intervention, Promoting Inclusion and Valuing VET Courses,	
• monitoring of educational pathways (academic achievement, well-being, resiliency, educational and career aspirations, ESL rate)	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• protection of personal sensitive data	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• policy and practice integration	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses, Curriculum Enrichment Activities.	√
• policy budget	Slovenia	A School for Everyone, Curriculum Enrichment Activities.	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
• supporting financial sustainability of successful initiatives (projects)	Slovenia	A School for Everyone, Curriculum Enrichment Activities.	√
EDUCATION PROFESSIONALS			
• staff professional development	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• competencies of teachers	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• real cooperation of educational professionals	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• multi-professional	Slovenia	Inclusion Practices in a Rural Environment – The Case of	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
teams on school and government level		Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	
• whole school approach	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention,	√
SOCIAL ENVIRONMENT			
• supporting a whole-school approach	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention,	√
• supporting cooperation of multi-professional teams	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• supporting local community involvement	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
		Territory of Priority Intervention,	
• multi-organizational partnerships	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Curriculum Enrichment Activities	√
• family involvement	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses, Curriculum Enrichment Activities	√
• increasing awareness among policy sectors, professionals, wider society	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting Inclusion and Valuing VET Courses,	√
• reducing stigmatization	Slovenia	A School for Everyone, Inclusion Practices in a Rural Environment – The Case of Jose Saramago Cluster of Schools an Educational Territory of Priority Intervention, Promoting	√

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	**COUNTRY CONTEXT:** **SHARING COUNTRY: PORTUGAL** **LEARNING COUNTRY: SLOVENIA**		
		Inclusion and Valuing VET Courses,	

Končna matrika za portugalske dobre prakse (PP)

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	COUNTRY CONTEXT: SHARING COUNTRY: PORTUGAL LEARNING COUNTRY: SLOVENIA		
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES	MATCH
SOCIAL DIMENSION			
well-being/acceptance at school of SEN students	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities Promoting inclusion and valuing VET courses	√
career development of SEN students	Slovenia	Curriculum enrichment activities Promoting inclusion and valuing VET courses	
connecting education and labour market (employment of SEN students)	Slovenia		
SYSTEMIC LEGISLATION			
supporting/multi-level approach	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities Promoting inclusion and valuing VET courses	√
diagnostics of SEN students	Slovenia	A school for everyone Inclusion practices in a rural Environment	√
additional support for SEN students	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities Promoting inclusion and valuing VET courses	
data on SEN student's inclusion	Slovenia		
education programs for SEN students	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities	

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	COUNTRY CONTEXT: SHARING COUNTRY: PORTUGAL LEARNING COUNTRY: SLOVENIA		
		Promoting inclusion and valuing VET courses	
schools' projects which addressing the field of SEN	Slovenia	A school for everyone Inclusion practices in a rural Environment	
EDUCATION PROFESSIONALS			
staff professional development	Slovenia	A school for everyone Inclusion practices in a rural Environment	√
cooperation of professionals	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities	
supporting social inclusion	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities Promoting inclusion and valuing VET courses	√
increasing positive attitudes	Slovenia	A school for everyone Inclusion practices in a rural Environment Curriculum enrichment activities Promoting inclusion and valuing VET courses	√

Priloga 3: Število in delež dijakov s PP po šolskem letu, izobraževalnem programu

VIR: https://www.gov.si/assets/ministrstva/MIZS/Dokumenti/Izobrazevanje-otrok-s-posebnimi-potrebami/Statistike-in-analize/Tabela_dijaki_s_posebnimi_potrebami.pdf

	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
nižje poklicno izobraževanje	272	*31,1%*	236	*28,2%*	230	*28,9%*	204	*23,6%*	173	*19,2%*	202	*20,9%*	184	*17,8%*	218	*20,7%*	225	*20,5%*	236	*20,8%*	257	*22,1%*
srednje poklicno izobraževanje	1.218	*10,2%*	1.349	*11,5%*	1.452	*12,5%*	1.546	*13,2%*	1.490	*12,7%*	1.677	*13,9%*	1.642	*13,4%*	1.779	*14,5%*	1.836	*15,0%*	1.919	*15,8%*	1.988	*16,4%*
srednje strokovno izobraževanje	763	*2,5%*	954	*3,1%*	1.143	*3,8%*	1.328	*4,4%*	1.408	*4,6%*	1.588	*5,2%*	1.620	*5,3%*	1.876	*6,1%*	1.978	*6,5%*	2.149	*7,1%*	2.291	*7,4%*
gimnazijsko izobraževanje	379	*1,2%*	458	*1,5%*	505	*1,7%*	550	*1,9%*	565	*2,0%*	593	*2,2%*	568	*2,2%*	667	*2,6%*	761	*3,0%*	798	*3,2%*	887	*3,4%*
poklicno tehniško izobraževanje	144	*3,0%*	160	*3,6%*	180	*4,6%*	185	*4,8%*	174	*4,8%*	155	*4,4%*	137	*4,1%*	219	*6,5%*	240	*6,9%*	223	*6,3%*	243	*6,3%*
maturitetni tečaj	4	*0,4%*	2	*0,3%*	10	*1,4%*	4	*0,6%*	5	*0,9%*	3	*0,8%*	6	*1,6%*	8	*2,2%*	11	*3,4%*	6	*2,2%*	6	*2,7%*
poklicni tečaj											3	*1,1%*	8	*3,4%*	1	*0,5%*	0	*0,0%*	0	*0,0%*	1	*0,7%*
SKUPAJ	**2.780**	3,38%	**3.159**	3,96%	**3.520**	4,52%	**3.817**	5,00%	**3.815**	5,06%	**4.221**	5,61%	**4.165**	5,63%	**4.768**	6,48%	**5.051**	6,90%	**5.331**	7,30%	**5.673**	7,64%

Priloga 4: Povezovanje med BIC Ljubljana in VIZ Višnja Gora ter Centrom Janeza Levca Ljubljana (primer dobre inkluzivne izobraževalne prakse v Sloveniji)

povzeto po poročilu Tine Rahne Mandelj in Tanje Kek (BIC Ljubljana in VIZ Višnja Gora)

V šolskem letu 2019/2020 je Ministrstvo za šolstvo, znanost in šport podprlo Živilsko šolo (BIC Ljubljana) pri njenih prizadevanjih v smeri (še)večjega prilagajanja izobraževanja dijakom z različnimi primanjkljaji. Nastal je pilotni projekt v katerem se je šola, v podporo učiteljem in dijakom, ki imajo največ težav, povezala z dvema institucijama: VIZ Višnja Gora in Centrom Janeza Levca Ljubljana, ki se ukvarjata s skupinami otrok s posebnimi potrebami na različnih ravneh in oblikah vzgoje in izobraževanja.

Sodelovanje je potekalo na več nivojih:

- strokovni delavci VIZ Višnja gora so izvedli izobraževanje za učitelje v NPI programih, kjer so učitelji lahko spoznali učinkovite metode dela z dijaki s ČVM.
- Šola je pridobila 2 zunanji zaposlitvi za dodatno strokovno pomoč: eno za svetovalno (psihološko/terapevtsko) delo s strani VIZ Višnja gora in eno za socialno pedagoško oz. defektološko pomoč s strani Centra Janeza Levca Ljubljana.
- Dijakom, ki so že prepoznani kot tisti, ki imajo ČVM z odločbo, se je nudila redna tedenska psihoterapija za soočanje z težjimi izzivi njihovega šolanja. Prav tako se je nudila redna psihoterapevtska podpora tam, kjer je dijak opozoril na svojo stisko.
- Razredniki so v dodatno strokovno pomoč vključili dijake, ki so neuspešni, manj motivirani za šolo ali so imeli veliko izostankov.
- Pomoč profesorjem pri vzpostavitvi razredne klime, sprejemanju razlik med seboj, učenju tolerance in medsebojne pomoči in povezanosti v NPI programih .
- Podpora in pomoč dijaku in družini, kjer dijak sicer nima učnih težav, a je trenutno bila velika stiska, ki je vplivala na funkcioniranje. Starše/skrbnike se je vključilo ob nudenju pomoči dijaku z zavedanjem, da so oni pomemben del njegovega sveta in da lahko s skupno postavljenimi cilji in zaupanjem doseže več. Pomoč je bila redna, kontinuirana, dijak (in družina) jo je s svojo iniciativo in spoštovanjem rednih tedenskih dogovorov tudi sam soustvarjal.

Ena izmed oblik sodelovanja je bila tudi skupinska intervizija, kjer so se spoznavale specifike dela drug drugega.

Priloga 5: Osnutek predloga o vzpostavitvi podpore šolam po modelu DEIS v Sloveniji

Po zgledu, videnem na študijskem obisku na Irskem, predlagamo vzpostavitev podpore posameznim šolam tudi v Sloveniji. Po kriterijih, ki bi jih bilo potrebno opredeliti (npr. številu učencev in dijakov z nizkim SES ter posebnimi potrebami), bi določili javne osnovne in srednje šole, ki bi jim dodelili status šole, ki potrebuje dodatno podporo. Te šole bi bile deležne raznovrstne podpore, ki bi bila podpora sistemsko financirana po vzoru DEIS-a (podobna ideja je v Sloveniji že udejanjena, kjer šole z več migrantske populacije pridobijo odobreno več ur pomoči).

Namen predloga bi bil celovito podpreti tiste slovenske javne osnovne in srednje šole, v katere je vpisan visok delež učencev in dijakov z nizkim socialno-ekonomskim statusom ter visok delež učencev in dijakov s posebnimi potrebami z odločbami o usmeritvi ter drugih rizičnih skupin učencev in dijakov. Te šole potrebujejo več podpore kot druge, saj se soočajo z različnimi izzivi, kar je prepoznano tako iz obstoječih praks in nacionalnih izzivov v Sloveniji kot tudi na primerih Irske in Portugalske, ki smo jim bili priča na študijskih obiskih. V nacionalni skupini projekta STAIRS se strinjamo, da bi podpora tem šolam lahko imela številne ugodne multiplikativne učinke.

Financer oziroma v primeru evropskih sredstev končni koristnik sredstev bi bilo Ministrstvo za izobraževanje, znanost in šport. Vsebinsko delo v zvezi z uvajanjem, razvojem, spremljanjem in evalvacijo delovanja sistema na ravni šol bi opravljali javni zavodi, kot so: Zavod Republike Slovenije za Šolstvo, Center za poklicno izobraževanje Republike Slovenije, Pedagoški inštitut in RIC, Ključno pa je, da bi »DEIS« šole delovale na principu, osredinjenem na šolo. Šola bi znotraj svojega delovanja sama predlagala, izvajala in dokumentirala svoje mikro-ukrepe. Primeri nekaterih ukrepov, do katerih bi bile lahko upravičene šole, ki se jim v slovenskem prostoru ponudi podpora po vzoru DEIS šol na Irskem:

- povečanje števila svetovalnih in drugih strokovnih delavcev (socialni delavci, specialni pedagogi, socialni pedagogi, psihologi, inkluzivni pedagogi,…)
- zmanjšana učna obveznost učiteljev teh šol z namenom, da imajo en dan v tednu pouka prost za lastno izobraževanje in iz tega naslova povečanje števila učiteljev teh šol
- financiranje daljših oblik izobraževanj strokovnih delavcev teh šol za inkluzivno izobraževanje s strani MIZŠ, kot sta obstoječa enoletna programa izpopolnjevanja Pedagoške fakultete iz Ljubljane »Izvajanje specialno-pedagoške in socialno-pedagoške pomoči otrokom in mladostnikom s primanjkljaji na posameznih področjih učenja ter čustvenimi in vedenjskimi težavami« ter »Specialno-pedagoško izpopolnjevanje za delo z izbrano skupino otrok s posebnimi potrebami«.
- Zmanjšani normativi glede števila učencev in dijakov v razredu (na Irskem se praktiki zavzemajo za pridobitev razmerja 15:1).

Predlogi nekaterih kriterijev za dodeljevanje podpore šolam (po vzoru DEIS-a na Irskem):

- javna osnovna šola, v katero so vključeni učenci z odločbami o usmeritvi v deležu, ki presega slovensko povprečje za osnovnošolsko raven izobraževanja za določen delež, denimo 25%
- javna srednja šola, v katero so vključeni dijaki z odločbami o usmeritvi v deležu, ki presega slovensko povprečje za srednješolsko raven izobraževanja za določen delež, denimo 25%
- javna osnovna šola, v katero so vključeni učenci s pravico do subvencionirane šolske prehrane v deležu, ki presega slovensko povprečje za osnovnošolsko raven izobraževanja za določen delež, denimo 25%

- javna srednja šola, v katero so vključeni dijaki s pravico do subvencionirane šolske prehrane v deležu, ki presega slovensko povprečje za srednješolsko raven izobraževanja za določen delež, denimo 25%.

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Summary of the Slovenian National Adaptation Plan

1) Presentation of the National Adaptation Plan *(purpose, topics addressed, structure)*

The STAIRS project aims to build upon existing national (Hungary, Czechia, Croatia, Slovenia, Ireland, Portugal) and wider European efforts to ensure social inclusion in education. It focuses on developing collaborative approaches amongst stakeholders at the school, local and national level in order to provide equal educational opportunities to all students.

In Slovenia, the project partners Centre of the Republic of Slovenia for Vocational Education and Training (CPI) and the Educational Research Institute (ERI) decided to focus on strengthening the social inclusion of two target groups in the educational system: 1) students with low socio-economic status (SES), and 2) students with special educational needs (SEN) in the vocational education.

In collaboration with national experts (project partners CPI and ERI cooperated with six experts working in different fields of education and facing different aspects of inclusion) we broadened and deepened our understanding of (national) challenges in ensuring social inclusion in the education of students with low SES and SEN, analysed good practice examples from other countries (Ireland, Portugal) and based on case studies of good practices created the present National Adaptation Plan (NAP), which is intended to use the identified good practices or individual, specific elements of them in the Slovenian national context. The NAP is intended to support various stakeholders in their efforts towards achieving (even) greater social inclusion of students with low SES and SEN.

The NAP is composed of four central chapters. The first chapter presents the Slovenian current state and focus in the STAIRS project related to ensuring social inclusion in education, as defined in

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the National Report on Social Inclusion, which was created in the first year of STAIRS (Vidmar et al., 2020). The second chapter is devoted to the presentation of the STAIRS study visits organized by the Ireland and Portugal partners. It describes their purpose and the process of collaboration with participating national experts. The third chapter consists of proposals on how to use good practices from Ireland and Portugal or their specific elements in the Slovenian national context. The fourth chapter describes preliminary recommendations for the use of the good practices in a wider European area and context. The fifth chapter is the appendix which is composed of materials used in the STAIRS project and chapter six includes the cited literature.

The purpose of the present document is to present the NAP based on proposals that aim to strengthen national efforts for ensuring social inclusion in education. The goal of the NAP is to encourage discussions amongst professionals connected to inclusion of the most vulnerable groups of students.

2) Proposals for ensuring (more) social inclusion in education in Slovenia

The NAP is represented by proposals, that are based on theoretical dispositions, current state of social inclusion in education in Slovenia, and the Ireland and Portugal good practices, developed within four identified priority areas:

1. **Inclusive attitude and sensitivity to social inclusion**
- *Proposal nr. 1* – Develop a legislative framework proposal that will enable effective support for students with low SES in practice.
- *Proposal nr. 2* – Introduce a national expert discussion on the possibility of systemic identification of schools with a high proportion of students with low SES.
- *Proposal nr. 3* – Introduce a national expert discussion on the possibility of providing systemic support to schools with a high proportion of students with low SES.
- *Proposal nr. 4* – Examining the possibility of disburdening school counsellors in order to ensure their focus on topics of social inclusion.

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2. **Identification and supporting students with low SES**
- *Proposal nr. 1* – Examine possibilities of transferring good practices of working with a specific student from primary school to secondary school.
- *Proposal nr. 2* – Empowering low SES students by encouraging and developing their socio-emotional competencies.
- *Proposal nr. 3* – Strengthen cooperation with parents in order to ensure the social inclusion of students.
- *Proposal nr. 4* – Promoting the three-level support model of working with students with low SES in school practice.
- *Proposal nr. 5* – Examining possibilities of setting up centres based on the examples from Youthreach for youth who left school and students at risk of early school leaving.

3. **Empowering teachers to work with students with low SES and SEN**
- *Proposal nr. 1* – Reduced teaching obligation for a teacher mentoring a beginner teacher.
- *Proposal nr. 2* – Possibility to include teachers in intervision or supervision groups.
- *Proposal nr. 3* – Examine the possibility of developing national programs to strengthen teachers' competencies in teaching reading and mathematics literacy.
- *Proposal nr. 4* – Examine the extent of learning content on the topic of social inclusion in initial training study programs and adding additional content.

4. **Cooperation, networking of various stakeholders in supporting students with low SES and SEN**
- *Proposal nr. 1* – Examining possibilities of establishing networks between schools, universities, research centres with the aim of responding to challenges of social inclusion.
- *Proposal nr. 2* – Mobile teacher/project worker working with vulnerable students and parents in their homes as a means of connecting the home and school environment.
- *Proposal nr. 3* – Research possibilities of establishing multi-professional teams in schools to deal with issues of social inclusion.
- *Proposal nr. 4* – Creating a national repository for interinstitutional exchange of good practices and other relevant content in the field of social inclusion.

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3) Further steps in the implementation of the National Adaptation Plan in the Slovenian educational system

The sustainability of the presented initiatives requires, above all, the commitment of a wide range of stakeholders involved.

The Educational Research Institute will carry out its mission by continuing theoretical and empirical, basic and applied, national and international research and presenting their results in public debates and scientific publications, especially in cooperation with other national and international experts, public policy makers and practitioners.

The Centre of the Republic of Slovenia for Vocational Education and Training will further strive to empower teachers and other professionals of vocational and technical schools (principals, school counsellors) to develop inclusive education, to identify and support students from vulnerable groups. It will continue to support schools in planning and implementing activities related to the further development of inclusion. It will disseminate successful models and good practices for working with students with various deficits and promote the development of a culture of cooperation both within school and between schools.

Based on existing research, the current situation in Slovenia and the good practices of Ireland and Portugal, we find that practitioners (schools, principals, school counsellors, teachers) require appropriate and stable systemic conditions for the full realization of their mission. Their commitment, experience and knowledge of special challenges in the practices of Slovenian schools, together with the good practices of Ireland and Portugal, can represent important insights for further systemic regulations of the field in Slovenia. Based on the results of the STAIRS project, this should provide additional support to schools where the challenges of social inclusion are most acute, cross-sectoral cooperation, which often cannot be achieved in Slovenia due to personal data protection, improvement of working conditions of school counsellors, empowering teachers to work with identified vulnerable groups of students and special direct forms of support.

The key in all of this is to have an inclusive attitude and sensitivity towards social inclusion by all involved stakeholders, so that despite good intentions, social inclusion measures do not become their opposite – measures of marginalization and stigmatization.

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We are facing many challenges that we will only be able to overcome on the basis of the values we strive for – mutual recognition, open communication, respect and inclusion. We want the national adaptation plan of the STAIRS project to be a reflection and one of the steps towards achieving these goals.

4) Key messages for creating the European Adaptation Guidelines

The key messages for ensuring greater social inclusion in education that could be included in the formulation of the European Adaptation Guidelines, based on the National Adaptation Plan, are the following:

1. *Strengthen sensitivity to social inclusion in education at the European level and develop guidelines for the education of diverse risk groups.*
2. *Highlight which knowledge, skills, and competencies are helpful to students from high-risk groups to overcome social exclusion.*
3. *Develop a set of core competencies that teachers and other educational professionals need to possess when working with at-risk groups.*
4. *Continue efforts of networking and sharing of good practices of member states on a systemic level and practical level.*

The key messages highlighted are just some of the starting points that, together with the messages of other countries' national adaptation plans, will contribute to the development of the European Adaptation Guidelines of the STAIRS project.

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STAIRS

Stakeholders together adapting ideas to readjust local systems to promote inclusive education

EUROPEAN ADAPTATION GUIDELINES

Ljubljana, 31.3.2022

Co-funded by the Erasmus+ Programme of the European Union

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STAIRS

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This project has been funded with the support of the European Commission. The content of this publication is the responsibility of the author(s). The views expressed in this publication do not necessarily reflect the views of the European Commission.

PREFACE

Social inclusion has been at the heart of EU cooperation in the field of education. Since the Lisbon Strategy (2000), when education was first recognised as an important source for developing a socially inclusive EU, various documents and initiatives have been adopted at the EU level aiming at realising this important and ambitious goal: the most recent being the Council conclusions on establishing the *European Education Area* by 2025 and stressing the value of good quality, inclusive education from childhood onwards in laying the groundwork for social cohesion, social mobility, and equitable society.

The STAIRS project, implemented between 2019-2022, as part of the Erasmus+ KA3 *Support for Policy Reforms* framework, can be understood as one of the activities contributing to greater social inclusion in and through education in Europe. It builds on the demanding process of identifying, sharing, and adapting good practices in the field. In cooperation with two defined sharing countries (Ireland and Portugal) and four learning countries (Croatia, the Czech Republic, Hungary, and Slovenia), as well as the leadership of the Tempus Public Foundation in Budapest, the STAIRS consortium has developed a methodology for policy learning with the goal of strengthening social inclusion in the field of education in the EU.

The *European Adaptation Guidelines* summarises and shares the key findings of the learning process of the project with the wider EU community involved, dedicated, and interested in ensuring more equitable education environments across the EU. It is particularly addressed to experts and practitioners, as well as national and international decision-makers in the field.

The *European Adaptation Guidelines* is structured around the key steps of the policy learning process, containing key findings and tips for its implementation. Based on a strong methodological background, it can be a useful guide to follow when planning a policy learning process in the broader field of education and social inclusion. The links to the documents developed in the project for supporting the implementation of each step are included as well. Tackling exclusion in schools means confronting a complex array of problems that include social, economic, and cultural issues such as intergenerational early school leaving, poor educational attainment, the integration of cultural minorities or refugees, family unemployment, poverty, and homelessness. Developing inclusive models also includes students with special learning needs and disabilities. Specific examples of addressing these issues from participating countries are introduced as well to clarify the learning process and display the evolution of key policy messages presented at the end of the document.

The STAIRS project has done its share towards strengthening social inclusion in education in the EU. It is our sincere hope that the *European Adaptation Guidelines* will inspire the EU community to learn to do more for inclusive education, and find their own, innovative and unique ways toward this important goal.

INTRODUCTION

The main goal of the STAIRS project has been – in the learning countries – to pave the path towards effective adaptation of good practices in the field of social inclusion currently in place in the sharing countries, and to examine the adaptation process itself. One of the essential aims has been to select good practice initiatives that display effective multi-agency partnership to address a particular community or need. In order to provide context for the methodology of policy learning that we have developed and are presenting in this document, we must first provide a short overview of the project structure. The STAIRS project can be summarised in three phases (research and analysis; mutual learning; exploitation). Based on the mentioned phases, we have developed the present methodology for policy learning, which includes ten steps.

Phase	Aim	Step
Research and analysis	A desk research has been conducted to identify learning needs in the national context of each learning country, and to create good practice descriptions, i.e. *case studies* for the policy learning process. This aspect of the process also includes the use of a *Good Practice Grid*, which outlines the key criteria underpinning good practice initiatives, especially initiatives that involve a multiagency response. An analysis of the good practices has been made by the learning countries to preliminary determine what good practices can potentially help and are the best fit to answer the identified learning needs.	1) Identifying national challenges 2) Finding sharing partners 3) Searching for good practices
Mutual learning	Learning events (e.g. study visits) have been organised to share, and learn from the identified good practice initiatives. Exchange of practical knowledge, discussions and networking amongst stakeholders have been at the forefront of the project (both at the learning events and later on in an online format) to gather vital information and key insights for implementing lessons learnt in the national context.	4) Preparing for study visits 5) Planning study visits 6) Implementing study visits
Exploitation	National teams have developed proposals and/or recommendations for potential adaptation of lessons learnt in their national context. By following the policy learning process, key insights from all national teams have been combined to exploit lessons learnt further at the European level.	7) Summarising lessons learnt 8) Planning the adaptation of good practices 9) Planning and managing the process of change 10) Synthesising and upscaling lessons to the wider EU community

The present *European Adaptation Guidelines* document is composed of chapters that correspond to the steps in the policy learning process. Each step summarises the process with general tips on its implementation. To gain an in-depth view of how to achieve each step, it is recommended that the supporting documents be consulted.

1. IDENTIFYING NATIONAL CHALLENGES

It makes no sense to look for good practices and solutions if there is no problem at all. The identification of challenges and learning needs is therefore the first and crucial step in learning lessons from other countries.

Anecdotal evidence and generalised opinions are not sufficient and verified indicators of existing national challenges. Instead, an evidence-based approach should be applied, utilising existing and new original research findings in the field. In the era of measurement, various data at the EU and international level are also available in the field of social inclusion (e.g. EU Education and Training Monitor, UNESCO Global Education Monitoring Report, European Agency for Special Needs and Inclusive Education data, etc.). The international (quantitative) comparative insight in combination with proper (qualitative) contextualisation of the national context can signal national challenges in the field. This must be further supported by existing national research.

Identifying key actors and indicating their assessment of the current situation is of utmost importance as well. As dissatisfaction with the current situation can foster the introduction of novelties and change, satisfaction with the current situation can present resistance to them.

Assessment of the current situation in the field and identification of the problems and challenges should be appropriately summarised in terms of learning needs. For such purpose, the **Country Report Template** (See Supporting materials) can be used to identify the learning needs of countries and key actors involved.

Quick tips on how to identify national challenges:

- It is recommended that it be based on measurable data and evidence-based practice.
- It should be prepared by a national team with in-depth knowledge of the national educational system and initiatives.
- It is recommended that members of the team are from different institutions and levels within institutions (e.g. systemic level, practitioner level) to provide various

perspectives. It is particularly important to obtain insight and advice from personnel working in the field (practitioners etc.).

- It is recommended that substantial time be allocated to the preparation of the Country Report as it is to serve as the basis of all subsequent activities. It is also to provide an important background document that can be used to select and evaluate potential good practice initiatives.

Supporting materials:

- Country Report Template
- Country Report of each learning country:
  - Croatia
  - Czech Republic
  - Hungary
  - Slovenia

Example: Summary of the Country Report template

The STAIRS project consortium has developed a template to prepare country reports to provide an overview of the learning needs of a country. The template consists of six chapters and is to be filled in by experts in the field.

The basic rules for preparing a Country Report are as follows:

- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your questions, and identify learning needs from a national perspective

The main chapters of the country report are:

1. Education in the partner country (structure of education system)
2. National context and current research: key issues regarding social inclusion
3. Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
4. Identifying key local stakeholders: institutions and professionals
5. Critical analysis of national indicators regarding social inclusions
6. Recommendations: local focus
7. Appendix – Statistics

Case: Slovenian learning needs

Based on the presented template, the Slovenian national team summarised its focus and accompanying learning needs in the STAIRS as follows. Slovenia's first challenge is related to the educational success of students with low socioeconomic status (SES). In terms of educational expectations for completing only secondary school, it is more prominent among low SES students compared to high SES students. High SES students are mostly enrolled in general programmes, and students with low SES are mostly in vocational programmes. The second challenge is related to the increasing number of students with special educational needs in vocational education and training.

2. FINDING SHARING PARTNERS

While selecting a country that could share its good practices based on available data is a relatively straightforward task, more emphasis has to be put on selecting the actual sharing partner from the country (i.e. the institution that is responsible for coordinating the collecting and sharing of good practices).

Sharing partners must be carefully selected based on their capacity and competencies pertinent to the policy learning process. To organise an in-depth policy learning experience, such a partner should be familiar with the national education system and the subject matter of the study visit(s); have time management, organisational and logistical skills; and have an open and positive social attitude and capacities for long-term cooperation. Ideally, they should be embedded within education either as a state research/policy institute or higher education institution that has developed strong links across the education landscape (preschool, primary, post-primary, etc.).

Furthermore, a sharing partner should support the entire policy learning process – fully understanding the learning needs of the learning countries, as well as being available to assist them in their adaptation dilemmas in the future. Therefore, it is an advantage if the sharing partner is present – from the identification of learning needs throughout the formulation of national adaptation plans and their implementation.

When choosing a partner, a good idea is to think about your key learning needs, and find an answer to the following questions:

- What specific areas should your sharing partner have experience/expertise in?
- Which kind of organisations (NGOs, schools, juvenile associations, institutions, etc.) will better suit your needs?
- Will a small or large organisation suit you the best?
- Are there specific countries and/or regions that you particularly want to connect with?
- Is your potential sharing partner thematically relevant? Do they have the relevant capacity, knowledge, and skills?
- Does the organisation have relevant and solid project history and good quality project outputs?

Moreover, it is important to choose an organisation that has suitable resources and the capacity to carry out the cooperation and deliver the results. It must be also sustainable regarding financial and organisational capacity.

The so-called **3Rs** should also be taken into account. First, the sharing organisation should be **reliable** so that you can be sure that expected results will be achieved in good quality. Second, the sharing partner should be **responsible** for the tasks that have been assigned to it. Finally, the partner should be **reachable** to you so that a fluid and constant exchange of information be available.

Nevertheless, exploring your existing networks could be a good opportunity as well to find the most suitable partners.

Quick tips on how to find a sharing partner:

- Based on evidence-based data, select a successful country (i.e. high achieving) in the field of interest. Evidence for a country's success can be found in reports from various sources (e.g. European Commission, international large-scale assessment data such as the PISA).
- To identify a sharing partner organisation, rely on existing networks (e.g. as part of EU Erasmus projects of your organisation), or identify an organisation based on a common work interest (e.g. a research institute) and make contact.
- It is recommended to select a sharing partner that is knowledgable on a large variety of reforms, initiatives, and/or projects in its national context and/or has a widespread network of partner organisations that can provide good practices for adaptation.
- For the learning and adaptation process to be successful, trust in the sharing partner has to be developed and sustained. Trust can be developed through a previous working relationship (e.g. in a previous project) or can be developed during the duration of the adaptation process. The sharing partner must have appropriate knowledge and networks, also, must be willing to share, and be committed to the project.

Example: Sharing countries in the STAIRS

In the STAIRS, **Ireland and Portugal** have been selected as sharing countries due to their successful efforts in fostering social inclusion in education. The justification for this can be found in results of the Programme for international student assessment (PISA). In 2018, Ireland was one of the highest performing OECD countries in reading, while Portugal was one of the countries with the most positive trends in improving students' reading, mathematics, and science achievement between 2000 to 2018 (OECD, 2019). Underachievement (i.e. students' insufficiency in reading, mathematics, or science) is a benchmark that can be used when assessing social inclusion in education. For example, Ireland has also been recognised by the European Commission as one of the countries with the lowest levels of underachievement supported by large-scale assessment data (Education and Training Monitor, 2020).

Case: Sharing partners in the STAIRS

In the STAIRS project the following two institutions have been selected for sharing good practices of Ireland and Portugal in the field:

Mary Immaculate College (MIC) is the second-largest state-funded College of Education in Ireland. It has a long and distinguished history in the field of teacher education in Ireland. At the heart of the College Mission statement lies the foundational commitment to promoting equity in society and to providing "an environment where all have freedom and opportunity to achieve their potential". The Curriculum Development Unit (CDU) is the main Faculty research centre focused on driving teacher education through research and knowledge transfer to practice. One of the primary objectives of the CDU has been to undertake and publish evidence-based educational materials of the highest caliber to support teaching and learning in Irish primary schools. It has undertaken research and development, and publications across a wide range of pedagogical areas including literacy, numeracy, science and technology, social personal and health education, early years care and education, inclusive education, and more latterly in entrepreneurship education and development education. Centered under the auspices of the CDU, the Transforming Education through Dialogue (TED) project has a long history of facilitating linkages between mainstream primary schools and the community, particularly amongst marginalised communities.

The Lusophone University of Humanities and Technologies (ULHT) is the youngest university in Portugal, and it is also the largest non-state university. The Interdisciplinary Research Centre for Education and Development (CeiED) is an I&D unit founded at ULHT for the fields of Education, Heritage, Human Development, and Museology. It has its origins in the Centre for Research and Intervention in Education and Training (CeiEF) and was created in 2013, after some years of joint projects, with researchers from the field of human geography and museology from TERCUD (Centre for Territorial Studies, Culture and Development). CeiED integrates, in an interdisciplinary way, research and advanced training. The Centre is organised in two different Research Groups: Education, Identities and Public Policies; and Memory, Training, Culture(s) and Territory.

3.SEARCHING FOR GOOD PRACTICES

After learning countries identify and define their learning needs based on available national and international data and choose their sharing partners, sharing partners collect examples of good practices from their national context that are attuned to the defined learning needs. The data about good practices can be identified in the rich EU and international comparative data on various aspects of social inclusion in education. In addition, there are several established portals (such as the European Learning Space on Early School Leaving - ESLplus), where case studies of good practices are available and can be used for adaptation.

However, the criteria for identifying good practices that could be adapted to other national contexts should be clearly defined and should match the learning needs of the learning countries. A systematic approach must be taken when assessing good practice initiatives. In the first instance, there has to be agreement about what a *good practice* is, and what it looks like. An evidence-based approach needs to be applied, where initiatives are evaluated against criteria that when evident (in an initiative) appear to promote good practice. The approach taken in the STAIRS project has been to develop a good practice grid (the STAIRS GRID), based on approximately 40 indicator questions collectively drawn up by the project partners. These indicators help identify and recognise good practice education initiatives across a variety of contexts. The GRID questions are broadly divided into five key areas to help tease out issues, reflect upon, or investigate further into initiatives they may wish to gain more insight into.

In addition, the application of the following skills is recommended when assessing potential good practices: critical thinking, analytical thinking, effective communication, and attention to detail.

We also recommend the use of the **Good Practice Template** for uniformly presenting selected practices (i.e. as case studies). A case study of a good practice elaborates on its main characteristics, success factors, and processes identified in its implementation, a description of the good practices' impact, a summary of lessons learnt from it, and resources needed for its implementation (e.g. financial, personnel).

Quick tips on how to search/select good practices:

- Build or rely on an existing network of stakeholders that can provide and elaborate on good practices.
- It is recommended that stakeholders involved in selecting good practice initiatives be based at different levels of the education system (e.g. policy makers, university

professors, researchers, school heads, counselors, and teachers). This provides a rich variety of viewpoints and considerations in the evaluation phase.

- Potential good practices can range from the macro policy level to specific micro good practices that are based at the level of individual schools in the particular educational system.
- It is recommended that good practices be evidence-based, if possible.
- It is highly recommended that a thorough desk research review of the good practice is carried out, before selecting the project.
- In particular, an identified good practice should be evaluated by an independent body. These evaluation reports can be useful in identifying key strengths and challenges, which can then be assessed by the project partners, particularly to determine whether the project should be included or excluded as a relevant good practice for the project.
- It is recommended that the **STAIRS GRID** be used when selecting good practices. Before using the tool, it is advised to gather documentation on the good practice or interview a person closely involved in the initiative to create thorough GRID indicators.

Supporting materials:

- STAIRS GRID
- Good Practice Template

Case: STAIRS' good practices

In the STAIRS project, the following good practices of Ireland and Portugal have been identified to serve as case studies of good practices.

Ireland:

- Delivering Equality of Opportunity in Schools (DEIS)
- Limerick DEIS Primary Schools' Literacy Initiative
- Special Education Initiative
- Transforming Education through Dialogue (TED) Project
- Youthreach Programme

Portugal:

- A School for Everyone
- Inclusion Practices in a Rural Environment – the Case of José Saramago Cluster of Schools and Educational Territory of Priority Intervention
- Promoting Inclusion and Valuing Vet Courses
- Curriculum Enrichment Activities
- Modular Training for the Unemployed without Upper-secondary Qualification
- Learning Courses to Improve Employability and to Enhance Social and Professional Inclusion

4. GETTING PREPARED FOR STUDY VISITS

The study visits are often limited in terms of duration. Therefore, it is essential that – before the visit – participants be well-prepared and have been familiarised with the good practice initiatives. Consequently, all participants, on both learning and sharing sides, need to be well-prepared and briefed to make the most out of the study visit (learning event).

Taking into consideration the complexity of the contemporary (education) public policies, it is recommended that in the learning countries, national teams be established that are comprised of project partner members and external experts on a given topic to participate in the learning event. This approach enriches the mutual learning experience by allowing multiple viewpoints and perspectives. Four elements are required to prepare the learning countries' national teams for a successful study visit. First, possessing information about good practices is essential (i.e. studying the good practice case studies). Second, being provided with different documents to be used during the study visits to track and document the learning experience. Third, organising national team preparation meeting(s) is an appropriate organisational form for reaching the aforementioned aims. Finally, the **Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report** tool can be used to prepare national teams (i.e. to provide a visualisation of how the available good practices correspond to the learning needs).

To get sharing countries prepared for the study visit, they need to be aware of the learning needs of the learning countries and what answers learning actors will be looking for at the learning event. Based on the understanding of learning needs, content from the sharing countries can be tailored to meet the needs of the learning partners.

Quick tips on how to organise national team preparation meetings for learning countries:

- All project partner team members and external experts should take part in the preparation period.
- The main aims of the preparation meetings are to reach a common understanding of the goals of the study visits, to define everyone’s role in the mutual learning process, to explain the learning needs, and to establish what the team wants to achieve in the learning process.
- It is recommended to structure the meetings in a presentation format followed by a Q&A session.

Quick tips on how to fill in the Matrix of Challenges:

- Analyse the good practice case studies before starting the Matrix of Challenges.
- Assess how good practices could answer the defined learning needs.
- The STAIRS GRID is a useful document to assist in this phase. It can help create a blueprint for questions to ask in areas into which more insight is required, for instance:
    - What have you found that is directly useful for you and could be broadly replicated in your country?
    - What could be adapted or expanded to suit your needs, and how?
    - What, though interesting, would be unworkable within your learning needs, and why?
- Acknowledge and make note of initiatives (if available) in your national context that aim to address similar learning needs.
- Match as many good practices to a learning need as possible.
- Interpret the Matrix of Challenges by checking the matches between learning needs and good practices. If a good practice is matched to a learning need, then that practice could be useful for the learning country and is of particular interest at the learning event.

Quick tips on how to get sharing countries prepared:

- Familiarise yourselves with the learning needs of the learning countries.
- Think of preliminary answers to learning countries.
- Once the case studies have been selected, contact key persons working within the initiative to facilitate presentations.
- A briefing document about the aims and objectives of the study visit needs to be devised and sent to key persons involved in the initiative, requesting their participation in the study visit. This document should outline the aims and objectives of the study visit, the expected outcomes, and what is required from their participation. They should also be briefed about the knowledge and expertise of the visiting partners (policy makers, teachers, teacher educators, etc.)

Supporting materials:

- Users' guide to prepare for a study visit and the adaptation process in the field of social inclusion (**Includes:** Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report)

EXAMPLE: Matrix of Challenges of Hungary

The Matrix of Challenges enables learning countries to match their learning needs with good practices from sharing countries. Specifically, it provides a representation of the possible connection between a learning need and a good practice. Additionally, the Matrix of Challenges provides an overview of national policies, initiatives, or projects related to a learning need that is already in place in a learning country.

Figure 1: *Hungary's learning needs and interventions already in place to address them*

GENERAL	COUNTRY CONTEXT	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
SYSTEMIC LEGISLATION		
• **longitudinal development**	models for high-quality education for all	**Recording and supporting disadvantaged and multiple disadvantaged families and learners** (since 2003), although the covered population narrowed by legislation the number of the target population increases (Varga, 2018), this system provides more or less comparable data for exploring social inclusion
• **adequate interventions**	models for efficient systemic interventions	**National Competence Test (**since 2001): in the field of literacy and mathematics all 6th, 8th, and 10th grades (between 2004 and 2013, 4th graders included), this system provides comparable data in the fields of these key competences, for exploring the differences of accessing to key competences.

Figure 1 shows how Hungary already has some initiatives concerning longitudinal development and adequate interventions related to systematic legislation in place.

Figure 2: *Match between Hungary's learning needs and a good practice*

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	COUNTRY CONTEXT: SHARING COUNTRY: IRELAND LEARNING COUNTRY: HUNGARY		
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES	MATCH
SOCIAL DIMENSION			
• adequate policies	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• poverty and discrimination	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√

Figure 2 shows Hungary has recognised that the Limerick DEIS Primary Schools' Literacy Initiative could be beneficial in terms of addressing their learning needs of establishing adequate policies and focusing on facing poverty and discrimination.

5. PLANING STUDY VISIT(S)

As a study visit (learning event) is both a sharing and a learning experience, planning both aspects is needed to ensure all participants get the most out of the learning event and that the goals of the learning event are achieved.

Planning the learning aspects is recommended to be focused on two elements: pre-visit communication and establishing a learning content management system (LCMS). First, the pre-visit communication with participants should include a Technical Guide for the study visit with tips on how to participate in the study visit actively. The technical guide should reflect on the format of the study visit (e.g. online or in-person). Second, using a Learning Content Management System (LCMS), such as **Canvas,** enables the organisation to launch an introductory online learning course before the study visit takes place. It is recommended to use a closed LCMS (i.e. access open only to national team members) so participants can have a safe and closed space to interact virtually. In the LCMS, participants can introduce themselves, communicate and interact with one another, engage in discussions and complete the aforementioned preparatory online course. All national team members must take part in the activities to become fully able to exploit the learning event.

Careful planning of the sharing aspects is strongly recommended. One of the most important elements is the identification of key people that share knowledge, skills, and expertise with the learning countries. They need to have a thorough knowledge of the initiative, from its initial inception to its current operation. They must be willing to share both the positive and challenging elements of the initiative, as well as reflect on their strengths and weaknesses, and possible areas for development in the future. This will then enable the learning partners to assess and evaluate potential adaptation issues.

Quick tips on how to organise study visits:

- Ideally, a range of key people working within the initiative could be invited to co-present on the good practice. This will provide an opportunity to assess and evaluate the good practice from several fronts (policy & funding level, management, and implementation level, i.e. a state department representative, a school leader, and a teacher).
- Where possible, it is recommended that the learning partners get the opportunity to visit the initiative in operation and speak with the end-user such as students, adult learners.
- Follow-up meetings need to be organised in the weeks leading up to the study visit, to ensure presenters are fully briefed and have appropriate material developed for the study visit.

- The development of the study visit itinerary needs to be drawn up in the weeks leading up to the study visit. The lead partner needs to be consulted in this process.
- Developing a sharing, open and honest dialogue amongst all participants is important, and several icebreakers are recommended for the first session.
- It is recommended that arrangements are put in place for recording the case study presentations to enable learning partners to listen back to the presentations.
- Self-evaluation questionnaires and learning diaries need to be devised to enable participants to record any mindset change, preliminary ideas for implementation, etc.

Quick tips on how to plan study visits:

- Careful and thorough preparation is needed for both sharing and learning partners, both should consult the leading partner in this process.
- The introductory online learning course should be structured so it gives participants all the necessary information and knowledge for the study visit (modules can include: introduction to the adaptation process; getting to know the participants; learning needs of learning countries; good practice GRID, good practice case studies; getting familiar with the documents used at the study visits).
- Plan a preparation period in the weeks leading up to the study visit in which participants prepare using the LCMS online course.
- Sharing partners should enable and encourage the experts who will be presenting the good practice initiative at the study visit to engage with the LCMS online course. This will provide them with in-depth insight into the overall aims and objectives of the project and consult all background material. This will also allow all partners to interact informally, before the study visit.
- Sharing partners should keep in touch with the expert presenters to resolve and answer any queries leading up to the study visit. It is essential that they are knowledgeable and fully briefed about the learning partners and their specific requirements.
- Sharing partners should review the expert formal presentations to ensure they are appropriate, detailed, and challenging for the learning partners.
- Sharing partner, in consultation with the lead partner, should aim to organise the study visit that is appropriately balanced between formal presentations, Q&A sessions, individual country consultations, and social events.
- Sharing partners should develop several ice-breaking and warming-up activities that are based on the aims and objectives of the study visit, also, enable partners to get to know one another in a fun way.

Supporting materials:

- Canvas – is a Learning Content Management System (LCMS)

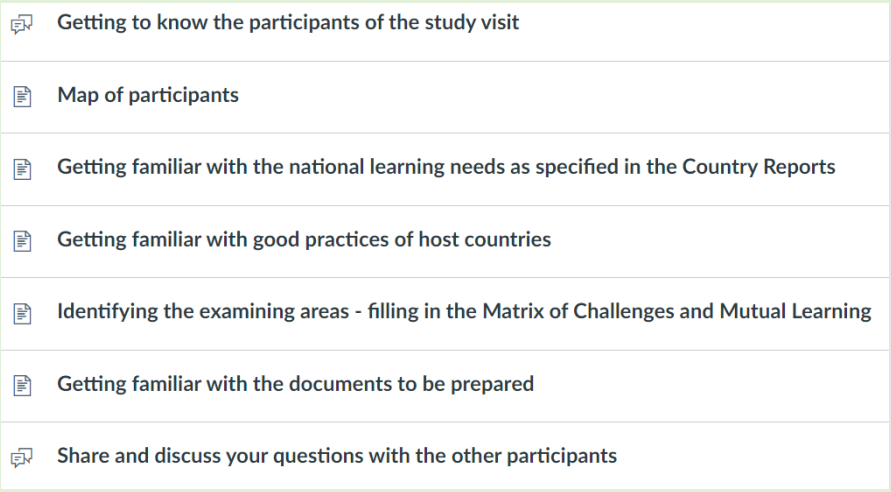
Example: Establishing a Learning Content Management System (LCMS) as part of the planning of the study visits

A CANVAS online course has been prepared in the STAIRS to guide national teams through the preparation and planning for the study visits. It is intended to be used individually, but it can also include group work.

Figure 3: *Introductory page of the CANVAS online course for the STAIRS*



Figure 4: *Examples of modules available on the STAIRS CANVAS online course*



6. IMPLEMENTING STUDY VISIT(S)

Study visits represent the main learning activity of the adaptation process in which national teams gather to participate. The purpose of this learning event is to facilitate mutual learning, e.g. sharing and learning from good practices in which all participants learn individually according to their own and recognised country's learning needs. Additionally, study visits enable participants to interact and discuss ideas with other participants.

The activeness of sharing (hosting) and learning actors must be at the highest level. Additionally, sharing actors must present good practices clearly to provide learners with a basic overview. However, sharing actors need to be well prepared for in-depth questions of the learning actors as the goal is to give them enough information for addressing gaps in their knowledge related to a learning need.

Learning actors structure their learning process by creating **Learning Diaries** documenting all relevant experiences by taking notes, and under special permits taking pictures or videos, as well as completing a **Self-Reflection Questionnaire**. These documents provide structure to scaffold the learning experience. Finally, if study visits are online, presentations of good practices should be recorded to enable participants to reengage with the learning process at a later stage.

Important parts of study visits are social events that create sapce for networking and learning informally. Social events can also be organised in case of online study visits. An online social event could be organised around a music session or an intriguing lesson on the host country’s culture and language. This contributes to building a sense of community amongst the visiting and hosting partners.

The learning process does not end with the culmination of the study visits. Following the study visits, it is necessary to gather all completed learning materials (e.g. self-reflection questionnaires, learning diaries and study visit evaluations, etc.) in an LCMS to be used for further learning. Keep in mind that the mentioned learning materials could be confidential documentation in terms of the project and could not be directly shared outside the partnership. An LCMS facilitates this process, allowing at the same time everyone to access all documents in their learning process at any given time. It also enables stakeholders to interact after the study visits.

Quick tips on how to implement study visits:

- Good practices should be presented broadly to provide an overview, while the Q&A sessions give participants a chance to ask for specific details concerning the good practice that matches their learning needs.
- It is recommended that at the learning event, the good practice initiatives are organised and introduced in a presentation & discussion format (45 minutes for a presentation and 45 minutes for Q&A discussion sessions).
- Frequent short breaks (5 to 10 minutes) are needed between activities in the learning event to assure the well-being of participants and enable social interaction. Breaks can also be considered as short networking opportunities to learn about a specific good practice informally, to clarify any issue, or indeed, ask a more specific country-level query.
- Bear in mind that virtual meetings can be straining for participants therefore it is preferred to think about the well-being of attendees. You can use wellness guides for online meetings or healthy meeting checklists. See examples below[1] or create your guide.
- If the study visit is an online event, the hosting partner must allocate technical support to the event, in the weeks leading up to the event and during the event. This includes scheduling the online meetings and being on standby to resolve technical issues.
- Technical support should include the development of a technical manual on accessing the meetings and login details. This is particularly important when partners are not familiar with the online platform being used. Ideally, a pre-study visit meeting should be organised by the host partner to test the online platform and ensure visiting partners be introduced to the platform, and answer any queries or concerns.
- It is important, especially if the study visit is online, that participants are fully briefed about the protocol regarding participation and online etiquette such as the procedure for asking questions, making comments, and turning the camera on/off.
- Organising a social event for all participants (e.g. guided tour of the host city and dinner) can be a boost to networking and social interactions.
- In the case of online implementation, established tools such as Microsoft Teams or Zoom can be used. The learning event can be made interactive by using breakout rooms or tools such as Padlet, Mentimeter, or Google Slides. It is important to allocate a moderator who is in charge of recording the sessions, and who will also monitor any questions posed in the chat function.

[1] Ideas for wellness guides can be found on the following links: https://ucdavis.app.box.com/s/5xlvef03nzcwxj4uhggdzcsdm8wiplbx ; https://www.wsps.ca/resource-hub/articles/10-best-practices-for-productive-low-stress-virtual-meetings

- Plan how an LCMS can be used following the event of the study visit (e.g. as a repository for additional resources).
- Discussions about the good practice presentation can continue online within the LCMS.

Supporting materials:

- Self-Reflection Questionnaire
- Learning Diary Template
- Padlet, Mentimeter, Google Slides

Example: Structuring a study visit

In the STAIRS, both the Irish and the Portuguese study visits have been implemented online with organised presentations of good practices, followed by Q&A sessions with the presenters, and work done in groups to discuss each good practice amongst participants.

Figure 5: *Part of the Agenda of the Irish study visit in the STAIRS*

Wednesday 4 November	
9:00 am	Welcome
9:15 am	**Transforming Education Through Dialogue (TED) Project**
	Presenter: Dr Ann Higgins, TED Coordinator, MIC
	Facilitator: Angie Canny (MIC, Ireland)
9:45 am	Discussion [Four country breakout room consultation - Hungary, Croatia, Czechia, Slovenia]
10:00 am	Whole Group Q&A with Dr Ann Higgins
	Facilitator: Angie Canny (MIC, Ireland)
10:45 am	Coffee
11:00 am	**YouthReach & Education Training Board**
	Presenter: Paul Patton, Director of Further Education & Training, Limerick and Clare Education and Training Board
	Facilitator: Angie Canny (MIC, Ireland)
11:30 am	Discussion [Four country breakout room consultation - Hungary, Croatia, Czechia, Slovenia]
11: 45 am	Whole Group Q&A with Paul Patton

7.SUMMARISING LESSONS LEARNT

Summarising lessons learnt is an important process after the study visits have been concluded. This enables national teams to agree on key messages and takeaways based on the good practices of sharing countries. Even though at the study visit each actor learns on their own, the actors are part of national teams that are working towards a common goal.

The national teams meet (either online or in-person) to prepare the "**National JIGSAW"** (i.e. the national summary of the main lessons learnt based on each actor's learning). The national summaries are compiled in a single document in a single structure to serve as a base for the national adaptation plan.

The national summaries should be gathered and uploaded to a section inside the common online course as part of the Learning Content Management System (LCMS) so that it is accessible to all study visit participants. Keep in mind that the national summary of one country can also be beneficial to another country's learning process.

Quick tips on how to summarise lessons learnt:

- A short draft of the main lessons learnt should be made shortly after the study visit event. Learning diaries and self-reflection questionnaires can feed into this document.
- Lessons learnt should be connected but not limited to the country's learning needs. Broader lessons can be learned that go beyond learning needs defined at the beginning of the process.
- Lessons learnt by each participant can be grouped based on common themes (similarities between the lessons learnt of individual participants) and to provide an overview of which lessons have been mutually agreed upon.
- Agreed upon lessons learnt in the national teams should be the basis for the National Adaptation Plans.

Supporting materials:

- Users guide to prepare for a study visit and the adaptation process in the field of social inclusion (Includes: National JIGSAW)
- National Summaries of lessons learned from Ireland and Portugal study visits
  - Croatia
  - Czech Republic
  - Hungary
  - Slovenia

Case: National Summary of the lessons learned – Czech Republic

The Czech Republic summarised their lessons learned from the Irish study visit as follows.

The visit to Ireland revealed the following facts which we need to consider when creating inclusive education that is highly protective, individual, and respects the special educational needs of the pupil. We also have to think about the inclusion practices of the Roma students. In the Czech Republic, involvement of the social system should be at the forefront of inclusive practices, as well as cooperation with families. Furthermore, we identified the following topics in our lessons learnt that need to be worked on in the Czech Republic after the study visits:

- The need for further education of pedagogical staff (not only teachers but also teaching assistants and other professionals) who are involved in the education and training of pupils with SEN, as well as having close cooperation between parents and the social body – in our country the OSPOD (Authority for social and legal protection of children).
- DEIS tries to equalize the different „starting positions" of students. The question will be how to balance this starting position, and to ensure close cooperation with the social and health care system, schools, and families in the Czech Republic.
- The deprivation index is interesting as it evaluates the degree of disadvantage in particular areas – an interesting idea for implementation in the Czech Republic.
- Increasing the motivation for regular school attendance of pupils from different socio-cultural backgrounds – establishing communication channels between all involved stakeholders in the education and training of pupils with SEN.
- Providing effective support in accordance with the degree of disadvantage.
- Setting up cooperation between parents, schools, school counseling services, social departments, and the health care system.
- Establishing how to increase motivation for compulsory education and regular school attendance in vulnerable groups of students.
- Supporting children to develop their maximum potential with regards to their special educational needs.
- Developing an ethos of trust in special education for children and pupils with more severe forms of disability. Focusing on a highly professional approach and specialized educational methods, as well as providing career orientation support.
- Supporting further education of students when completing compulsory schooling and providing support for making responsible career choices.

8. PLANNING THE ADAPTATION OF GOOD PRACTICES

To plan for a successful implementation of good practices and lessons learnt in a learning country's national context, it is essential to keep in mind three key areas:

- National Adaptation Plans
- National Discussion Forums
- Wider Dissemination and Exploitation

The three areas enable lessons learnt from abroad to be transferred to each individual country's context.

National Adaptation Plan (NAP)

The **National Adaptation Plans** represent plans for adaptation based on the mutual learning process and are based on the lessons learnt from the learning event.

The development of the NAP requires the input of all national team members involved in the study visits. Critical thinking, effective communication among stakeholders, and exchanging different perspectives are crucial when formulating the NAP. This is needed because of the demanding adaptation of the good practices to the particularities of the respective national context. The **NAP Template** aims to aid this process by structuring the planning and writing of the national adaptation plan. The **NAP Concept Paper** further elaborates on the structure of the template.

Quick tips on how to prepare the NAP

- A starting point for writing and compiling the NAP can be posing the following question: "How can we use the lessons learnt from the good practices to address a learning need and develop an intervention or a set of recommendations that can be supported on policy level?".
- The NAP should be built on the work having been previously done as part of the Country Report (i.e. the defined learning needs) and also, on national lessons learnt from the learning event.
- Carefully consider the purpose of your NAP at the beginning (i.e. do you wish to adapt a specific good practice, policy framework in the national context, or is it a set of recommendations that are brief but open up possibilities for initiatives in the future).

- The NAP can be developed in the form of recommendations for the national education system or in the form of steps (i.e. an action plan) on how to incorporate lessons learnt in the national context.
- When writing the NAP, it is recommended to consult the good practice case studies, the Country Report, and the additional documentation available from the study visits (learning diaries, self-reflection questionnaires, etc.).

National Discussion Forums

National Discussion Forums are expert forums, where a wide range of invited participants have the opportunity to discuss the good practices and explore national adaptation opportunities presented in NAP. They are organised by national teams and aim to connect with stakeholders that have not participated in the learning process.

Quick tips on how to organise discussion forums:

- Carefully consider the purpose of the National discussion forum (possible purposes include: presentation of the national adaptation plan and discussion about the possibilities of its implementation in the national context; connecting stakeholders to plan future initiatives based on lessons learnt and national adaptation plans; connecting stakeholders to discuss and foster policy changes or policy formulation).
- National discussion forums can be held in different formats (e.g. presentation and Q&A sessions, working in smaller groups, networking sessions).
- Assess the target group for the discussion forums (i.e. policy level decisions makers, researchers, academics, school principals, teachers). The target group depends on the type of the national adaptation plan and what aims are to be achieved by implementing a discussion forum.
- Issue invitations to the national discussion forum and accompanying documentation (e.g. national adaptation plan) well in advance to garner interest amongst stakeholders. It is also important to give them enough time to read the documentation and prepare for the discussion forum. This maximises the potential of the discussion forum.
- If required, prepare a summary of the main conclusions emanating from the discussion forums to further assist the adaptation process.

Wider Dissemination and Exploitation

It is important to disseminate the knowledge and information acquired during the adaptation process in the national learning context. Thus, it is important to have a strong dissemination strategy in place that enables the upscaling of the lessons learnt and the adaptation process to a wider audience. The **STAIRS Dissemination Plan Template** has been developed to plan to reach a wider audience.

Quick tips on how to disseminate widely and exploit fully:

- Plan dissemination channels (e.g. e-mail lists, social media posts such as Facebook or Twitter, institution website posts, and press releases).
- Identify the target audience and plan how to reach them.
- Dissemination activities can lead to or follow up a main learning and adaptation process activity or event (e.g. study visits/learning event, summarised lessons learnt, national adaptation plan).
- Create a project homepage with the projects' outputs.
- Produce printed materials such as flyers, booklets, information brochures, etc.
- Use research results and experts' conclusions in preparation of methodologies of workshops.
- Organise knowledge exchange events for stakeholders and experts.
- Organise discussion forums to share findings and results.
- Prepare papers, posters, and presentations for conferences.
- Compile articles, book chapters, etc. based on research findings emerging from the project.
- Report to Governing Authorities in your country.

Supporting materials:

- National Adaptation Plans
  - Croatia
  - Czech Republic
  - Hungary
  - Slovenia
- National Adaptation Plan Template
- National Adaptation Plan Concept Paper
- The STAIRS National Dissemination Plan Template (See Annex 1.)

Case: Discussion forum in Croatia

A discussion forum on Promoting Inclusive Education and Improving the Education of Vulnerable Social Groups - Experiences and Recommendations from the STAIRS Project was held online on February 15th, 2022. During the Forum, activities and results of the STAIRS project were presented and the participating experts held lectures: doc. dr. sc. Nikolina Žajdela Hrustek, prof. dr. sc. Kirinić Valentina Kirinić, doc.dr.sc. Zlatko Bukvić, and Marijana Dodigović, prof. and B.Sc. psychologist.

The presentations were followed by a half-hour Q&A session. The main conclusions from the forum can be summarised as follows:

> *"Inclusive policy is at a high level in our country, it is declaratively positive, but it needs a 'push'. We have very good regulations, many examples of good practices of* sensitisation *for students with disabilities and implementation of educational inclusion, but altogether needs to be more systematised and harmonised. Especially, when it comes to implementation of laws and recommendations. Also, all procedures should be monitored and measured in order to improve results and ensure active cooperation of all stakeholders. Efforts to improve inclusive education should be supported by all stakeholders, especially at the local level, using all the resources we have."*

The forum was attended by all members of the STAIRS team, representatives of the Croatian Employment Service, Public Institutions for Regional Development of Varaždin County, numerous secondary and primary schools and universities with pedagogical departments and Varaždin County.

The Forum was recorded and it is now, along with all materials, available online for participants who weren't able to join: https://www.varazdinska-zupanija.hr/vijesti/stairs-forum-dobra-regulativa-i-praksa-nedostaje-uskladivanje-ceka-se-zamah.html

Figure 6: *Snapshot of the Croatian discussion forum*



9. PLANNING AND MANAGING THE PROCESS OF CHANGE

While planning the adaptation of good practices is an important task to consider, even more attention is recommended to be given to the process of managing ***mindset change***. In the STAIRS, we have set out to build upon existing good practices of providing social inclusion in education. However, achieving social inclusion in education requires substantially more than just adapting good practices, it requires all stakeholders (i.e. policy makers, school leaders, teachers, counsellors, students, parents) to accept *an ethos of providing each student with opportunities to obtain equal outcomes*, especially in regards to vulnerable groups of students.

Change management is often the key component in driving the success of any venture. However, change initiatives are not all equally disruptive. Some will have a greater impact and be more challenging. Others may be barely noticeable. The NAP Concept Paper has precisely considered this possibility of change, indicating that the recommendations for adapting policies/best practices should be those that best adapt to the national context, without changes, as they can be adopted directly, or modified to better suit them.

To provide for the successful adaptation of a policy, initiative, and/or project, change management is often a key component. The **Change Management Toolkit (CMT)** has been created to help foster change amongst stakeholders. It is a set of proven tools and techniques to aid the individual in managing change. The toolkit can be used when planning or realising the national adaptation plans in national contexts.

Since there are many complexities involved in executing a change initiative, both change management and project management components are required. Sometimes change management and project management are mistaken to be the same, but they are two complementary yet different disciplines. Both use formal processes, tools, and techniques to plan for the change, manage the change, and sustain the change. While change management focuses on ensuring the support of the people, project management focuses on tasks to be executed. Coupled together, pro-active change management and project management will lead to the actualisation of the benefits of the change initiative.

Thus, the CMT of the STAIRS has considered the change management generically recommended in the NAPs, giving special emphasis to the role of people, since the common denominator to achieve success for all change initiatives is *people*. Therefore, the CMT is divided into two parts: a conceptual part, addressing issues of change for fostering social inclusion in and through education; and an instrumental one, presenting a set of tools that are considered useful to carry out the change foreseen in the NAPs. These tools have been selected considering who the recommendations in the NAPs are addressed to (policy makers, school leaders, teachers, educational experts, academics, researchers, parents, students, etc.)

and should put those recommendations into practice. Some of the tools are meant to be used by specific change agents and others to be used by everyone involved in a change process, as the diagram below shows.

Quick tips on how to use the CMT:

- Evaluate your NAPs, and consider how you can divide your adaptation plans into change management and project management processes.
- Consider what kind of *mindset change* is needed to successfully implement your planned adaptation, and which tools can aid you in this process.

Supporting materials:

- Change Management Toolkit

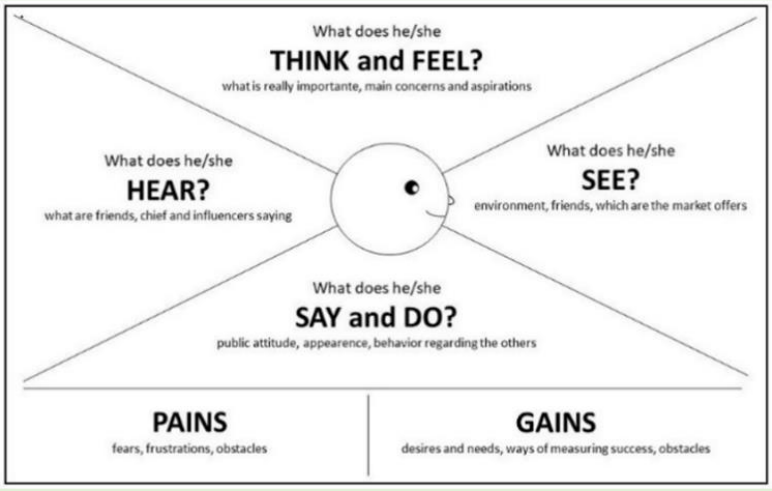
Example: Tool from the Change Management Toolkit (CMT)

Tool #3. Empathy Map

To make a change in education, such as those foreseen in the NAPs, demands to begin with the process for the deeper understanding of the people coming to carry it out. To gain these insights, it is important for the leaders of the change process to empathise with the implementers so that the leaders can understand the implementers needs, thoughts, emotions, and motivations. For that, the „Empathy Map" (EM) stands out as an adequate instrument to collect data. The Empathy Map is a "design thinking" tool and it was created with a specific set of ideas and is intended as a framework to complement an exercise in developing empathy.

A vast literature points out that about 70% of change processes fail due to the lack of engagement from people responsible for carrying it out. So, it is not enough to communicate well, it is necessary to get the implementers involved. And engaging with people reveals a tremendous amount about the way they think and the values they hold. A deep engagement can surprise both the leaders of a change process and the implementers by the unanticipated insights that are different from what they do – are strong indicators of their deeply held beliefs about the way the world is. So, following the Communication Plan (Tool #2), EMs shall be filled in by the implementers and the content analysed by the leaders of the change process.

Figure 7: *Empathy Map Template*



Adapted from https://www.nngroup.com/articles/empathy-mapping/

10. SYNTHESISING AND UPSCALING THE BENEFITS OF THE SHARING AND THE LEARNING PROCESS TO THE WIDER EU COMMUNITY

The STAIRS project has enabled six EU countries to intensively work together in partnership to share and learn from good practices in the field of education to strengthen social inclusion to support policy reform(s) across the EU. For this purpose, based on the learning experiences of the STAIRS project, the messages, which have synthesised individual lessons learnt from all partner countries, have been formulated to enable key findings to be distilled and incorporated in various initiatives or policy planning at the EU level. Thus, attention has been devoted to identifying where to emphasise further development of initiatives in the field (see below).

Even though the adaptation process is part of a mutually learning framework, national teams learn and develop possible adaptations of lessons learnt independently from each other. Thus, they can have substantially different views on what can be adapted according to their country's contexts. This is essentially a cultural and contextual issue that always needs to be kept in mind when adapting policies and initiatives from other countries, even from EU countries. However, even though countries have different starting points and contexts' concerning social inclusion, similar themes of lessons learnt from all participating countries can be distilled to generalise lessons to provide policy messages for the EU level that can benefit all member states. This enables a policy learning process to not only benefit individual countries but also benefit the common framework that links participating countries together (i.e. the EU).

Quick tips on how to provide recommendations and policy messages for other countries and the EU:

- Gather perspectives from all national teams on what the key findings are in the adaptation process.
- Group proposals together based on similar content.
- Prepare a proposal incorporating all national perspectives on lessons learnt.
- Schedule an international webinar with all partners for interested parties from any Member State. Beforehand, agree on lessons learnt and key policy messages to be forwarded by the partnership to the audience.

KEY CONSIDERATIONS FOR SUPPORTING SOCIAL INCLUSION IN EUROPE

Taking into consideration the project results and existing EU agenda in the field of strengthening social inclusion in education, the STAIRS project has identified the following key topics (messages), which are important to respect in order to follow the EU goals concerning social inclusion in education:

a) Strengthening sensitivity to social inclusion in education among key actors at the EU and national level (policy decision-makers, experts, practitioners).

b) Establishing an appropriate policy framework at the EU level (Resolutions, Conclusions, Recommendations) and national level (laws, regulations, procedures), which would ensure the equal educational opportunities of diverse learners to be respected.

c) Updating initial and continuous professional development of teachers and define teacher competencies frameworks required to strengthen social inclusiveness of education.

d) Designing problem-based education and lifelong curriculum, which would allow diverse learners to acquire the right competencies to be sucessfully integrated in society and the labour market.

e) Building a strong quality assurance system in order to maintain and constantly improve quality and effectiveness of inclusive education.

f) Enhancing opportunities and abilities of the system to learn, network and exchange good practices.

ANNEX 1. The STAIRS National Dissemination Plan Template

National dissemination plan – [Name of project partner]

Exactly what to disseminate? What is the message?	Why? Why is it important?	When (exact date)?	How? (What channel?)	To whom? Who is the target group?	Venue of activity e.g. Budapest/Limerick/etc. or online etc.	Where will it be available? (web link, etc.; source of disseminated output)	Short description of activity. What exactly is planned to happen?



STAIRS

Stakeholders together adapting ideas to readjust local systems to promote inclusive education

CHANGE MANAGEMENT TOOLKIT

Ana Paula Silva

Lisbon, March, 2022

Co-funded by the Erasmus+ Programme of the European Union

TEMPUS PUBLIC FOUNDATION

STAIRS

INTRODUCTION **4**
What is inclusion about? **5**
1. Levels of change in education 7
1.1. Change in education at the national level 8
1.2. Change in education at the school level 9
1.3. Change in education at the classroom level 11
2. Managing change 13
2.1. Principles 13
2.2. Strategies, Tactics, and Incidents 14
3.2.1. Managing concerns 14
3.2.2. Managing communication 15
3.2.3. Managing the change process – planning 16
3.2.4. Managing the change process – professional learning 16
3.2.5. Managing the change process – checking progress 17
3.2.6. Managing the process – continuous assistence 17
3.2.7. Managing the change process – context supportive of change 17
Tools for change in education **18**
Tool #1. Applying Soft Systems Methodology (SSM) to Change Management 18
Tool #2. Communication Plan 20
Channel Matrix Template 23
All Professionals/Stakeholders Template 24
Communication Plan Template 25
Tool #3. Empathy Map 26
Empathy Map Template 27
Tool #4. Feasibility of a policy implementation 28
Feasibility of a policy implementation template 29
Tool #5. Project plan 30
Tool #6. Change readiness assessment 31
Change Readiness Assessment Template 32
Tool #7. Behaviour Change Plan 33
Behaviour Change Plan Template 34
Tool #8. Manage Personal Transitions 34
Change Process Indicators & Strategies Template 38
Core Values Exercise Template 39

Best Practices for Leading Change – What to Do & What NOT to Do Template 40
Tool #9. Feedback Strategy Overview & Options 41
Feedback Strategy Options Template 42
Tool #10. Success Metrics Overview 44
Success Metrics Template 46
References 47

INTRODUCTION

The Change Management Toolkit (CMT) is a collection of tools on how to achieve change in education. The CMT is an output of the STAIRS – *„Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education*" – an Erasmus+ Key Activity 3 Support for Policy Reforms framework project. The main goal of this project is disseminating and upscaling good practices currently in place in Portugal and Ireland (sharing countries in the project) in the field of social inclusion and the examination of the adaptation process in the learning countries (Croatia, Czech Republic, Hungary, and Slovenia).

One of the essential aims of the STAIRS was to select good practice initiatives that displayed effective multi-agency partnerships to address a particular community or need on promoting inclusion through and in education. For that purpose, a set of activities have been developed, and documents produced, such as '*Case Studies of Good Practices*' by the sharing countries and '*Country Reports*' by the learning partners to identify learning needs to promote inclusion in their contexts. Those documents having been produced, the learning activities taken place, standing out the preparation for the study visits to Ireland and Portugal, as well as their implementation. Then, new knowledge acquired by the national teams of learning partners have been identified, as well as the part of that knowledge that could eventually be adapted to each national context. It was in that phase of the process that '*National Adaptation Plans*' (NAPs) emerged, which should draw up the potential adaptation of policies and practices based on lessons learned to the respective contexts.

The NAPs have been structured into five sections (four individual chapters + Appendix): 1) Summary of the country's local focus as evident in the Country Report; 2) Summary of study visits; 3) National Adaptation Plan; and 4) National Adaptation Plan as an introduction to developing the European Guidelines. Our focus will be chapter three, which indicates three different steps to present recommendations to foster inclusion: 1) in this point, lessons learned should be reconsidered, focusing on how they relate to the respective national needs identified in the '*Country Reports*'; plus, it should be pointed out the main steps to be taken so that they can be adapted to fulfil national needs, and define the desired results to be achieved, the obstacles to be faced and possible solutions to overcome them. At this point, the possible advantage of drawing up an action plan has been acknowledged; 2) in this point, it has become evident that the recommendations should be addressed to the different stakeholders in each national context; 3) in this point, guidance has been provided on how institutions participating in the STAIRS could play a leading role in spreading lessons learned and building on them locally and nationally. To this end, they should identify the objectives, and results to be achieved, as well as indicators of change; the necessary resources and support, namely the main stakeholders; foresee possible obstacles and risks to be faced as well as how to manage them.

In fact, to make change happen is different from planning it, even though planning is the first step to be taken. Change management is often the key component in driving the success of any venture. However, change initiatives are not all equally disruptive. Some will have a greater impact and be more challenging. Others may be barely noticeable. Change can be divided into two main categories: 'incremental' and 'transformational' (Nauheimer, 2005). *Incremental change* is easier to implement successfully. It is often based on the current state to improve the existing way of doing people's work. It typically involves fewer changes and affects a small number of people.

The NAP concept paper precisely considers this possibility of change, indicating that the recommendations for adapting policies/best practices should be those that best adapt to the national context, without changes, as they can be adopted directly, or modified to better suit them.

Since there are many complexities involved in executing a change initiative, both change management and project management components are required. Sometimes change management and project management are mistaken to be the same, but they are two complimentary yet different disciplines. Both use formal processes, tools, and techniques to plan for the change, manage the change, and sustain the change. While change management focuses on ensuring the support of the people, project management focuses on tasks to be executed. Coupled together, pro-active change management and project management will lead to the actualisation of the benefits of the change initiative.

Thus, the present CMT will consider the change management recommended generically in the structure of the NAPs, giving special emphasis to the role of people, since the common denominator to achieve success for all change initiatives is *people*.

In fact, *transformational change* is more difficult to implement, typically having only a 30% success rate, according to Nauheimer (2005). Why is that? Things get more challenging when the change is *transformational*, because it involves a fundamentally new way of doing things. This typically involves significant culture change and affects many people. Culture is people's values, beliefs, assumptions, and unwritten rules. These shape people's behaviours and mindset as well as their performance, which in any case are at stake in any change in education.

Therefore, the CMT is divided into two parts: a conceptual part, dedicated to the issues of change for the promotion of social inclusion in and through education. And an instrumental one presenting a series of tools that are considered useful to carry out the change foreseen in the NAPs. These tools have been selected considering who the recommendations in the NAPs are addressed to, namely "Government / municipalities (policy level); School leaders / teachers and other practitioners; Educational experts / academics / researchers; Parents; University students (e.g., teachers in training) / student university groups" (the STAIRS' NAPs concept paper, p. 4) and should put those recommendations into practice. Some of the tools are meant to be used by specific change agents and others are meant to be used by everyone, as shown in the diagram below.



WHAT IS INCLUSION ABOUT?

Inclusion is a right for all children and youngster, not only in Education, in schools, but in all domains of the society. It is not a question of an updated fashion in Education. Acknowledging Inclusion in Education means to acknowledge also "Education for All" as a right consigned in the Universal Human Rights Declaration (UN, 1948), in the Children's Rights Convention (UN, 1959) and in Convention on Rights of the Person with Disabilities (UN, 2006).

Nowadays, this is part of the 17 Sustainable Development Goals by 2030 of the United Nations, based on four pillars: PEOPLE, PLANET, PEACE, and PROSPERITY. The goal related with Education is the 4th goal, which plays an essential role and aims to ensure an inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, 2017).

In the European context, social inclusion has been in the heart of EU cooperation in the educational field. Since the Lisbon Strategy (2000), when education was first recognised as an important source for developing a socially inclusive EU, various documents and initiatives have been adopted at the EU level aiming to realise this important and ambitious goal: the most recent being the Council conclusions on establishing a *European Education Area* by 2025, and stressing the value of good quality, inclusive education from childhood onwards in laying the groundwork for social cohesion, social mobility, and an equitable society.

In education, inclusion and equity mean a big challenge at all levels and layers of the national systems. When facing inclusion, it means to have as main goal, for a whole educational system, the fulfilment of needs' diversity of all students, promoting learning and participating. This is a complex challenge, that needs a systemic approach (Hall & Hord, 2015; Viennet & Pont, 2017) to build more *inclusive* and *participative* schools, in a more *comprehensive* and *democratic* environment.

Facing inclusion in schools means to face a big range of problems that include social problems (early dropping out of students, for instance), the integration of cultural minorities or refugees, poverty, but also, students with special learning needs and disabilities.

This way of reasoning implies a big shift on the way usually education and schools are faced, mainly regarding schools as cultural and learning space for all, with more inclusive, participated, and democratic methodologies, based on developing competences of learning of knowing, of doing, of behaving, including the development of "soft skills" (communication and social relationship skills), critical thinking and of living together. Inclusive schools provide the resources and the help to each student to go as far as he/she can go in their development and autonomy process as a person, as a citizen.

Inclusive schools are more oriented towards the processes of learning, where cognitive learning skills are as important as artistic, social and communication skills. All members of the school community, including parents and stakeholders, can participate and share their knowledge and their culture. All can learn from one another. And all members of the school community (youngsters included) are responsible for the success of the other one.

In line with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) is the Organisation for Economic Co-operation and Development (OECD), though from a different perspective, by stressing that achieving more equity in education is not only a social imperative, but also a way to use resources more efficiently and to increase the supply of knowledge and skills that fuel economic growth and promote social cohesion (Schleicher, 2018).

According to Schleicher (2018), the quality of a country's education is an indicator of the wealth that countries will produce in the future. If all students can demonstrate that they have basic skills, the

immediate or long-term benefits for the economy will also increase. Putting a high value on education can be a pre-requisite for building a first-class educational system and a successful economy. If all their students were equipped with at least basic skills, even high-income and middle-income countries would see an economic gain equivalent to almost five times the value of their current GDP. For this group of countries, the future average GDP would be 3.5% higher than without this improvement, which is close to the amount they currently spend on school education. In other words, by 2030, the economic gains accumulated only with the elimination of extreme low performance would be greater than the expenditure on primary and secondary education for all students.

The biggest source of inequality in wages is skills inequality. Inequality of skills means inequality in society. Our parents taught us that we must study hard to get a good job and a decent salary – and that advice has never been truer than it is today. The consequences of skills inequality within and between countries go far beyond social and economic concerns. Policy makers are realising that such an inequality in education provides fertile ground for radicalism (Schleicher, 2018). In today's interconnected world, a country's future may depend as much on the quality of education beyond its borders as on the quality of education offered in its territory.

Increasing investment in basic skills - increasing the quality of basic education for all - not only results in greater productivity and employability among adults, but also ensures that the benefits of economic growth are shared more equally among the population. A more inclusive and possible growth thanks to the universal acquisition of basic skills, has a tremendous potential to ensure that the benefits of economic development are shared more evenly among citizens.

Investing in the high quality of basic education - and in the training of adults and educational programmes for those who need to update their basic skills - is an efficient way to improve a country's talent pool, and a way to conquer a society with more social and economical inclusion. In addition, tackling wage inequality requires a package of public policies that involve education and training, the labour market and tax and income transfer systems.

What wise parents want for their children is what the government should want for all children. Children from wealthy families will find doors open to a successful life. But children from poor families have only one chance in life: a good school that gives them the opportunity to develop their potential. Those who miss this boat, rarely catch up, as opportunities for education in life tend to reiterate the results of the first years of formal education. Providing access to high-quality education and care in the early years of formal education is generally considered to be the most effective way of levelling the playing field in education and in life.

Equity is only partially associated with socioeconomic status and the need to spend more resources on the most disadvantaged children. Awareness that different individuals learn differently and have different needs is equally important. The greatest difficulty of the 20th century was the right to be equal. The 21st century is the right to be different. The school could use the voice and experience of students in many ways - both those who have done well and those who have failed – to guide changes in the relevance and organisation of schooling (Schleicher, 2018).

1. Levels of change in education

According to Fullan (2007), in the last three decades, several confused attempts have been made to reform the education system. This author describes that many problems in educational change occur due to difficulties in planning and coordinating. Also, he describes factors affecting implementation process of educational change, being one of them „what teachers do and think" (Fullan, 2007, p.129).

However, in a globalised world, the classroom, or the locus where teachers teach and students learn is a microcosmos in the centre of numerous larger but concentric cosmos, within which numerous factors influence and constrain educational change. So, there is a long way down to go, along which

countless actors and influential factors come together to prevent or make change in education possible. Therefore, when we envisage change in education, we have to consider the various encircled levels of cosmos: the international level, where global aims for educational policies are defined; the national or the system's level, where those aims are adopted; the school or organisational level, where the change is planned and taken to the ground; and, finally, the classroom, where the change is consequently practiced, following Bronfenbrenner (1979) view regarding human ecological development.

1.1. Change in education at the national level

When an educational policy is defined at the national level, it aims at changing the educational system, which is a social system. Achieving that change depends on the values and beliefs of the members of that society, which will guide the change (Hall & Hord, 2015). Inclusion can be pursued either for humanistic reasons (inspired by UNESCO recommendations) or economic reasons (inspired by OECD recommendations). Although they are not mutually exclusive, they can, in fact, be chosen as alternative, for reasons of a contextual nature of the countries that adopt them, that is, reconstructed according to the traditions, values and objectives assumed within national societies.

In the third part of his book, The New Meaning of Educational Change, Fullan (2007) addresses change in education at the regional and national level. The author defines the role of government during change is to push accountability, give incentives in the form of pressure and support and foster capacity building. On the way towards educational change, it is not enough to hire good people in the profession, but also give opportunities for capacity building for those who are already in the field. Large scale improvement of the schools is possible when teachers are recruited, rewarded, and retained. Besides the professional development of the teachers, there are needs to enhance the professional learning of them as well. This professional learning is all about their development of habits for learning.

According to Hall and Hord (2915), the firt principle of change in education is that „change is learning". To make things better (improved) in any setting, as the school, and in the classroom, change is introduced, and learning makes it possible to make the change. Each change initiative represents a new opportunity to learn. Each change initiative has its own cycle. Over time, we experience a series of change cycles: change-improvement- learning + change-improvement-learning + and so on. Even when there is little improvement, there still is learning from the experience.

When people do the right work in existing conditions, the change is sure to come. Large scale change comes when teachers, principals, administrators, and the state think about improvement out of their boxes. **The goal of change is the success of the whole system rather than any individual**. This new edition (2007) of Michael Fullan's book was released because of an updated idea about cognitive science which says that learning is meaning-making, and when people do not find meaning in anything, they resist change. In the end, Fullan concludes the book with the sentence "Meaning is motivation; motivation is energy; energy is engagement; engagement is life." (p. 303) which depicts how much he values a sense of ownership by different stakeholders in educational change. Fullan wrote that a whole school reform was failed in the United States because people did not show interest in "No Child Left Behind" movement because of not seeing meaning in it.

Despite Fullan recognises that „the ultimate goal of change is the success of the whole system", he criticises the „system theory" approach to promote change in education, advocating that what is needed „is a new paradigm more in tune with the realities of systems and their dynamic complexity." (Hall & Hord, 2015, p. 223). That is also advocated by Viennet and Pont (2017).

Though the „system theory" envisages to fix the system by giving attention to all parts of the system simultaneously, i.e., „thinking systemically" (see Tool 1) means to consider the entailment of people, processes, and things. The components or subsystems are inextricably linked. Support or pressure on one part exerts pressure on others (Viennet & Pont, 2017; Tool 4). None functions in isolation of the others. So, all subsystems must be considered in the planning and implementation of new practices. „In addition to the components, working systemically requires that all organisation levels of the system—state, district, school, and classroom—be given attention. These levels can be thought of as concentric circles, each providing expectations and demands that influence student achievement." (Hall & Hord, 2015, p. 216)

In line with that, Viennet and Pont (2017) draw our attention to the need for a policy to be intelligently designed, which they call „smart policy design", i.e.,

> a policy that is well justified, offers a logical and feasible solution to the policy problem, will determine to a great extent whether it can be implemented and how. For instance, if a new curriculum requires the use of high technology equipment which schools cannot afford, the policy may fail to be implemented unless some budget is available at the national or local level. (Viennet & Pont, 2017, p.6)

This dimension of the implementation of educational policies is complemented by two others: including stakeholders engagement and conducive context, whose importance has already been considered by the STAIRS members in the design and production of the NAPs.

Afterwards, as change takes place inside social systems, the act of communication must be addressed (see Tool 2). A new idea circulates throughout a social system by people talking to people, according to the diffusion perspective. On the other hand, change is also everyone making an adoption decision. „Potential adopters work their way through a decision-making process. In the end they either adopt the new idea or continue with their traditional practice." (Hall & Hord, 2015, p. 233)

Communication about the innovation occurs along the established lines, or channels, of communication (see Tool 2). In a social system the distances may be large, and therefore the spread of information across the system will not be even. And the type and layout of the lines of communication can enhance or inhibit the transmittal of information. Where there are more people, there will be more and earlier adoptions since there is greater likelihood of adopters exchanging information about the innovation and perhaps seeing it in use.

Therefore, when the STAIRS national team members from learning countries present policy/best practices recommendations for inclusive education to governments or municipalities, they should suggest the application of Tool 1, so that authorities be acquainted with a methodology to introduce change in a system. Then, check the feasibility of the envisaged policy implementation by applying Tool 4 and plan to communicate it considering Tool 2.

1.2. Change in education at the school level

According to Hall and Hord (2015), „the school is the primary organisational unit for change". The key organisational unit for making change successful is the school. The school's staff and its leaders will make or break any change effort, regardless of whether the change is initiated from the inside or outside. However, the school is not an island. The school can and must do a lot for itself, but it also must move in concert with and be supported by the other components of the system. Schools need outside support. Change is a complex, dynamic, and resource-consuming endeavour. No single organisation is likely to have all the expertise and resources needed to succeed in change. Change processes are easier and chances of sustained success are increased as the school staff understands

more about how to use external resources. Change becomes easier as those external to the school recognise the importance of their roles in facilitating change success in each school. That's why it's so important to gain stakeholder buy-in (cf. Tool 2, „All professionals/Stakeholders template").

Everyone—teachers and principals in the school—must consider and understand how a school learns and advances as a change process unfolds. The change occurs if the members of an organisation develop process skills, the organisation will be more successful in its core work. To perform tasks in most organisations, teamwork is required. According to Hall and Hord (2015), one trend in the definition of "organisational development" (OD) across the decades has been the shift from focusing on teams to addressing the whole organisation (European Commission, 2015). In recent years, the general practice is to apply OD approaches to all parts and to facilitate more long-term products, such as the development of strategic plans (Tool 5).

Thus, there are a set of processes complying larger strategies that groups use to solve a particular problem, develop long-range plans, and accomplish other major tasks; for example, most schools develop School Improvement Plans, i.e., Strategic Plans. Along the process, individuals will be assigned to a committee with the assignment to develop the plan (Project Plan work team). The strategies that can be used in accomplishing these major missions: "problem solving", "action research" and "strategic planning".

Following several authors, namely Fullan (2007), we believe that transformative actions do not result from the following of norms, techniques, and paths by the agents in the contexts requiring transformation, but from the action of people convinced that the performance of their role will make a difference in their lives and in the lives of others, namely students, co-workers, and other partners. **People's convictions / beliefs are decisive in transforming actions**. Furthermore, people's convictions / beliefs are prior, because they underlie the realisation of good ideas and the implementation of good practices. They determine adherence and investment in implementing these ideas / practices. Mostly in a context in which educational policies for inclusion are defined in a top-down process. They will have a very limited result, perhaps even a surreptitious boycott by agents in the context, if the implementers do not recognise the way in which these policies provide the resources to solve the problems they recognise to exist, first, and want to solve next therefore our suggestion of Tool 1, "Applying Soft Systems Methodology". To prepare the public to adhere and empathise with the ideas of change, it will be necessary to survey the convictions / beliefs, using Tool 3, the "Empathy Map".

According to Hall and Hord (2015) principles of change, "organisations adopt change, individuals implement change", i.e., successful change starts and ends at the individual level. There is an individual aspect to organisational change. Once "empathy maps" are completed, their analysis will be carried out to assess the extent to which these professionals will be permeable or resistant to the change in question. Education professionals often argue that they cannot do more than they do, adequate policies and / or resources are not yet available. We believe that working on this stage of the change process may result in the design of a more successful strategic plan (Tool 5).

While moving to a "problem based / critical thinking" approach, the actors in the context should begin by identifying the inclusion problems they face and which of them demands to be solved as a priority and then being aligned to the STAIRS members recommendations. Several steps to the problem-solving process have been identified, as the one in the next figure. Note that problem solving is represented as a cycle; usually, solving one problem leads to new problems, so the steps may need to be repeated.



Figure 1. Problem-solving cycle, drawn by the author based on Hall and Hord (2015)

Thus, to implement a change at the school level, a "strategic plan" or "project plan" must be drawn up and a work team designated to draw it, manage its implementation, and assess it. Although this CMT is based on the principle that a "project plan" is different from a "change plan", Tool 5 is provided, with suggestions for the elaboration of a "project plan".

Organisation change could be more successful when various processes were internalised as the regular way of working. Over time, the processes for organisation change have become more complex and the view of the organisation more holistic. Core strategies continue to include addressing climate/culture, strategic planning, and process consultation. Questionnaires can be used to measure the values and norms organisation members hold about such constructs as autonomy or inclusion, reward orientation, the amount of communication, and feelings about colleagues and their students. That's why we suggest using the "empathy map" (Tool 3) from the beginning of the change process design. An organisation culture is a social construction. The type of culture and its shape are the result of individual and interactive interpretation and construction of meaning weather is a "family-school", a "school as a professional organisation" or a "living-apart-together school" (Staessens, 1993, cit. in Hall and Hord, 2015, p. 271), which will impact differently on people's behaviour.

1.3. Change in education at the classroom level

There is a strong consensus that high performance in education systems is dependent on the quality of teaching. Barber put it simply: 'the quality of an education system cannot exceed the quality of its teachers' (Barber & Mourshed, 2007, p. 13) and his report for McKinsey concluded that 'the best school systems are those that have the best teachers' (ibid,7).

> School systems need to ensure that their curricula are relevant and contain enough flexibility to accommodate different learners and different social and economic needs. They need to ensure that school buildings are in good condition... All these things are important and ultimately impact academic performance. However, none is nearly as important as the quality of teaching. (Whelan, 2009, p. 35, cit. in Husbands & Pearce, 2012, p. 2)

Starting from this consensus but questioning the circular argument: good teachers are those who produce good outcomes, so that those pupils with good outcomes must have been taught by good teachers. Husbands and Pearce (2012) carried out a research literature allowing them to point out nine strong claims about the characteristics of highly successful pedagogies.

1. Effective pedagogies give serious consideration to pupil voice.
2. Effective pedagogies depend on behaviour (what teachers do), knowledge and understanding (what teachers know) and beliefs (why teachers act as they do).
3. Effective pedagogies involve clear thinking about longer term learning outcomes as well as short-term goals.
4. Effective pedagogies build on pupils' prior learning and experience.
5. Effective pedagogies involve scaffolding pupil learning.
6. Effective pedagogies involve a range of techniques, including whole-class and structured group work, guided learning, and individual activity.
7. Effective pedagogies focus on developing higher order thinking and metacognition and make good use of dialogue and questioning in order to do so.
8. Effective pedagogies embed assessment for learning.
9. Effective pedagogies are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account. The research underpinning the claims is outlined below. (Husbands & Pearce, 2012, p. 3)

We believe that these nine points will be able to guide action research in any context that intends to improve the pedagogical practices of any classroom.

Rowe, Wilkin & Wilson (2012) also published their findings of a literature review conducted as part of the NFER Research Programme. It is part of reviews that collectively consider creating change in schools through workforce development, in line with Hord and Hall (2015) first principle "change is learning". The focus of their review was to establish the key features of „good teaching". The report explores what the best available research tells us about what „good teaching" looks like, if there are any contradictions and if there are any gaps in the literature.

The authors have identified some key aspects and elaborated, which they designated by a map of the conditions for effective teaching, namely Teaching environment, Teaching approaches, Teacher characteristics, included in a circle that surrounds the student / learner, in the centre. The image conveys the idea that the student is immersed in a context whose experience conditions his/her learning.

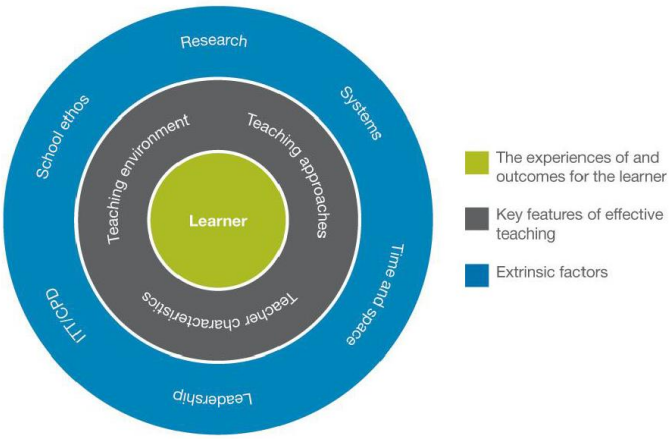


Figure 2: Map of the conditions for effective teaching, adapted from Rowe, Wilkin & Wilson (2012, p. 4)

Based on the key aspects, they have also identified the characteristics of each of them, as the table below reveals.

Table 1. The key features of effective teaching (Rowe, Wilkin & Wilson, 2012, p. 5)

Teaching environment	Teaching approaches	Teacher characteristics
• Calm, well-disciplined, orderly • Safe/secure • An ethos of aspiration and achievement for all • Positive emotional climate • Purposeful, stimulating • Bright, attractive and informative displays • Clean, tidy and well-organised • New or re-designed buildings/spaces • Lower class size	• Interactive (e.g. working and learning together – social constructivism) • Use of teacher-pupil dialogue, questioning • Monitoring pupil progress (including the use of feedback) • Pupil assessment (including Assessment for Learning – AfL) • Pupil agency and voice (active engagement in their learning) • Enquiry-based • Effective planning and organisation • Scaffolding learning • Building on the prior experience and learning of pupils (a constructivist theory of learning) • Personalisation, responding to individual needs • Home-school learning, knowledge exchange • Use of new technology/ICT • Collaborative practice • Good use of teaching assistants (TAs) • Creative use of visits/visiting experts	• Good subject knowledge • Self-efficacy/belief • High expectations • Motivational • Provides challenge • Innovative/proactive • Calm • Caring • Sensitive • Gives praise • Uses humour as a tool • Engenders trust and mutual respect • Flexible (where appropriate) • Builds positive relationships with pupils (relationships for learning) • Self-reflection

To bring change to the classroom, action research is a useful strategy for engaging teams in learning more about their work. This strategy begins with an individual or team identifying a question or problem about their practice for which they would like to understand more. It could be teachers wondering if a certain instructional approach is serving learners or administrators questioning the effectiveness of a particular schedule. In action research, a team of implementers is established and asked to study the problem. Often, an outside expert or researcher will be available as a technical resource. However, this person is not there to make decisions for the team. An important beginning task is coming to a consensus on the question to be studied. The next step is to identify the type of data that will be collected to answer the question. The team then collects data (in their own setting/classroom), analyses the data, and shares the findings with colleagues. The purpose is to examine current practice by collecting data and then having a team work on the problem. Once the skills of teamwork and data analysis are applied, the findings are then used to increase effectiveness (Hall & Hord, 2015). Upscaling those findings to the level of school and/or beyond demands to apply the tools 2,3, 5-10.

2. Managing change

2.1. Principles

When people and organisations are engaged in change, several patterns have been observed repeatedly, and some have developed into major themes, or basic principles, according to Hall & Hord

(2015). For those authors, these principles are no longer debatable points, for they summarise predictable aspects of change. Acknowledging that these principles are foundational to the way of thinking about change. Understanding them should help agents of change in predicting key aspects of change efforts.

First, "**change is learning**", as stressed above (cf. p.7). Second, "**change is a process, not an event**". Change is a process through which people and organisations move as they gradually learn, come to understand, and become skilled and competent in the use of the new patterns. There are very few shortcuts. The press to make change quickly means that there is limited time to learn and understand the newly introduced path. The strategic plan for change will look very different depending on whether it is assumed that change is a process or an event. If the assumption is that change is a process, then the plan for change will be strategic in nature. It will allow at least three to five years for full implementation and will budget the resources needed to support formal learning. Third, "the school is the primary organisational unit for change", as written above (cf.p.8). Fourth, "organisations adopt change, individuals implement change" (cf. p.9). So, this CMT emphasises the need to focus on people and carrying about them. Lastly, it is necessary to keep the "focus". Multiple change efforts require multiple resources, and multiple amounts of attention and energy with multiple actions, to utilise formative and summative evaluations of the efforts to assure successful implementation. These elements require consistent, enduring, and uninterrupted attention to the goals and intended results of each change initiative. Along the way it is very important to keep the focus on the primary goal to be achieved.

2.2. Strategies, Tactics, and Incidents

Over time to accomplish specific change process objectives demands strategies, which are an accumulation of smaller interventions (tactics). Strategies impact many implementers and take long periods of time. Tactic is a set of small, interrelated actions. A day-long workshop would be a „tactic" as a part of the „strategy" of a "training program" for the first year of implementation. Other examples of „tactics" are visiting each implementer in his or her classroom over a three-day period to solicit concerns about training sessions and scheduling a consultant to be in the school for a week to provide technical assistance to any teacher who indicates interest. „Incidents" are small and more individualised interventions. They are short in duration, focus typically on one or just a few implementers, and mostly occur informally. For they are so powerful, they should be on the mind of every facilitator and be planned. Incident interventions can be of significantly greater implementation success due to this personalised help and support.

It is our conviction that change is facilitated if we understand and prioritise the care to be taken with people's beliefs and convictions, the greatest obstacle or greatest facilitator of change, therefore Tools 3, 7, 8 and 9 are suggested as well as starting with Tool 3, the "empathy maps" the management of the change process. It is very important to start by working on the state of concern of the people involved in the change process.

3.2.1. Managing concerns

Feelings and perceptions about an innovation and/or a change process can help or disrupt. When people are excited about a promising change, they will try it. But if they perceive threat or loss, people will hold back from engaging with the process. These feelings and perceptions can be categorised into what we call „concerns". In fact, everyone involved in change exhibits the same dynamics in terms of feelings and perceptions (see Tools 3 and 8).

The agreed-upon definition of the term „concern" is, according to Hall & Hord (2015), the composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue

or task is called „concern". Depending on our personal make-up, knowledge, and experiences, each person perceives and mentally contends with a given issue differently; thus, there are different kinds of „concerns".

In response to the demand, our minds explore ways, means, potential barriers, possible actions, risks, and rewards in relation to the demand. All in all, the mental activity composed of questioning, analysing, and reanalysing, considering alternative actions and reactions, and anticipating consequences is concern. To be concerned means to be in a mentally aroused state about something. The intensity of the arousal will depend on the person's past experiences and associations with the subject of the arousal.

In Hall & Hord (2015), Hall presents seven stages of concerns about innovation: 0) "unconcerned", concern about other thing(s) is more intense; 1) "informational", a general awareness of the innovation and interest in learning more detail about it is indicated; 2) "personal", individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation; 3) "management", attention is focused on the processes and tasks of using the innovation and the best use of information and resources; 4) "consequence", attention focuses on impact of the innovation on students; 5) "collaboration", the focus is on coordination and cooperation with others regarding use of the innovation; 6) "refocusing", the focus is on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative.

The ideal flow of concerns is not always guaranteed, nor does it always move in one direction. If the innovation is appropriate, if there is sufficient time, if the leaders are initiating, and if the change process is carefully facilitated, then implementers will move from early „personal-concerns" (stage 2) to „management concerns" (stage 3), during the first years of use and, ultimately, to „impact concerns" (stage 4), after 3 to 5 years.

Often, the support needed for the change process over time is not forthcoming, or the leaders fail to facilitate effectively, or, in the case of schools, the district, and state governments annually add more innovations to the point where none can be fully implemented. However, facing a challenge of a change many combinations of concerns can be imagined, but once the profile of concerns has been identified, the important work can begin. Attempting to change humans in an organisational context is a very complex, dynamic, and, in many ways, subtle enterprise for which we dare to provide the Tool 8.

3.2.2. Managing communication

In case the change be recommended in the NAPs to policy makers, schools/school leaders or other stakeholders, a first step in moving toward an improved future is the development of a shared dream or vision of what will be a vision of the future that increases inclusion in education (Tool 2). The goal of increased all students' outcomes/inclusion could result from specific changes or innovations that are selected for adoption and implementation (Tools 1, 4 and 5). Many change efforts fail because the participants do not share mental images or pictures of what classroom and/or school practice will look like when an identified change is implemented to a high quality. Picturing the change in operation provides the target for beginning the change journey (Tool 2).

The elements of the shared vision of change must be as clearly defined as possible, and facilitators must continuously communicate this vision to enable implementers to move toward high-quality implementation. When implementers have a shared vision, facilitators can be consistent in supporting individuals and groups.

Efforts to share information about the new program or practice, and to let others know of its value and positive impact with the intention of persuading them to adopt the program, are dissemination interventions (see Tool 2 and 9). These interventions are important first steps in "going to scale." In broadcasting the virtues of the innovation, broader support and influence may be gained as well, but in this category the primary intent is to inform prospective adopters from other sites.

3.2.3. Managing the change process – planning

When an initial vision for change has been established (the vision can certainly evolve and change as the school staff experiences, learns, and gains more expertise), planning for its realisation is both possible and necessary (see Tools 5, 6 and 7). All logistical factors and resource allocations, along with policy implications, must be considered. Although it seems obvious, the planning and provision of resources represent an important means by which implementers are enabled to initiate implementation and sustain the change process. Sometimes change efforts lacked necessary resources, which forestalled the expected beginning of the change process and in the end doomed the entire effort. Planning is not a one-time event. Like a holiday trip, destinations sometimes change, and unexpected additions frequently may be made for increased effectiveness and/or satisfaction. Thus, although a plan is essential for understanding where the change journey begins, it should never be considered as cast in concrete. Likewise, the resource requirements for a change are altered across time as implementers become more expert in the use of an innovation and as the configuration of use may make differing demands. Not to be forgotten is the regular depletion of program materials and equipment and the need for updating supplies to teachers and students. Other types of resources also require planning. One of the most important and most typically lacking is time: time for planning, time for professional development, time for sharing, and projecting the time (years) it will take to achieve high levels of use. Scheduling time for implementers to meet to discuss successes and share solutions to problems has proven to be valuable, also. Establishing rules and guidelines by which implementation progress will be assessed and monitored, staffing new roles and/or realigning existing ones, scheduling meetings and other regular and nonregular events, seeking and acquiring materials and equipment, providing space, and accessing funds needed for the new program or practice (see Tools 9 and 10).

3.2.4. Managing the change process – professional learning

Change means developing new understandings and doing things in new ways. Thus, learning is the basis of and the corollary to change (cf. principle 1). Formal training and other forms of professional and personal development, then, are essential to preparing implementers for the change. And, when change is viewed as a process, learning opportunities for implementers should be ongoing as they develop more expertise in using the innovation. All too frequently, training workshops are scheduled only at the beginning of a change effort. We know that „task concerns" do not become intense until after use begins. Therefore, „stages of concern" can be used to design and shape the development and learning sessions in the pre-implementation period of preparation as well as during implementation, when implementers are changing from novices to mature users of the new practices.

Leaders of the change effort will need to consider the following interventions, and others, in the learning and development category: scheduling learning and development sessions across time as the implementers move from novice to expert; identifying and contracting with consultants (internal and external); providing information about the change; teaching the skills required of the innovation; developing positive attitudes about use of the new program; holding workshops; modelling and demonstrating innovation use; and clarifying misconceptions about the program or practice. At this point, the interventions are formal, organized, and scheduled, that is, provided as large group learning sessions.

It is important that learning and development be concerns-based and focused on the vision for the change (see Tools 2, 3, and 6). When implementers' current concerns are addressed, implementers

gain the information and learn the skills necessary to use the new way well. Too often, professional development has been vague and off-target in relation to the current concerns of those out on the bridge. With a focus on the staff's concerns about its new program and practices, and on the vision of what the change will look like in operation, investing in professional learning will pay large dividends.

3.2.5. Managing the change process – checking progress

Because change does not happen overnight, the process must be continuously assessed and monitored (Tool 10). Even though a clear articulation of the change has been expressed and material and human resources have been provided, the change journey is not without its bumps and detours. A significant set of facilitator interventions should focus on keeping a hand on the pulse of change. „Empathy maps" (Tool 3) are an excellent way to check with implementers to identify emerging needs, clarify questions, and solve small problems, by applying also Tool 6. Not only does this enable the facilitator to assess progress, it also signals continuing interest to the implementers that their efforts are worthy of notice and support. Decision makers and regulatory agencies have always known that what is measured or monitored is given more attention (Tool 10 and 9). A change effort will be given more attention if facilitators continually check on how implementation is progressing. More often than not, the change effort is lost when the leaders fail to routinely check on progress. Important checking actions include gathering data about the concerns of each implementer (Tools 3 and 6); collecting information about the developing knowledge and skills of implementers; collecting feedback at the end of workshops and providing feedback on the feedback (Tool 9); talking informally with users about their progress; and, at regular intervals, systematically measuring (Tool 10), analysing, and interpreting „empathy maps" (Tool 3 and 6). It is important that data collected about implementation be analysed, carefully interpreted, and used to guide subsequent interventions.

3.2.6. Managing the process – continuous assistence

Assisting is directly coupled with assessing. When concerns, needs, and problems are identified, a response is required that resolves the issue. Assistance may take the form of supplying additional materials that address a mechanical use of the problem, providing formal or informal learning activities that address „impact concerns", teaming with implementers to demonstrate refinements, and peer observations. It makes sense to assess progress to identify needs and then to aid respond to the needs. This coupling of assessing and assisting is labelled coaching, consulting, or follow-up and typically occurs with individuals or very small groups of implementers. These are crucial interventions.

A very important assisting action is to stop by and simply ask, "How's it going?" (see Tool 9). Additional actions include responding to individuals' questions and confusions, encouraging individuals in their use of the innovation, assisting single and small-group implementers in problem solving, providing follow-up and technical assistance, conducting quick conversations about the implementers' use and reinforcing what they are doing, and celebrating successes both small and large, publicly and privately. The importance of the coaching role should not be underemphasized.

3.2.7. Managing the change process – context supportive of change

Increased attention is currently being paid to the context, climate, and/or culture of the school and district and how these factors influence the workplace and, subsequently, how professionals respond to change initiatives. Context supports or inhibits change. One of the components of context that inhibits change is the „physical" one, or nonorganic, aspects of an organisation: its building facilities, schedules, policies, and the like. The second component is the „people element": the beliefs and values held by the members and the norms that guide their behaviour, relationships, attitudes, and so on. Although the context is identified by its two parts, the parts are interactive and influence each other. For example, a small institution in a small facility (but one with an available meeting space) will find it much easier to come together to interact and build trust than would a much larger institution spread

over multiple buildings. A supportive context decreases the isolation of the staff; provides for the continuing increase of its capabilities; nurtures positive relationships among all the staff, students, and parents/ community members; and urges the unceasing quest for increased effectiveness so that students benefit. In such a context the participants value change as a means for improving their effectiveness and seek changes to improve their practice.

Such a context should already have been a permanent part of the climate/culture of the schools and district. If such a context does not exist, a few ideas for generating this positive climate are to use actions that allow for relationship building, such as making clear to the implementers that they are doing important work; developing trust between and among all the individuals doing the implementation; and recognising and applauding the efforts of each person who is giving time, attention, and energy to the school's efforts to improve (Tool 9). When things fail or go wrong, help individuals to see it as an opportunity for learning, changing, and trying again.

TOOLS FOR CHANGE IN EDUCATION

Tool #1. Applying Soft Systems Methodology (SSM) to Change Management

Target group (who can use it)

Any agent of change in education

Short description

„*National Adaptation Plans*" (NAP) foresee change in education, while presenting recommendations to several stakeholders in an education system to deepen social inclusion in their respective contexts. According to Viennet and Pont (2017), agents of change must realise that any change in education occurs within a system. So, we believe that to be able of thinking systematically while considering change in education is necessary. And Soft Systems Methodology (SSM) has been adopted to manage change since the 1970s. Being a well-tested methodology, it is not able to solve all the problems, no one is, but we believe it may be successfully appliable along the endeavours ahead. SSM proposes to follow a set of stages in a way of securing commitment and considering a variety of interests always involved in a change process within a system. Along that way, namely in stage 1, Tools 2 and 3 will be used; in stage 2 and 3, Tool 3 is still used. So, for applying SSM, read carefully the „Detailed description of the tool and required material, attachments" bellow and follow the steps.

Detailed description of the tool and required material, attachments

Any educational context is a 'human activity system' (people working together to achieve something), i.e., an open system wherein materials, energy and information with the environment are exchanged. For that to be understood, systems thinking suggests that issues, events, forces, and incidents should not be viewed as isolated phenomena but seen as interconnected, interdependent components of a complex entity. Thus, whenever change is at stake, several problems arise:

- organisation goals are matters of controversy; (organisational goals, set by top leaders, are assumed to be embraced by all members of the organisation, but this is not usually the case).
- formal methods usually begin with a problem statement, which may hide more basic problems; (for instance, the option to adopt inclusive practices in education maybe be neglecting the issue of poor-quality teaching practices).
- the adopted method (inclusive good practice) itself restricted what could be found out.

SSM propose to overcome those problems based on the following principles (JISC, 2012):

- problems do not have an existence that is independent of the people who perceive them.
- solutions are what people perceive to be solutions.
- people perceive problems or solutions differently because they have different beliefs about what the situation is and what it should be.
- problems are often linked to 'messes'.
- the analyst, researcher, consultant, or manager trying to solve the problem is an integral part of it.

Thus, according to SSM, to manage change, 7 stages should be followed initially:

1.Problem expression. In the development of the STAIRS' project, partners will face a problem: the implementation of „National Adaptation Plans" (NAP). Possible agents of change in the respective national contexts must be acquainted with and convinced that the NAPs recommendations apply and will solve issues of inclusion they are facing, which constitute a **problem** that needs to be expressed and addressed by whom that will be leading the change process. To collect the problem expression, two things must be done: one, to disseminate the NAP's content in order that can be known and later appropriate by the implementers; and two, to collect the implementers perceptions of the NAP. For the first, a "Communication Plan" must be drawn and implemented (Tool 2); for the second, an "Empathy Map" (Tool 3) must be filled in by everyone involved.

2.The situation analysed. Filling in Empathy Maps (EM) will provide a picture to understand all the elements that people think are involved in the problem, such as purposes, desires, fears and so on... EMs show how and whose interests agree or conflict. When analysed, issues and key tasks emerge.

3.Relevant systems and root definitions. The issues and key tasks, which emerges from the EMs, become the basis for defining relevant systems. From the analysis of the EMs, people involved can agree on has to stand out. The root definition, i.e., what is agreed, and what is still up for discussion, and that many important (but not yet agreed) things might not be mentioned. Achieving a truly agreed root definition (at least for the time being) is probably the most beneficial part of SSM.

4.Conceptual model. At this stage, those involved model 'their' ideal system to do the work. The project team will draw the project (see in the introduction to this CMT the difference between "project", focused on work tasks, and "change", focused on people). Criteria for choosing the best one is suggested by SSM – the five Es – efficacy (will it work at all), efficiency (will it work with minimum resources), effectiveness (does it contribute to the enterprise), ethicality (is it moral) and elegance (is it beautiful).

5.Comparison of steps 2 and 4. The conceptual model is then used for comparison with the current system. What is stopping us to do things the „ideal" way? Why do we do things the way we do them? How do we measure up to the five E's criteria? Did the results confirm our intuition? Using the knowledge gained there, to map the effects of the proposed changes on stakeholders, and add those to the project as goals/objectives to be achieved.

6.Debate of feasible and desirable changes. Building on step 5, through debate, an agenda, comprising of feasible and desirable changes can be put together, and opinions about the root problems can be changed, and finalise the project.

7.Action. Finally, the agreed changes need to be implemented developing the project (Tool 5) that was drawn, for which a project management plan must be drawn and a respective team to be appointed. It is time now for the „Change Plan" to be drawn as well (Tools 6, 7, 8, 9 and 10).

It is unlikely that the outcome will match the agreed change exactly. The hope is that some of the issues agreed in the early stages will not surface. SSM is a way of securing commitment and considering a variety of interests.

Users' guide, equipment

Equipment	Quantity
Communication plan (Tool 2)	1
Empathy Map (Tool 3)	Depending on the option (1,2 or 3) for the implementation of his tool
Project plan (Tool 5)	1
Change plan (Tools 6-10)	1

Level of difficulty (easy, medium, advanced)

Advanced

Tags

Securing commitment; Getting involvement

Tool #2. Communication Plan

Target group (who can use it)

Change leaders

Short description

This tool orients change leaders to draw a „Communication Plan" for the „National Adaption Plan" (NAP) be presented to policy makers, professionals, and stakeholders who either must carry change out or support it. For that purpose, change leaders should follow two main steps:

1. To read carefully the „Detailed description of the tool and required material, attachments"

2. To fill in the provided templates, by the order they are mentioned below, bearing in mind the principles, key points and essential blocks referred. It is important not to neglect and/or miss any point.

Detailed description of the tool and required material, attachments

In a system/organisation, communication is not only keeping professionals/stakeholders informed, but to fostering greater engagement and maintaining a sense of belonging. So, the following principles must be kept in mind, while drawing a Communication Plan (Bates, 2021):

1.Connect the dots

Therein, communication connects the dots between values and behaviour; strategy and results; and change promises and professional experiences. Putting a values/strategy/change option lens on decisions made provide important connections that can be communicated through key messages. Throughout a transition, it is increasingly important that professionals and stakeholders feel connected, productive and with access to the tools they need to be informed and aligned from any device or location.

2.Influence culture

In managing a change, it's important to look at the common threads (highlighted by the Empathy Map). What beliefs do leaders of the change process and professionals have in common (information provided by the content analysis of the Empathy Maps)? How do they live or come to life in that process? Are some one losing out on that experience? Are some one losing out on helping to shape the culture? And if the answer is yes, how do change leaders think differently to drive those same shared beliefs and values? While the simple act of communicating puts people at ease, providing flexible rules and regular routines will help everyone feel comfortable, and will help promote a positive culture, regardless of where your professionals work.

3.Provide clarity

The most important role communication professionals can provide, in the beginning of a change process, is making what is complex clearer. They need to think about how to communicate changes in a way that will resonate with and be understood by professionals/stakeholders. It's important not to add to the noise. It's also okay to communicate these changes in bite-sized pieces. The old way of thinking was that we need to have all the answers before we say anything. Think instead about the conversation you are having with professionals/stakeholders. What do they need to know right now and set expectations on what decisions will be made next? Instead of writing the novel, provide information they need now with a promise of more information being shared at relevant times.

4.Build community

When thinking about community building, the role of communication is to both share the organisation's stories and help professionals/stakeholders tell their own. For implementing a change, think about whether everyone is getting the same community experience and whether new opportunities need to be adopted to build community so no one feels left out.

5.Showcase care and compassion

'People don't remember what you said. They remember how you made them feel' (Maya Angelou, cit. in Bates, 2021). Recently, new words emerged to describe successful organisations and leaders. The words empathy, honesty, authenticity, truth, compassion started to be used more often, especially when professionals needed to feel safe and stable in what felt like a scary world. Communication played an important role supporting leaders in providing information to followers and helping them feel valued and cared for.

6.Celebrate

Recognition has been an important part of feeling valued and communication plays an important role in celebrating success for the organisation and its people. It is important to think about representation. Leaders of change should pay attention to who gets recognised. Are there people that get missed or forgotten? One must be careful with the out-of-site, out-of-mind potential that makes those who have access to leaders and managers seem more valuable than those who don't.

7.Personalise, customise, and target communication content

The reality is that depending on the professional/stakeholder, and where they're based, the messages may simply have to be different. Centralised communication structures may need to adapt. Leaders must regularly pulse check professional sentiment throughout the transition, regardless of where they're working.

8.Manage channels

A channel strategy has always been important for communication in a process of change and is even more important as ways of working become more complex. What are the best channels to use to communicate with professionals/stakeholders? How often should the organisation communicate? How do these channels change based on the professional's matrix (see Channel Matrix Template below)? Are there channels or platforms that need to be added to help communicate more effectively and efficiently? This is the time to have these conversations and identify any gaps that may exist so that leaders can proactively fix them. Today's organisations communication technology allows us to customise information based on who needs to know what so that leaders create less noise.

The essential building blocks of a Communication Plan

1.Be careful with definitions

Many terms have been talked about when describing educational inclusive good practices. It's important that change leaders begin by getting correct definitions for their organisations. Change leaders must keep in mind that every phase of change will require an accurate description. What's important to keep in mind is that the new means it's important to get professionals analysis created to drive consistency across the organisation and clarity of how individuals will be referred to including an understanding of their unique needs.

2.Create a team

Change leaders must have access to information regularly. The best teams include an executive sponsor and representation from key departments including people in charge for internal and external communication, IT, and Facilities/Operations. It's important to have the right people to consider all scenarios.

3.Ask for the operations plan

For the STAIRS' learning partners to create the NAP communication plan, they should have an operations plan (Project Plan – tool 5, which is different from the Change Plan – the set of the tools herein presented), which most likely does not exist, considering the development of the project. So, it's important that those change leaders ask some key questions about what is coming so that they can communicate clearly.

<u>Questions to ask:</u>

What does success look like with the NAP implementation?
What are the education goals of this transition?
What is changing compared the present situation?
What is staying the same for professionals compared to the present situation?
Does this change impact everyone the same way? What are the differences?
What are the various groups/scenarios we will have to consider with the NAP implementation?
Will professionals have a choice to adhere or not to the changes?
Why did the learning partners make the decisions they did?
What do these decisions mean for the educational system?
What do these decisions mean for professionals/stakeholders?
What will professionals celebrate about these changes?

What will professionals struggle with?
Will changes happen all at once or in phases?
What role will each department play from a communication perspective for the program?

- Who will lead (executive spokesperson)?
- IT related items
- Day-to-day educational changes

4. Control what can be controlled

A leader of change should focus on his/her communication plan. Identify common terms, the various professionals, and phases, create his/hers plan and continue to ask questions. Know that his/her communication plan may change as the organisation learns more and updates decisions.

5. Think about ALL professionals

Change leaders should take the time to identify ALL his/her professionals. It is important to describe every professional and identify their communication needs and channels. Once these groups are defined, there is an opportunity to understand what and if anything changes for them. Leaders must use definitions to provide consistency with how everyone communicates moving forward. It's also important to understand how changes impact the various groups differently. As part of a change framework previously mentioned, it's important to clearly define what starts (new because of this change); what stops (is no longer done) and continues (stays the same as before). Some people forget to communicate what stays the same and it's a missed opportunity to create comfort with the change leader audience since often, with any change communicated, there are a lot of things that remain the same (see All Professionals/Stakeholders Template).

6. Now, create the Communications Plan

Everyone will have their own version of a strategic plan that works for them, but the following should help get the change leader start with key elements necessary as he/she manages this important change for his/her organisations and professionals (see Communication Planning Template).

Users' guide, equipment

Equipment	Quantity
Channel Matrix Template	1 (filled in as many times as necessary)
All Professionals/Stakeholders Template	1
Communication Planning Template	1 (revised as many times as necessary)

Level of difficulty (easy, medium, advanced)

Advanced

Tags

Communicate; Be heard; Be understood; Be followed

Channel Matrix Template

Vehicle	Purpose	Audience	Direction	Frequency	Owner	Custom
...						

Check all tools that you are interested in using for your project communications. Most audiences require multiple communication channels to be reached effectively.

MESSAGING FROM EXECUTIVES

- ☐ Educational Authorities
- ☐ Project Leadership
- ☐ …

EMAIL

- ☐ Cal Message (broadcast email)
- ☐ Cal Message (subscription lists)
- ☐ Other email lists

ELECTRONIC MEDIA

- ☐ Departmental Website
- ☐ Presentation Slide Deck
- ☐ Project Blog
- ☐ Project Website
- ☐ Project WIKI
- ☐ Partner Website
- ☐ System Notifications
- ☐ Videos

SOCIAL MEDIA

- ☐ Instagram
- ☐ Facebook
- ☐ LinkedIn
- ☐ Slack
- ☐ Snapchat
- ☐ Twitter
- ☐ YouTube
- ☐ Virtual Chat Rooms
- ☐ Wisdom Café

EDUCATIONAL TOOLS

- ☐ FAQs
- ☐ Infographics
- ☐ Information Kits
- ☐ Job Aids
- ☐ Training Manuals
- ☐ Training Workshops

PUBLICATIONS

- ☐ …

PRINT MEDIA

- ☐ Banners
- ☐ Brochures
- ☐ Fact Sheets
- ☐ Newsletters
- ☐ Post Cards
- ☐ Posters

MEETINGS

- ☐ 1:1
- ☐ Department Staff Meetings
- ☐ Unit Staff Meetings
- ☐ Team Meetings
- ☐ …

EVENTS

- ☐ Project Launch
- ☐ Project Road Show
- ☐ Town Hall Meetings
- ☐ …

STAFF GROUP PRESENTATION

- ☐ Chief Administrative Officers
- ☐ HR Network
- ☐ Manager/Supervisor Forum
- ☐ …

All Professionals/Stakeholders Template

Professional/ Stakeholder Type	Description	Communication Needs	Preferred Channels	What Starts	What Stops	What Continues
Students						
Parents/Families						
Community (in general and/or any stakeholder in particular; this block may need to be divided)						
Teachers (this block may need to be divided)						
Non-teaching staff						

(this block may need to be divided)						
School leaders (this block may need to be divided)						
Educational technicians (such as Psychologists; this block may need to be divided)						
Education authorities (this block may need to be divided)						
…						

Communication Plan Template

	Phase 2 – presentation of the NAP	**Phase 3 – change starts**	**Phase 4 – change fully operational**
Goals/Objectives			
Educational Goals			
Professionals/Stakeholders Analysis			
Professionals/Stakeholders impacted			
Key messages			
Tactical Plan			
. Implementation/tactical plan . Timelines . Resources			
Evaluation			

. Measuring success linked to goals and objectives . How will they be measured? . When will they be measured?			

Adapted from Bates (2021)

Tool #3. Empathy Map

Target group (who can use it)

People to be involved in the implementation of change

Short description

1.In SSM stage 1, leaders of the change process shall provide EMs to the NAP's implementers to fill in
2.Content analyses of the EMs filled in
3.Proceed with stage 2 of the SSM

Detailed description of the tool and required material, attachments

To make a change in education, such as those who will implement the NAPs' recommendations, demands beginning the process with a deeper understanding of the people coming to carry it out. To gain those insights, it is important for the leaders of the change process to empathise with the implementers so that the leaders can understand the implementers needs, thoughts, emotions, and motivations. For that, the „Empathy Map" (EM) stands out as an adequate instrument to collect data. The Empathy Map is a "design thinking" tool and it was created with a specific set of ideas and is designed as a framework to complement an exercise in developing empathy.

A vast literature points out that about 70% of change processes fail due to the lack of engagement from people responsible for carrying it out. So, it is not enough to communicate well, it is necessary to get the implementers involved. And engaging with people reveals a tremendous amount about the way they think and the values they hold. A deep engagement can surprise both the leaders of a change process and the implementers by the unanticipated insights that are different from what they do – are strong indicators of their deeply held beliefs about the way the world is. So, following the Communication Plan, EMs shall be filled in by the implementers and the content analysed by the leaders of the change process. Depending on the number of implementers, one has **3 options** to lead the process:

Option 1

In a face-to-face session (or even during a webinar, adopting the necessary changes imposed by the virtual environment) one can draw a diagram with the several quadrants of EM (see this tool template ahead) in a board or a flipchart. Then, participants are asked to write their ideas, feelings and so on about the NAP on sticky notes of different colours, using one sticky note per observation and place it within the appropriate quadrant. Within each quadrant, cluster sticky notes that relate to each other. Choose one person to play back the EM. Label anything on the map that might be an assumption or a question for later inquiry or validation.

Option 2

EMs can be provided in paper sheets to be filled in, as an activity of a session of the „Communication Plan" (Tool 2) implementation, which afterwards should be analysed following the methodology of content analyses to identify the implementers needs, thoughts, emotions and motivations, i.e. to synthesize and find out the main categories of each quadrant.

Option 3

In case the number of implementers be too large, a significative sample of implementers can be selected, by the change leaders, to fill in the EMs, which will be afterwards submitted to a content analysis to design a survey to be spread among the large number of implementers through a Google Form or SurveyMonkey.

Users' guide, equipment

Equipment	Quantity
Board/Flipchart/	1
Markers	1-4
Sticky notes	Depending on the number of participants/different colours
Pens	Total number of participants
Computers	One per participant
Webinar platform	1
Jam board/Padlet/Lucidchart/Mindmeister/Popplet	1
Empathy Map template (paper sheets)	Total number of the NAP implementers
Survey	idem
Google Forms/SurveyMonkey	idem

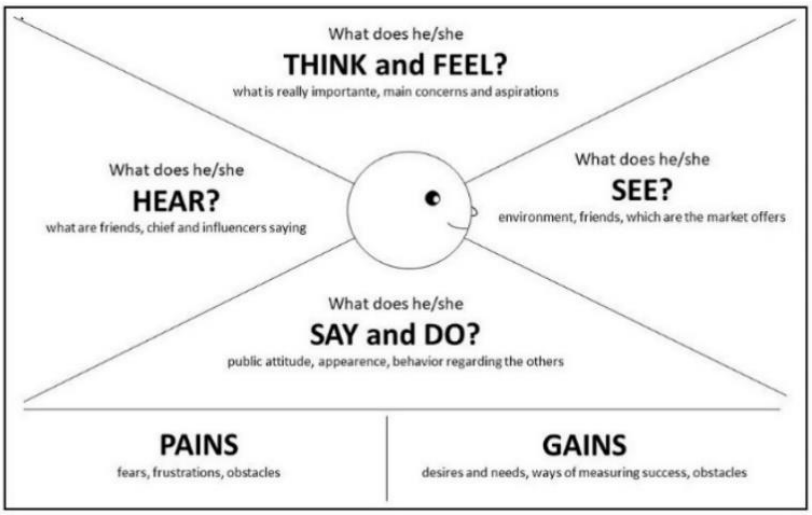
Level of difficulty (easy, medium, advanced)

Medium

Tags

Empathising; Getting involvement; Building confidence

Empathy Map Template



Adapted from https://www.nngroup.com/articles/empathy-mapping/

Tool #4. Feasibility of a policy implementation

Target group (who can use it)

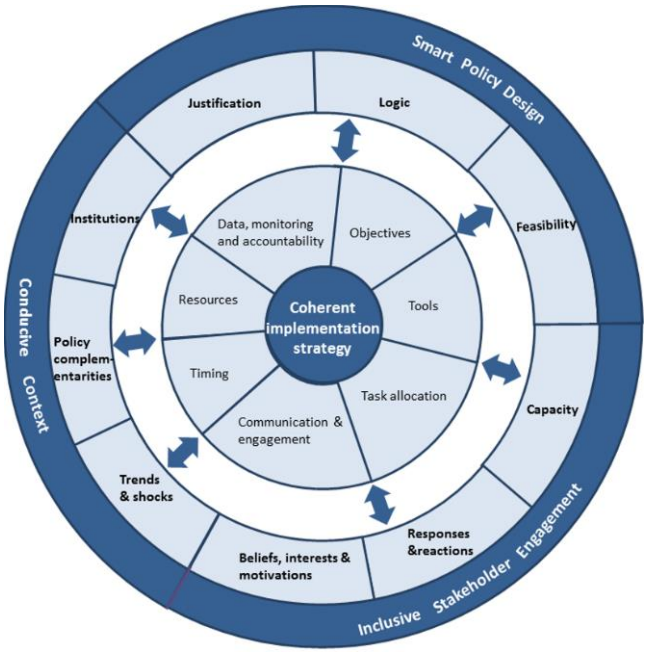
Policy makers envisaged in the NAPs

Short description

This tool is a check list provided by Viennet and Pont (2017) for agents of change in education to help them to develop a coherent strategy in the implementation of educational policy. To use the respective template, do first read throughly the detailed description below.

Detailed description of the tool and required material, attachments

According to Viennet and Pont (2017), a well-designed strategy is not sufficient to guarantee effective implementation. Even if the NAPs present the most thoughtful recommendations it will be necessary to keep in mind while presenting a framework that is directed to policymakers, that implementing education policy is multidirectional as the diagram below shows.



Source: Viennet and Pont (2017, p. 43)

The process must be piloted by a group of actors close with or mandated by policy makers to reach specific objectives, but it can be influenced by actors at various points of the education system, such as schools, parents, local or regional education authorities. It must also be noted that education policy implementation always needs to be contextualised: the process' features vary because it is embedded in the structures of a given education system at a given time, with particular actors, and around a specific educational policy. The central role of context shows that 'there is no one-size-fits-all model' for implementing education policy. One must thus pay attention to the specificity of the policy, stakeholders and local context to analyse or make recommendations about the process. Yet a common framework can help to structure the analysis, and guide the implementation process. With a generic framework, we hope to provide a tool that helps identify and analyse the determinants of success in education policy implementation.

Vinnet and Pont (2017) provided a definition of education policy implementation and proposed a generic framework to guide thinking, analysis and action in this area. The table below (Feasibility of a

policy implementation template) translate this framework into a set of questions and principles for action, to help policymakers go from speech to practice and adjust to the realities of complex systems. This framework is proposed for an implementation advisor or for policymakers who would intervene at the national or regional level when an education policy must be implemented. It can be used as a starting point for analysis and support in the process of launching and implementing an education policy to ensure it reaches schools. The table builds on the four dimensions for effective education policy implementation (smart policy design, inclusive stakeholder engagement, conducive context, and coherent implementation strategy) with questions and principles for action. To analyse the first three dimensions (in the horizontal entries in the Table), column 2 proposes as set of guiding questions. To make it actionable, column 3 proposes principles to guide the development of a coherent implementation strategy.

This table can be the base for a Google Forms or Excel page to facilitate gathering actors insights, opinions, sugestions, etc.

Users' guide, equipment

Equipment	Quantity
Google Forms	1
Excel	1

Level of difficulty (easy, medium, advanced)

Easy

Tags

Planning for action

Feasibility of a policy implementation template

		Coherent implementation strategy
Smart policy design	What is the purpose of the policy? What problem does it aim to respond to? What is done elsewhere / has been done in the past about this problem? What is the vision? What are the goals? Are the vision / goals shared or are they conflicting? Who are the targets? Are the policy targets aware they are expected to change / do they agree? What is the policy supposed to change to achieve the vision? Is the causal theory coherent? How have other government carried out similar policies concretely? How feasible is the policy? What are the existing resources? Is it enough?	Use knowledge that is relevant to the policy and to the local setting Agree on a small number of simple, ambitious and measurable objectives Set up a monitoring system to get frequent and reliable data without interfering with the implementation process Adjust the implementation process based on the data and feedback collected Agree on the relevant tools to carry out the policy Set up a realistic timeline Secure the resources and plan for the whole duration of the implementation process

Inclusive stakeholder engagement	Who are the key stakeholders affected by the policy? What are the relationships between key actors? Can they work together? How to get them to collaborate? Who is needed to implement (steer the process, deliver a service, train the staff, etc.)? Who was instrumental in implementing this type of policy elsewhere? Are they capable of fulfilling the task? (resources, skills) If not, how to build their capacity? How will implementers be held accountable to the public (accountability mechanism)? Who are the actors who might interfere with / facilitate the implementation process? How to get them on board?	Engage key stakeholders and take into account their vision (if not done during policy design) Use their knowledge to make the implementation strategy more practical engagement Agree on the distribution of tasks and responsibilities Work with the key actors to build their capacity Adapt the accountability mechanisms to the local context Set up simple ways to communicate between actors Communicate clearly about the policy (use shared vision, adapt the level of speech)
Conducive context	What is the institutional setting already in place to support education policy implementation? Do the mechanisms needed for this policy fit with the existing? If not, how to make them fit? What are the trends and likely shocks outside the implementing system that could affect the process (social, economic, political, demographic; on the local, national and global levels)? What can help the implementation effort and how to harness it? What can hinder the process and how to cope with it? Are there any other policies that tackle this problem? How could they interfere with / complement each other?	Make use of the existing setting before creating new institutions, or create institutions that fit well with the existing (especially for incremental policy changes) Prepare several scenarios of what could happen and the plausible strategies and resources to face it Avoid overlap and inconsistencies between policies Use the complementarities that exist between policies

Adapted from Vinnet and Pont (2017)

Tool #5. Project plan

Target group (who can use it)

School leaders and Project plan work team

Short description

This tool is intended to recall the steps of a Project plan to school leaders and the work team assigned to draw and manage the project.

Detailed description of the tool and required material, attachments

The Project plan (which is different from the Change plan) must include:

- **Beliefs:** Statements of core values and assumptions about the organisation, its members, its beneficiaries, stakeholders and how things work, regarding inclusion in education.
- **Vision Statement:** A sentence or single paragraph that describes an ideal view of the world that the organisation serves (in some cases, this will be the organisation's ideal view, in this case should be about inclusion in education).

- **Goals:** General statements of the desired accomplishments for the organisation over the next 6 months to 5 years.
- **Mission statement:** An outline of the purposes and products/services of this organisation that will contribute to achieving the vision.
- **SWOT Analysis:** Description of Strengths, Weaknesses, Opportunities, and Threats
- **Strategies:** A set of plans, resources, and activities are described that will be used in combination with others to accomplish each goal.
- **Action plan:** The specific objectives, tasks, activities, assignments, and timeline for the work that will be done.
- **Indicators:** Areas of evidence that could be used to benchmark progress toward accomplishing objectives, strategies, and goals.
- **Measures:** The specific pieces of data that will be collected and used to make judgments about progress.
- **Cost–benefit analysis**: An analysis of the direct cost (time, money, and other resources) to do a task, which is compared to the potential gains (tangible and intangible) and can be used to judge the potential "return on investment".
- **Opportunity cost:** An examination of the other tasks, activities, and accomplishments that will not be done, or done with less priority, in order that those identified in the plan can be done.

Users' guide, equipment

Equipment	Quantity
Computer	1 for each member of the work team
Diverse software	Project management software: Microsoft/Meister/Basecamp/Nifty/Teamwork
Printer	1
Paper	As much as necessary
Post its	As much as necessary

Level of difficulty (easy, medium, advanced)

Medium

Tags

Planning

Tool #6. Change readiness assessment

Target group (who can use it)

Change leaders and managers, stakeholders, and professionals/practitioners

Short description

Having the change leaders and the work team a Project plan drawn, the next step should be applying the "Change Readiness Assessment". This tool will allow change leaders and managers to assess the readiness of each team(s) member and/or stakeholder(s) for the envisaged change. This assessment will be useful to design and manage the next step "Behaviour Change".

Detailed description of the tool and required material, attachments

Change Readiness Assessment Template comprises a set of questions distributed in five categories: awareness, desire, knowledge, ability, and reinforcement. The answer to the questions under those

categories will provide useful information for leaders of change to plan and manage the behaviour of people involved in implementing the change at stake. The information gathered with that survey will provide a concrete picture where everybody involved stand on and start from. It will also provide insights to understand and manage personal transitions later (see Tool 8 for more details and deeper understanding).

Thus, the questions of the template below should be used to produce a Google Forms/SurveyMonkey to be applied to people involved/get involved in the foreseen change through Internet. Respondents should be encouraged to respond as carefully and truly as possible to validate the information thus collected. The answers to the questionnaire can be treated through descriptive statistics and/or even carry out some correlational analyses, for example between awareness, knowledge, and ability; or between desire, knowledge, and ability; or between desire and reinforcement; or others that are considered useful for planning and managing change.

Users' guide, equipment

Equipment	Quantity
Change Readiness Assessment Template	1
Google Forms/SurveyMonkey	1
Statistics analysis software as SPSS	1

Level of difficulty (easy, medium, advanced)

Easy to apply, medium to analyse

Tags

Preparing Behavioural Change

Change Readiness Assessment Template

☐ **Team:**_____ ☐ **Stakeholder:** _____

Questions to Assess Change Readiness	**Yes**	**Partial**	**No**
(Awareness) Does your team or does your stakeholder understand…			
1. the problems inherent in the current situation?			
2. the opportunities that are being missed if the change doesn't happen?			
3. what is trying to be achieved?			
4. how things will be better?			
5. how the change will impact their area of work?			
6. what their role will be in the future state?			
(Desire) Does your team or does your stakeholder…			
1. know that management is aligned with the change efforts?			
2. feel their concerns, questions, and needs are being heard?			
3. feel hopeful about the future?			
4. see value in the change?			
5. believe a well thought out strategy is being put in place to achieve the change?			
(Knowledge) Does your team or does your stakeholder… (skills, informational, training)			

1. have the necessary information, knowledge and skills to successfully fulfil their role?			
2. know where to go for additional information about the change?			
3. know what campus resources are available to support the personal side of change?			
4. know what success looks like?			
5. have a plan to achieve success?			
6. know which behaviours will need to change?			
(Ability) Does your team or does your stakeholder… infrastructure (systems, tools)			
1. believe that the organisation has provided appropriate resources (time, staff, information, etc.) to support the anticipated change?			
2. have the necessary systems, processes, and policies in place?			
3. have the ability to execute the new behaviours required for the change?			
4. know how to perform the required tasks?			
(Reinforcement) Does your team or does your stakeholder…			
1. view management as a resource for removing/overcoming barriers?			
2. have mechanisms in place to reinforce the required behaviours?			
3. have metrics in place to assess the ongoing effectiveness of the change?			
Total			

Adapted from Berkeley University of California, Change Management Toolkit

Tool #7. Behaviour Change Plan

Target group (who can use it)

Change leaders and managers

Short description

To Plan Change Behaviour, leaders and managers of change should get the answers to the questions listed below and go through the „Detailed description of the tool and required material, attachments", follow the steps indicated, using the template provided (Behaviour Change Plan Template).

Detailed description of the tool and required material, attachments

To achieve successful implementation, changes in individual behaviours are required. Behavioural changes cannot be left to chance; they must be proactively planned for. A behavioural change plan defines what success looks like, so it can be measured after the change is implemented. The most successful behavioural change plans look at the:

- Behaviours that need to change
- Systems, processes, and procedures that need to be in place to ensure success
- Other preparation activities required (e.g., training)
- Consequences necessary to sustain behavioural change

Using the questions below, a behavioural change plan is created by the team, for the team, to ensure sustained behavioural change:

1. What behaviours need to change?
2. What does success look like? How will you measure it?

3. What knowledge, skills, and abilities are needed to ensure new behaviours?
4. What systems and tools are needed to support the behaviour change?
5. What new policies, procedures, and/or processes are needed to support the behaviour change?
6. What training is needed to support the behaviour change?
7. What organisational assistance is available to emotionally support the professionals?
8. What reinforcements/consequences need to be in place to sustain behaviour change?

The image below illustrates the procedures of this tool. The leader creates an initial draft of the plan which is distributed to the team to obtain feedback. The team's feedback is then incorporate into a revised plan to achieve buy-in prior to implementation.



Users' guide, equipment

Equipment	Quantity
Computer	1
Behaviour Change Plan Template	2 (draft and revised plan)
Paper	As much as needed

Level of difficulty (easy, medium, advanced)

Medium

Tags

Changing behaviour

Behaviour Change Plan Template

Behaviours that need to change	**Systems, processes, and procedures to be in place**	**Other preparation activities required (e.g. training)**	**Milestones (consequences needed to sustain behavioural change)**
…			

Tool #8. Manage Personal Transitions

Target group (who can use it)

Change leaders and managers

Short description

To manage personal transitions, leaders should use all the tools and templates provided in this tool.

Detailed description of the tool and required material, attachments

For a long time, it was thought that change was a consequence of more information, of more knowledge. However, with the development of neurosciences, namely with the work of António Damásio, it became known that reason and emotion work together, namely in decision making. Theories of motivation also stresses that without emotion there is no motivation (no energy) to get things done. Highly successful change efforts find ways to help others see the problems/solutions in ways that influence emotions and "manage concerns" (Hall & Hord, 2015).

Often what looks like resistance is "concern" or "exhaustion". Motivation provides the energy that a person in a process of change needs to maintain self-control and overcome concerns.

Make people feel the need for change

Find the Feeling
Knowing something is not enough to cause change. When people fail to change, it is usually NOT due to a lack of understanding. Analytical arguments don't motivate; emotions motivate. Eliciting negative emotions can motivate quick/specific actions, but eliciting positive emotions is a better approach when broadening/building actions are needed for the change effort.

Shrink the Change
When a task seems too big, or a journey too long, the person becomes emotionally overwhelmed and resists. People get easily demoralised and they need a lot of reassurance. One way to make the change less daunting is to help people create impact and feel closer to the finish line by proactively planning for quick wins and creating easy to reach milestones. People find it more motivating to be partly finished with a longer journey than to be at the beginning of a shorter journey. Quick wins and easy to reach milestones, create a sense of progress and immediate impact and make the change effort seem less daunting. These create feelings of hope and increase the people's confidence that the change can succeed. Feelings of hope and confidence are motivating to people in a process of change.

Grow Your People
Any pursuit, event one that is ultimately successful, is going to involve failure and people really, really, hates to fail. Failure triggers a "flight" instinct. To keep people motivated, adopt a learning frame to assist the people emotionally in having a growth mindset. Lasting change is rarely a smooth journey. More often, it is experienced as three steps forward and two steps back. Create the expectation that while the overall mission will NOT fail, failures are expected along the way. People will persevere if it expects the journey will be hard before it is easy, and if it perceives falling as learning rather than as failing. (Berkeley, w/d)

Transition Model (Bridges, 2017, in Berkeley, w/d)
As a leader of change, it is important to recognise how change will impact the emotional experience of a follower. One way to understand change is in terms of situation and transition.

Change is situational. It is a disruption of expectations (e.g., new worksite, manager, roles, policy, processes, technology, etc.). Every change, even the most longed for, requires leaving something behind and letting go.

Transition is psychological. It is the process people must go through to come to terms with the new situation. It requires letting go of something, grieving in some way, experiencing feelings of loss and processing those effectively to move forward. This requires time and, since it is experienced internally, it may be invisible or hard to observe in others.

The transition process has three stages:

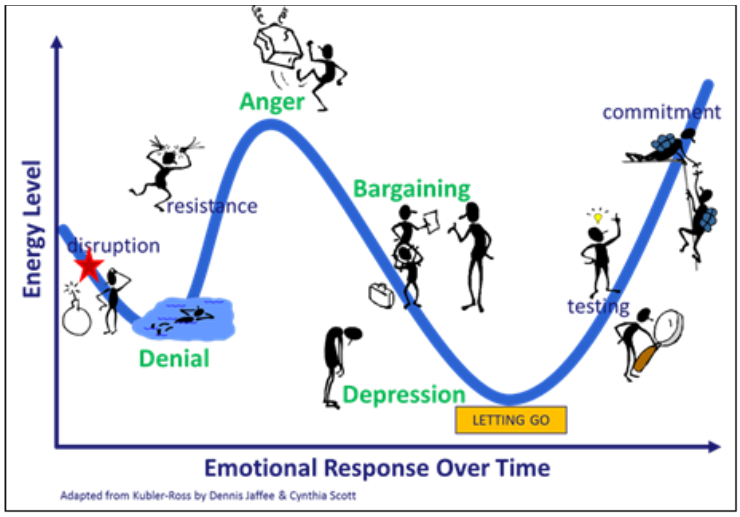


The work of **Endings** is letting go of the way things have been, including acknowledging what will end and what will be retained in the new.

The work of the **Neutral Zone** is finding clarity amid confusion. This is the space between the old familiar way and the future state. It is filled with both danger and opportunity. It feels like being between trapezes, where there is nothing to hold onto.

The work of **Beginnings** is managing the ambiguity of starting something new. It requires understanding why the old way had to change, having a picture in mind of the future state, a plan for getting there, and a role in the new state.

Change Process Model (Kubler-Ross, 1969, in Berkeley, w/d)
Another way to understand change is Elizabeth Kubler-Ross' Grief Cycle Model (1969) illustrated here. This model, originally used to explain an individual's bereavement change journey, is also widely used to explain the emotional responses people experience during other forms of change.



The model identifies an individual's emotional journey over time. A leader must support people differently at each of the different emotional stages. The stages of change are:

- Denial
- Anger
- Bargaining
- Depression
- Acceptance

While the journey appears sequential, in real life people move through the stages at different rates. Some individuals go through the stages in a rather linear fashion. They seem to zip right though the resistance parts of the journey, moving rather quickly straight to acceptance. Others may get stuck for a period at a particular stage. They have trouble "letting go" causing them to get stalled along the way.

When multiple changes are staggered or simultaneously occur in an organisation during a short period of time, it is not uncommon for an individual to revert to an earlier stage as the next wave of change hits.

Interestingly, all individuals tend to go through the same emotional journey whether they perceive the change as a positive (something they've chosen) or as a negative (something that has been thrust upon them). People often wish they could skip the resistance part of the journey; they can't. They must go through each of the stages to let go of the past and move forward into the future.

A leader will notice his/her followers moving through the stages of change at different rates. To set the team up for success, it will be necessary to be attentive to the emotional stage everyone is experiencing and adjust his/her support accordingly. In addition to being a resource for the leader's team, he/she will want to use the strategies below (see Change Process Indicators & Strategies Template) to provide support his/herself as well.

In the Change Process Indicators & Strategies Template are listed behavioural indicators along with various strategies to use at each stage to help the leader generates a plan to provide individual support. Recognising and proactively responding to the needs of each follower at each stage will help mitigate resistance and provide momentum to move followers forward through the change journey.

Another way to effectively manage resistance to change is to tap back into leader own core values and find a way to anchor one or more of them to some aspect of the change. At the time a change is announced, the Core Values Exercise Template may be used proactively to create emotional resonance and assist the leader in supporting the change from a place of authenticity. If the change is already underway, the tool may be used reactively to help you mitigate internal resistance and continue moving you forward through the change journey.

For example:

- If one of the leader Core Values is **Creativity**, and he/she believes the change will bring him/her more opportunities to be creative in his/her job (doing less repetitive/routine work) then this would contribute to he/she supporting the change.
- If one of the leader Core Values is **Responsibility**, he/she may be able to tie supporting the change efforts to what it means to him/her to be "responsible" at work and be able to support the change authentically from that perspective.

Finally, the change leader must bear in mind and apply the Best Practices for Leading Change – What to Do & What NOT to Do listed in the Template below.

Users' guide, equipment

Equipment	Quantity
Change Process Indicators & Strategies Template	1 for each leader/manager of the change process
Core Values Exercise Template	1 for each leader any time it will be found appropriated to be used
Best Practices for Leading Change – What to Do & What NOT to Do Template	1

Level of difficulty (easy, medium, advanced)

Medium

Tags

Change Process Indicators & Strategies Template

Denial Stage

You See:

- Indifference
- Disbelief
- Going through the motions
- Avoidance/Withdrawal

You Hear:

- Silence
- "It's OK"
- "It will never happen"
- "It won't affect me"
- "All we need to do is…"

Strategies:

- Provide frequent, consistent information about the change; explain what to expect and actions to adjust
- Clarify what is changing and what is not
- Place change in broader context
- Address rumours and misinformation; confront without threatening

Resistance (Anger/Bargaining/Depression) Stage

You See:

- Anger/Hostility
- Complaining
- Glorifying Past
- Scepticism
- Accidents
- Lack of concentration

You Hear:

- "It's unfair"
- "It doesn't make sense"
- "I'm leaving"
- Asking for more detail

Strategies:

- Acknowledge and legitimize feelings, don't justify the need for change now
- Clarify case for change
- When old issues resurface, don't choke, or punish them
- Give more information about the change; tell people where they stand
- Establish firm expectations
- Determine knowledge/skill gaps to prepare for the change
- Provide exposure and opportunity to influence participation

Testing Stage

You See:

- Exploring options
- Risk-taking
- Tentativeness
- Impatience
- Activity without Focus

You Hear:

- Enthusiasm
- Optimism
- "I've got an idea"
- "Let's try…"
- "What if…

Strategies:

- Focus on short –term goals and priorities
- Encourage personal stock-taking and goal setting, and exploring options
- Encourage risk-taking
- Encourage new skills to be acquired
- Reinforce desired behaviours
- Celebrate successes and endings
- Provide opportunities for participation and contribution
- Acknowledge efforts and the struggle

Acceptance Stage

You See:

- Acceptance of the change
- Future orientation
- Initiative
- Self-efficacy
- Confidence

You Hear:

- "How can I contribute?"
- "Let's get on with it"
- "We can do it even better"
- "I'm prepared whatever comes up"

Strategies:

- Provide guidance, support, and recognition
- Provide frequent feedback on progress
- Establish "performance levers" to sustain new behaviour
- Provide leadership: less information, more inspiration
- Be careful not to overload or burnout
- Enrol as advocate to assist others

Core Values Exercise Template

Circle your top 5 values from the list below. Add any that are missing that are meaningful to you.

Authenticity
Balance
Commitment
Compassion
Concern for others
Courage
Creativity
Education
Empathy
Excellence
Fairness
Faith
Family
Freedom
Friendship
Fun
Generosity
Genuineness
Happiness
Harmony
Health
Honesty
Humour
Integrity
Intelligence
Joyfulness
Kindness
Knowledge
Loyalty
Openness
Perseverance
Personal growth
Respect for others
Responsibility
Security
Serenity
Service to others
Success

Looking at your identified core values, can you align one or more to the change? If so, how?

Adapted from Berkeley University of California, Change Management Toolkit

WHAT TO DO

Provide information, what you know, what you don't, when to expect updates. Employees need all available information to make realistic assessments and effective plans. Share what information you have when you have it: what is changing, what is not, what is known, what is unknown, when to expect updates.

Display a positive attitude. As the leader, you are in a position of great influence. In a sense you are your team's North Star. Even if you are not yet fully onboard with the change, display to your team an attitude that is unbiased and welcoming of feedback.
Stay connected to your team. Focus on team goals, foster support, monitor functioning, and celebrate achievements.
Re-recruit people. Reiterate to each team member their value, and your desire to have them remain on the team and support the change.
Surface issues and concerns. Show empathy; help employees reframe their personal response to the change so they can effectively manage their own personal resistance
Provide more structure. Define short-term objectives, time frames, priorities, and standards to help your team regain its equilibrium
Protect quality. Education standards must remain high.
Delegate. Continue delegating work tasks while remaining mindful of each professional's emotional stage and providing them relevant support.
Empower. As appropriate, give professionals more influence in day-to-day decisions. Determine the appropriate level of authority to assign by considering a professional's current emotional stage, level of experience, capability, and the task itself.
Raise the bar. Provide challenging assignments and coach professionals to grow and develop their skills
Recognition. During change it is especially important to show appreciation and provide **acknowledgement for work well done.**
2-way communication. Be honest about what you can't say or don't know and be opened to hearing feedback.
Inform/update higher management. Provide candid feedback on the change as it relates to the work and its impact on the people. This ensures leadership has the information needed to make informed decisions
Practice the 4 Vs. This is not a change strategy by itself, rather a piece of a larger strategy, or a tool, to use at the very moment the change goes live.

1. **Visibility** – Be visible, available, and interested in your professionals during this time. Brief check-ins will leave professionals feeling supported and valued.
2. **Variability** – Allow for varying personal reactions (see Kubler-Ross grief cycle model, pages 36, 38-39) and give employees more flexibility at work to take care of themselves.
3. **Ventilation** – allow opportunities (both formal and informal) for employees to tell their stories, compare their reactions, and express their feelings. Productivity may decrease initially; however, allowing ventilation can expedite getting back to a focus on work.
4. **Validation** – say thank you and acknowledge employees for their contributions. Special recognitions and verbal encouragements go a long way in challenging times.

WHAT NOT TO DO

Don't censor information or hold back until everything is known. Professionals need all available information to make realistic assessments and effective plans. Share what information you do have, when you have it even if the information you have is not complete.

Don't express cynicism. Professionals look to you as a role model and need your support and constructive guidance.

Don't be unrealistically positive. Don't be Pollyanna… acknowledge when things are difficult.

Don't isolate yourself. Professionals need access to you to feel supported. Use professionals' cues to know when to become more involved and when to back off.

Don't expect professionals to all react the same way at the same time. Professionals respond to the same situation differently (see Kubler-Ross grief cycle model).

Don't enable resistance. Enabling is an action you take that protects the employee from consequences of his/her actions and actually helps the employee to not move through the change process. Examples of enabling include:

- **Covering Up.** Providing alibis, making excuses, or even doing someone's work for them rather than confronting the issue that they are not meeting expectations.
- **Rationalizing.** Developing reasons why the person's behavior is understandable or acceptable.
- **Withdrawing/Avoiding.** Avoiding contact with the person whose behavior is problematic.
- **Blaming.** Blaming yourself for the person's continued challenging behavior or getting angry at the individual for not trying hard enough to improve their behavior or to get help.
- **Controlling.** Taking responsibility for the person by significantly changing their environment or trying to minimize the impact by moving them to a less important job.
- **Threatening.** Saying that you will take action (i.e., formal disciplinary action) if the employee doesn't improve, but not following through.

Adapted from Berkeley University of California, Change Management Toolkit

Tool #9. Feedback Strategy Overview & Options

Target group (who can use it)

Change Leaders and Managers

Short description

For leading and managing change, it is very important to get and provide feedback. Several strategies are herein provided to be chosen at each phase of that process. Change Leaders and managers just have to analyse those provided on the template below and choose the best appliable to the phase of change they are planning or undertaking.

Detailed description of the tool and required material, attachments

When implementing a change, create a feedback strategy for each phase of the change: • **Pre-implementation** – used to understand existing **concerns** • **Implementation** – illustrates how the implemented change immediately impacted the identified concerns and helps determine if iteration is necessary

- **Post-implementation** – used to monitor and control the implemented change and fosters continuous improvement

The data collected in each phase allows the Project Team to understand the successes and ongoing opportunities of the roll-out. This information is communicated to the Leadership Team to enable informed decisions. The following graphic illustrates the elements of the feedback strategy.



Feedback Strategy Options

When obtaining feedback there are various self-service or in-person methods to choose from. Use the Feedback Strategy Options Template below to select the strategies that best apply.

Users' guide, equipment

Equipment	Quantity
Feedback Strategy Options Template	At least 1 for each phase of implementation.

Level of difficulty (easy, medium, advanced)

Medium

Tags

Keeping change going and on track and people involved

Feedback Strategy Options Template

Self-Service Feedback Strategies

Description	Advantages	Pre-Implementation	Implementation	Post-Implementation
Surveys/User Polls *(Survey Monkey, Qualtrics, etc.)* Used to obtain the overall pulse of the change. It is best to use no more than four surveys during the lifecycle of the project to avoid survey fatigue. *(requires vetting of questions and testing of tool selected prior to use)*	• easy to use • reach large numbers of people anonymous (optional)	1 survey to understand current state	1 pulse survey sent one week after go-live date	Used periodically for continuous improvement
Open Comment Box An open text box that lives on a dedicated project specific web page or a department's intranet. This mechanism is best suited for post-	• live URL available 24/7 • anonymous (optional) may leave open indefinitely for ongoing	n/a	Ongoing throughout implementation period	Ongoing for continuous improvement purposes

implementation where the feedback goes directly to the process owner for continuous improvement. *(may require ongoing monitoring)*	input			
Incentivized Feedback Use work appropriate incentives to increase feedback participation (e.g. raffle, gift cards, event tickets, etc.). *(consider any potential impact the incentive may have on the data being collected)*	• elicits creates excitement that increases individual participation and leads to word of mouth marketing	n/a	n/a	Collect feedback over 2- weeks
1:1 Meetings Utilize 1:1 meetings to learn how the change is being received *(requires safety and trust)*	• comfortable setting • enables vulnerability gathers individual in-depth feedback	Discussion topic at each 1:1 meeting	Discussion topic at each 1:1 meeting	Discussion topic at each 1:1 meeting until change fully realized

In-Person Feedback Strategies

Description	Advantages	Pre-Implementation	Implementation	Post-Implementation
Team Meetings Allows employees to surface feedback on the change in their current team environment. *(requires strong facilitator)*	• creates transparency raises group issues	2-3 meetings to collect/share information	Bi-weekly meetings to collect/share information throughout implementation period	2-3 meetings to collect/share information
Focus Groups (5-12 participants) Allows the Project Team to	• shared experience • participants react together	1-5 sessions	n/a	n/a

solicit specific feedback from key contributors. *(requires strong facilitator and real-time transparency of information captured)*	and build off of each other's comments option to curate audience			
Townhalls Use to summarize findings, celebrate successes, and address opportunities related to the change across all key audiences *(requires strong facilitator and prepared agenda)*	• reach large numbers of people • creates transparency solicits community input	1 – 2 meetings to provide key information	n/a	1 – 2 meetings to provide key information

Adapted from Berkeley University of California, Change Management Toolkit

Tool #10. Success Metrics Overview

Target group (who can use it)

Change leaders and managers

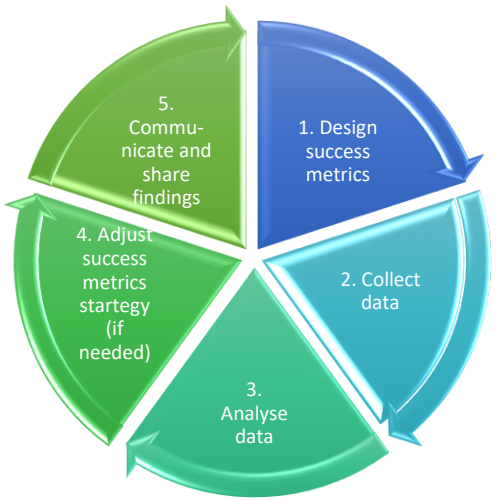
Short description

This tool allows change leaders to take the pulse to the change process. The „Detailed description of the tool and required material, attachments" must be read and the template below filled in to initiate the process of assessing change success.

Detailed description of the tool and required material, attachments

When implementing a change in the workplace, it is imperative to have success metrics. Success metrics can be defined as the metrics that help leadership to assess the overall health and achievement of the change. Success metrics are useful across all levels of the organisation as they evaluate, indicate, and measure performance based on the objectives set forth by the change initiative. From a leadership standpoint, they help leaders understand the initiatives overall impact. Many of these metrics include specifics on how many professionals are affected and how the change has impacted their engagement.

The graphic below shows the cycle of determining and tracking success metrics for the change initiative.



Success Metrics are quantitative data obtained from:

- Change Target Satisfaction
- Financial Performance (e.g., cost, revenue)
- Operational Performance (e.g., rework, lead time, handoffs)
- Service Quality (e.g., quality, defects, volume, frequency)
- Public Outreach (e.g., number of people impacted)
- Supplier Performance (e.g., reliability, durability)

Feedback is qualitative data obtained from:

- 1:1 Meetings
- Team Meetings
- Focus Groups
- Surveys
- Open Comment Box (Live URL available 24/7)
- Incentivised feedback

Success metrics and feedback are used to understand the current landscape of the change effort through all stages of the initiative. Quantitative data can be disseminated via metrics reporting. Qualitative data must be combined and grouped into common themes to bubble up relevant information. For transparency, all impacted employees must be provided the outcome of the metrics and feedback provided to leadership.

Pre-Implementation – gather success metrics

Use the time before implementation occurs to hypothesize possible success metrics tied to the change objectives. These metrics should be defined before Day 1 of the Pilot, Big Bang, or Phased Big Bang kick-off. The STAIRS Country Reports provide useful data for doing this.

Implementation – Pilot, Big Bang, or Phased Big Bang kick-off

The first three months is the learning curve period. During this time, expect many of the metrics to be volatile. Typically, after three months the data will start to normalise, and a true pattern of the strategy's performance will emerge.

Post Implementation – monitor, control success, and promote continuous improvement

By the end of the testing period the change strategy should now be evergreen in your department. To ensure its continued success, monitor and keep all success metrics visible to the users at hand. Update these metrics with a particular cadence (weekly, bi-weekly, etc) and have conversations around achievements or improvement opportunities as they arise throughout the year.

Ongoing monitoring of metrics ensures a feedback loop for continuous improvement. This feedback helps leadership to understand that no one process is forever optimal. By maintaining the conversation of metrics, we can collectively celebrate success while continually exploring improvements together.

Users' guide, equipment

Equipment	Quantity

Success Metrics Template	As many as necessary

Level of difficulty (easy, medium, advanced)

Advanced

Tags

Taking the pulse to the change process

Success Metrics Template

What is changing?	**What is the measure?**	**Success metrics data category**	**Currently exists as a metrics (Y/N)**	**Data owner**	**Frequency**
…					

Success Metrics Data Categories

Financial Performance (e.g., cost, revenue)	**Operational Performance (e.g., rework, lead time, handoffs)**	**Service Quality (e.g., quality, defects, volume, frequency)**
Sponsors and beneficiaries' satisfaction	Public Outreach (e.g., number of people impacted)	Supplier Performance (e.g., reliability, durability)

Adapted from Berkeley University of California, Change Management Toolkit

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STAIRS MOOC - Book of Modules

Learn to do more - How to foster policy-related learning to achieve meaningful change towards inclusive education?

STAIRS – STAKEHOLDERS TOGETHER ADAPTING IDEAS TO READJUST LOCAL SYSTEMS TO PROMOTE INCLUSIVE EDUCATION

Co-funded by the Erasmus+ Programme of the European Union

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INTRODUCTION TO THE STAIRS MOOC

The STAIRS project *(Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education*) aims to support national, regional, and local stakeholders who are working to promote inclusive education and training through a process of learning and adapting multi-agency initiatives based in other European countries. The STAIRS MOOC: *Learn to do more - How to foster policy-related learning to achieve meaningful change towards inclusive education?* aimed shine a light upon and promote social inclusion through education by documenting good practice exemplars which were particularly based upon multi-agency collaboration. This MOOC has been created by 7 institutions from Croatia, the Czech Republic, Hungary, Ireland, Portugal, and Slovenia within the STAIRS project (*Stakeholders Together Adapting Ideas to Readjust Local Systems to Promote Inclusive Education*). The MOOC takes the learner on a journey through modules that focus on policy and policy makers and the policy context of inclusion in education, schools and practitioners, vocational education, and special education initiatives. The MOOC also focuses on the impact of key agents of change such as policy makers, teachers, and other education practitioners in promoting and sustaining an inclusive ethos. The final part of the journey examines the task of change management and adapting initiatives at national, regional, and European level. The MOOC specifically examines the process of managing mindset change and explains the change management toolkit which was devised as part of the STAIRS project. The Change Management Toolkit (CMT) can be used by stakeholders who are interested in transforming education through multi-agency inclusive initiatives. Throughout the modules, a range of initiatives from Ireland and Portugal are used as exemplars of good practice. The modules plot their impact on tackling social and educational exclusion through multi-agency collaboration. It also explores how selected countries (Slovenia, Hungary, Croatia & Czechia) created their own national adaptation plans based on adapting elements of the Irish and Portuguese initiatives. It is hoped that by participating in the STAIRS MOOC, educators and policy makers will gain new knowledge and insights into the types of multi-agency collaboration that best promotes and sustains social and education inclusion for all citizens.

The STAIRS MOOC examines social inclusion measures targeted at marginalised and excluded communities and includes projects from pre-school to further education and training. Learners who engage with the STAIRS MOOC will gain insight from a wide variety of initiatives targeted at children and young people from marginalised backgrounds, those who are at risk of early school leaving or those who have left formal schooling without formal qualifications. There is also a focus on the link between early school leaving and SEN. The goal of the project is not only to document exemplars of good practice that address social exclusion and marginalisation, but also to find initiatives that fit target groups the best

and which lend themselves to be adapted in another country. The project will document the planning that underpins the process of adapting an initiative, taking into consideration different policy, education, and national contexts. The adaption plans will document not only the process of adapting initiatives but will also serve as a basis of upscaling project results to other countries in Europe. Engaging with the MOOC will enable the learner to explore how the STAIRS project designed activities to support the development of country adaption plans. They will be guided through this process and will gain insight into the types of knowledge sharing that is required to extend inclusive practices beyond country borders. It provides a general framework for replicating and adapting education initiatives, whilst recognising specific national, regional, and local contexts. It will also document the kinds of adjustments and modifications that must be made for successful adaption. It will also outline the types of policy changes that are required to ensure these education initiatives can be replicated as smoothly as possible in other European countries.

This document provides a detailed outline of each of the modules contained in the STAIRS MOOC. It documents for each module, the recommended ECT, and a brief overview of the aims and syllabus. It also outlines the learning outcomes and indicative study resources. The main body of the document provides the detail underpinning each lesson and associated assessments. It is hoped this document will be used a guide for academics, policy makers etc. when designing modules and/or courses on topics such as multi-agency partnership in education, inclusive education, adapting and upscaling educational initiatives, and change management. The following pages document the content underpinning each module. The module syllabus, learning outcomes, study resources and assessment are documented.

Introductory Module

Introduction

This module provides an overview of the STAIRS project, the objectives of the MOOC and a brief outline of the individual modules. It will detail what the learner should expect from engaging with the STAIRS MOOC (knowledge, Skills & Attitudes). The module will provide background information on the STAIRS project and will document the key outputs arising from the project. It will outline the aims and objectives of the project, particularly the multi-agency and policy level focus. It will provide background information on the six European partners and their focus (primary, post-primary, VET etc.) It will describe the evolution of the good practice grid and the Irish and Portuguese case studies which used as exemplars of good practice inclusive initiatives throughout the MOOC. It will also elaborate on the role of the study visits and the process of self-reflection, development of the national adaption planning process and upscaling to European Adaption Guidelines that emanated from the study visits. It will also detail the process of change management and the change management toolkit.

Syllabus

This module will provide an overview of the STAIRS project and its key aims and objectives. It will emphasise the multi-agency focus as a key response to addressing social exclusion and marginalisation in education. It will outline and explore the good practice guidelines and how the guidelines assisted the selection of case studies which demonstrated optimum multi-agency collaboration and partnership in Ireland and Portugal. The module will also document the study visits which facilitated a deep exploration of the various components of the case studies, and the subsequent work which emanated from the study visit period – discussions, learning diaries and self-reflection questionnaires. It will outline the process of adapting the case studies and the role of the national adaption template. The upscaling from the national adaption plans to European Adaption Guidelines will also be explored. It will describe the process of change management and explain the Change Management Toolkit. Finally, this module will summarise the key findings from the STAIRS project and particularly, the recommendations targeted at local, regional, national, and European policy makers.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Understand the aims and objectives of the STAIRS project, and the multi-agency approach to addressing social exclusion and marginalisation in education.
- Critically reflect on the key issues underpinning a Good Practice Grid.
- Evaluate the significance of adapting and upscaling national projects.
- Examine the role change management plays in initiating educational and social change.

2 Affective: Attitude and Values

- Value the development of communities of practice which underpin effective cross-national collaboration.
- Value policy makers and other key stakeholders in the educational field and the role they play in addressing educational exclusion and marginalisation.
- Appreciate the complex nature of adapting and upscaling national project.
- Appreciate the impact of change management on initiating positive social and educational change.

1 The STAIRS Project (*Stakeholders Together Adapting Ideas to Readjust Local Systems to promote Inclusive Education)*:

- was a collaborative, learning project involving seven institutions from six European countries.
- lasted three years and four months.
- focussed on the upscaling of good practice in inclusion, and social inclusion, in particular.
- employed a variety of rich research resources including identification of good practice and determination of status quo in partner countries.
- by means of rigorous scrutiny of recognised good practice through 'virtual' study visits developed national adaptation plans.
- scrutinised inclusion phenomena ranging from literacy initiatives to vocational education and training, and lifelong learning.
- generated a great deal of data (some still to be mined further and exploited).
- adopted, adapted, and created investigative instruments and used technology to overcome unforeseen barriers.
- produced a toolkit for change management, European Adaptation Guidelines, and a seven-module MOOC.

The project examined and explored existing meaningful and inclusive, high-quality educational opportunities where those rights of the learners (and those around them) are afforded active participation in society. The main focus was on upscaling available knowledge of good, inclusive policy and practice into more effective policy and practice elsewhere.
The project rationale: Effective learning about good practice leads to change and improvement in practice and thus the more who know about and are involved in knowing about such the greater the overall upscaling is likely to be.

The Project Vision: local systems being active in supporting prevention, intervening, and compensating for social inequality.

At each stage of the project, knowledge gathering, knowledge exchange and knowledge transfer and how knowledge might be applied all took place. Knowledge, per se, is not enough for learning to have occurred. Reflection on what had been perceived needed time for absorption and consideration of contextual relevance and potential application.

Phase	Aim	Step
Research and analyses	Desk research was conducted to define learning needs in the national context of learning countries and to establish good practice case studies for the policy learning process. This aspect of the process also included the use of a Good Practice Grid, which outlines the key criteria underpinning good practice initiatives, especially initiatives that involve a multi-agency response. An analysis of the good practices was made by the learning countries to preliminarily determine what good practices could potentially help answer, and best fit the defined learning needs.	1) Identifying national challenges 2) Finding sharing partners 3) Searching for good practices
Mutual learning	Learning event(s) (e.g., study visits) were oranized to share and learn from the identified good practice initiatives. Exchanges of practical knowledge, discussions and networking amongst stakeholders were at the forefront (at both the learning events and afterward in an online forum format) to gather vital information and key insights for implementing lessons learned in the national context.	4) Preparing for study visits 5) Planning study visits 6) Implementing study visits
Exploitation	National teams of experts and stakeholders developed proposals and/or recommendations for the implementation of the lessons learned in their own national context. By following the policy learning process, key insights from all national teams were combined to exploit lessons learned further at the	7) Summarising lessons learnt 8) Planning the adaptation of good practices 9) Planning and managing the process of change

	European level.	10) Synthesising and upscaling lessons to the wider EU community

The STAIRS Good Practice Grid

One of the first tasks of the Stairs project was to identify exemplars which demonstrated effective multi-agency collaboration in education, and which were focussed specifically on addressing educational exclusion, marginalisation, and disadvantage. We were keen to select exemplars that could be adapted in other European countries. To select exemplars, it was important to have an agreed understanding of multi-agency collaboration and, how to identify effective multi-agency collaboration. At the start of our deliberations, we posed several key questions:

What do we mean by multi-agency collaboration?

What is effective multi-agency collaboration?

How do we identify good multi-agency practice in education (good practice that specifically challenges exclusion, marginalisation, and disadvantage)?

We took an evidence-based approach in answering these questions, and in the process devised 40 indictors/criterion that could be used to show evidence of multi-agency collaboration. These indictors can be used to identify good practice multi-agency collaboration, by posing the question: 'Is there evidence of…?'

We then devised a *Good Practice Grid* to enable us to identify to what extent there is evidence of each criterion. We developed three divisions to evaluate each criterion: a lot of evidence, some evidence, and no evidence. On further consideration, it was felt that while the individual criteria are useful on their own, there was also a need for a more meaningful thematic grid. There was also a lot of similarly between some criteria. Therefore, after further deliberation and evaluation, the 40 criteria were subdivided into six broad thematic areas:

• Policy context of the initiative (which includes the policy underpinning the initiative –

including the historical foundation);
• Funding (how the initiative is funded);
• Schools and Institutional (e.g. higher education, teacher education, private enterprise etc.) involvement;
• Practitioners (history of working together, communication, management of project/initiative (internal organisation);
• Collaboration (opportunities for agencies to come together to share ideas and explore/discuss/identify good practice);
• Professional Development (opportunities for teachers and practitioners etc. to gain new skills, knowledge or dispositions and/or avail of CPD from the initiative).

Once we were satisfied with the criteria and overarching thematic areas, we used the Good Practice Grid to select the Irish and Portuguese good practice case studies. The Good Practice Grid was also used by the learning countries to evaluate the selected case studies from their own national context, and to assist in refining additional questions in areas into which the country wished to gain more insight into. The learning countries were then tasked with evaluating the Irish and Portuguese case studies in the context of potential adaption. Assessing the potential for adaption, the Good Practice Grids enabled the learning countries to answer three crucial questions:
What have you found that was directly useful to you and could be broadly replicated?
What, though with some difficulty, could be adapted or expanded to suit your needs and how?
What, though of interest, would be unworkable within your contextual needs and why?

The Good Practice Grid therefore enabled the selection, comparison, and evaluation of multi-agency collaboration. It was also invaluable in assessing the suitability of multi-agency initiatives for adaption. It has therefore, a wide range of uses within the context of assessing European multi-agency collaboration for inclusion.

The Country Reports

In the STAIRS project, learning countries such as the Czech Republic, Croatia, Hungary, and Slovenia identified their *needs and demands s*ummarised in individual Country Reports**.** These countries in their relatively new or re-newed (post-1989) states have a different history in relation to inclusive education. Multi-professional collaboration, for example, in this field is still developing. Preparing country reports was an important part of the learning process to become aware of current situation regarding inclusive education in participating countries. Country reports in the STAIRS project served as background materials for the partnership so partners might better understand the education system of the learning countries from the perspective of *inclusion* and *equity.* Drafts were presented at the second partnership meeting in Croatia and final versions completed and were posted on the project. The focus was particularly on policy level equity and inclusive education issues, interventions, and good practice measures with the aim of eliciting what more was needed to be learned to improve the status quo.

Good Practice Case Studies

The main purpose of STAIRS is to promote social inclusion through educational good practices which are particularly based upon multi-agency collaboration. The Irish and Portuguese partners were tasked with identifying examples of what appeared to promote good practice in combating inequality in education and training. The Good Practice Grid helped identify and recognise 'Good Practice' across a variety of context. The Irish partner identified five case studies that they felt were good exemplars of social inclusion initiatives to show case:

- DEIS (Primary)
- Limerick DEIS Primary Schools' Literacy Initiative
- Youthreach Programme
- Special Education Initiative
- Transforming Education Through Dialogue (TED) Project

-

The Portuguese partner identified the following case studies as good exemplars of social inclusion initiatives:

- TEIP initiative (specific focus on José Saramago Cluster of School & Santo António School Cluster)
- Portuguese Inclusive education model
- EduGep Project
- IVET model

Virtual Study Visits

Policy makers (national and regional), teachers and other practitioners from partner countries visited Limerick and Lisbon in 2020 to gain more knowledge about the good practice initiatives and to ascertain ways in which the selected initiatives could be adapted for their own region or national system. They were also tasked with keeping and developing a Learner Diary that was used to reflect on key learning from the study visits and to assist in the process of adapting selected case studies to their own national, regional and/or local contexts.

Three STAIRS project products enabled upscaling in principle and in practice:

- **Change Management Toolkit:** *The Change Management Toolkit* (CMT) is a collection of tools on how to achieve change in education. It was one of the outputs of the STAIRS project.
- **European Adaptation Guidelines:** The *European Adaptation Guidelines* (EAG) summarises and shares the key findings of the learning process of the project with the wider EU community involved, dedicated, and interested in ensuring more equitable education environments across the EU. It is particularly addressed to experts and practitioners, as well as national and international decision-makers in the field.
- **Massive Open Online Course:** The MOOC was developed to showcase the STAIRS

project, its aims and key outcomes and outputs.

Summary

The main goal of the STAIRS project is disseminating and upscaling good practices currently in place in Portugal and Ireland (sharing countries in the project) in the field of social inclusion and the examination of the adaptation process in the learning countries (Croatia, Czech Republic, Hungary, and Slovenia). One of the essential aims of the STAIRS was to select good practice initiatives that displayed effective multi-agency partnerships to address a particular community or need on promoting inclusion through and in education. For that purpose, a set of activities were developed, and documents produced, such as the Good Practice Grid, 'Case Studies of Good Practices' by the sharing countries and 'Country Reports' by the learning partners to identify learning needs to promote inclusion in their contexts. Those documents having been produced, the learning activities taken place, preparation for the study visits to Ireland and Portugal, as well as their implementation. Then, new knowledge acquired by the national teams of learning partners were identified, as well as the part of that knowledge that could eventually be adapted to each national context. It was in that phase of the process that National Adaptation Plans (NAPs) emerged, which drew upon the potential adaptation of policies and practices based on lessons learned to the respective contexts. The National Adaption Guidelines were then upscaled into the European Adaption Guidelines. Key to the adaption process is the recognition that transformation does not occur without a willingness to explore alternative education practice. Indeed, the central facet determining positive outcomes for the STAIRS project is the mind and attitude change the project is seeking to bring about. Learners (policy makers, state or regional government, educational officials, teacher educators, school leaders, schoolteachers etc.) must be willing to embrace change and uncertainty, collaboratively work together, think outside the box, be willing to adapt and reconsider taken for granted beliefs and practices, and provide funding to confront and address educational inequality. The multi- and inter-agency collaborative philosophy is a central component of the STAIRS project, along with the process of change management.

Module Study Resources

- Good Practice Grid
- Good Practice Case Studies from Ireland and Portugal
- Good practice case study template
- Country reports from Hungary, Croatia, Slovenia and Czechia
- National Adaption Plan Concept Paper
- National Adaption Plan Template
- European Adaption Guidelines
- Template of the Self-reflection Questionnaire
- Learning Diary Template
- Change Management Toolkit

Module 1: Policy, Policy makers and Funding

Introduction

This module provides opportunities for the learner to critical reflect on the impact of proactive policy makers & policy formation on the promotion of inclusive and equitable education. It offers the learner an opportunity to interrogate the broad aims of educational policy as well as the effects of educational policy on practice. It will highlight the importance of policy in grounding successful educational initiatives. It will examine how stakeholders can engage with policy makers to influence educational change and transformation. Through practical examples of national, regional, and local educational policy making provided in the module, it will focus on historical policy formation as well as the key role policy makers occupy in supporting educational initiatives. It will interrogate why support from national, regional, and local policy makers is important for the success of an initiative targeted at educational inclusion. There will be focus on both top-down and bottom-up approaches to policy formation and why both are important in addressing marginalisation, exclusion, and inequality. It will utilise practical policy examples from several EU countries, and the learner will gain knowledge about successful educational policies that specifically address educational inclusion. It will examine the key role funding, particularly sustained funding plays in ensuring educational policy is successfully implemented by schools etc.

Syllabus

This module will examine effective educational policies specifically targeted at marginalised and excluded communities and individuals and how such policies are adopted and implemented by schools and other educational institutions (e.g., further education & training). It will provide examples of the kinds of policy initiatives that are effective in supporting inclusion and addressing educational marginalisation. It will focus on bottom-up and top-down policy formation and will emphasise why both are important elements in the design and adoption of effective inclusive education initiatives. The module will examine the importance of a shared mission and commitment at policy level to equity and inclusion in successful education initiatives. There will be a focus on multi-agency approaches to policy formation and how policy makers can be centrally involved as partners and key stakeholders in addressing educational marginalisation and exclusion. The module will examine the impact policy makers have in driving change, and particularly the importance having a positive mindset, towards successful multi-agency collaboration and partnership working. The module will document examples of initiatives where policy makers at national and regional levels worked at the local level to initiate educational change. It will also focus on the importance of funding and particularly sustained funding on successful policy making and implementation.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Understand the role policy and policy makers play in ensuring educational initiatives addressing inclusion are successful.
- Reflect critically on the policy criteria underpinning successful educational initiatives.
- Evaluate the importance of both bottom-up and top-down policy making
- Recognise the interconnection between policy making and sustained funding to ensure initiatives are successful in the long term.
- Demonstrate a critical understanding of policy formation and evaluation and its relationship to successful educational outcomes for marginalised and excluded groups.

2 Affective: Attitude and Values

- Value policy makers as key stakeholders in the educational field and the role they play in addressing educational exclusion and marginalisation.
- Appreciate how successful educational policy making can contribute to transformative educational practice.
- Appreciate the key role policy plays in sustaining educational initiatives.

Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to the policy context of inclusion in education. To complete this module, the learner required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.

- Read the associated PowerPoint which accompany the video.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1

Lesson One: Inclusive Education: Building the Airplane while flying

Inclusion is now considered as a global agenda. International agencies such as the UNESCO, the European Union, the OECD, and the World Bank support and promote inclusive education. Despite the uncertainty of the term's meaning, the main goals and concept of inclusion is accepted world-wide on policy level. Concerning the progress made in implementing inclusive education, there is a considerate growing societal awareness of its benefits.

"Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market". (1)

"Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation. It is about shifting the focus from altering disabled people to fit into society to transforming society, and the world, by changing attitudes, removing barriers and providing the right support." (2)

"While millions of children across the world do not have the opportunity to learn, people with sensory, physical, or learning disabilities are two and a half times more likely than their peers to never go to school. Making inclusive education a reality means reaching out to all learners, by eliminating all forms of discrimination. Nevertheless, inclusive education is a complex process. It depends not only on supportive policies but more broadly on the cultural transformation of educational systems." (3)

"Despite the considerable progress worldwide ensuring all children are enrolled in school, many children with disabilities are still left behind. There cannot be barriers to educating children." (4)

Assessment – Lesson One

The above four quotes are from the websites related to inclusion in education of the 4 major global political organisations mentioned in the opening paragraph. Which citation do you think can be linked to the OECD, the European Union, the UNESCO and the World Bank?

Task 1.1

Visit the recommended websites and read the introductory texts. Browse websites a bit!

1. UNESCO - Inclusive education: Planning school for all
   http://www.iiep.unesco.org/en/inclusive-education-planning-school-all
2. OECD – Implementing Inclusive Education
   https://www.oecd-ilibrary.org/content/publication/9781848591271-en
3. European Union – European Education Area: Inclusive education
   https://education.ec.europa.eu/focus-topics/improving-quality-equity/inclusive-education
4. The World Bank – Inclusive Education
   https://www.worldbank.org/en/topic/education/brief/inclusive-education

Question 1.2 – possible forum discussion

- Are there differences in the approach of the organisations? If so, what are the possible causes?
- Gather the key policy goals for supporting inclusive education!

Question 1.3

- Gather the possible differences and difficulties among students that education systems, schools, teachers must deal with! Describe at least 6-8 different reasons why a student could feel exclusion! *(Check available)*
- Which of the following are specific in your country?

Self-check Q1.3 **Differences and difficulties: any type of social, material, and behavioural issues, e.g.**

- economic condition: poverty, undereducated parents, bad living circumstances
- ability: learning difficulties, physical or mental disabilities
- mental disorders, depression
- behaviour problems
- nationality, migrants background
- ethnical minority, minority language
- gender or sexual identity
- religion, social origin

Presentation: Inclusive Education: building the airplane while flying

Listen to the 40 minutes presentation of Dr. David Rodrigues, Conselho Nacional de Educação, Portugal! It is also worth listening to the Q&A part following the lecture. Based on the lecturer's definitions:

- what distinguishes *differences* from *inequalities*?
- How would you interpret the 3Bs slogan? *(Belong, Be, Become)*
- What is the key process of learning from implementation experiences*? (reflection to the experiences)*
- Why do you think collaboration is essential?
- How would you interpret the statement: "Inclusion is not a project"?

2

Lesson Two: The historical role of UNESCO in thinking about inclusion: the beginnings and the present

2020 was the 60th anniversary of the adoption of the *Convention against Discrimination in Education* by the UNESCO's General Conference. This Convention highlights States' obligations to ensure free and compulsory education, promotes equality of educational opportunity and prohibits any form of discrimination.

Task2.1

Open the document and read the articles: Convention against Discrimination in Education. Paris, 14 December 1960

Go through the first 5 articles and summarise the essence in 1 or 2 sentences, and/or assign keywords to each!

Article 1

1. For the purposes of this Convention, the term `discrimination' includes any distinction, exclusion, limitation, or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man.

ESSENCE AND KEYWORDS: areas of discrimination, equal chance regarding access to education and quality, right to establish private

education institutions, right to dignity of man

Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

(a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

(b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

(c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

ESSENCE AND KEYWORDS: every type of alternative education systems (separated by sex, religion, linguistic or other reasons) must ensure the same standards in education

Article 3

To eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

ESSENCE AND KEYWORDS: ensuring equal treatment through legislation

Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

ESSENCE AND KEYWORDS: make primary education free and compulsory, increase level of education of population, support teaching profession

Article 5

1.The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) It is essential to recognise the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2.The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

ESSENCE AND KEYWORDS: strengthening of respect for human rights and fundamental freedoms, liberty of parents to choose school, right of national minorities to carry on their own educational activities

Question2.1

Look at the figure below, and think about what has changed in over 60 years! Which of the above goals can we think we have already achieved, and what are the new challenges ahead? Are these challenges the same in different parts of the world?



Source: https://en.unesco.org/sites/default/files/rte-campagign-figures-2020-01-en.jpg

Assessment – Lesson Two

Observatory on the Right to Education

Task 2.2

Look for your country's profile on inclusion on the observatory page of UNESCO, and identify the main challenges that your country is

	facing based on the UNESCO report. Take notes of those for your further work! **Read through the reports, then scroll down, and read the conclusions regarding inclusion carefully.** 1. http://www.unesco.org/education/edurights > Country profiles: *Choose your country!* > Monitoring > Concluding observations of UN treaty bodies ▪ Human Rights Council - Universal Periodic Review ▪ Committee on the Rights of the Child ▪ Committee on the Elimination of Discrimination against Women ▪ Committee on Economic, Social and Cultural Rights 2. http://www.unesco.org/education/edurights > Country profiles: *Choose your country!* > Educational policies > Inclusive education
3	**Lesson Three: Today's policy initiatives in supporting inclusion in education** *"Inclusive education can improve children's success at school, strengthen their social and emotional development, encourage acceptance of others... and therefore also contribute to more inclusive societies. To take up this challenge, governments should engage in a process of holistic and systemic reflection, based on rigorous planning."* *Jennifer Pye, IIEP inclusive education specialist* *"258 million children, adolescents and youth are out of school"* *"65 million primary and secondary school age children with disabilities, at least half of them is out of school (…) "children without disabilities have a literacy rate that is close to around 15% higher than that of children with disabilities"*

"Minority language speakers risk being left behind in COVID-19 education responses"

"Bullying rates higher for children with disabilities"

"More than one out of every seven people in the world has a disability"

Sources:

- *World Bank: https://www.worldbank.org/en/topic/socialsustainability/brief/inclusive-education-initiative-transforming-education-for-children-with-disabilities*
- *UNESCO: https://en.unesco.org/themes/inclusion-in-education*

Task3.1

Look at the websites of the global policy organisations (the World Bank and the UNESCO), and get familiar with their initiatives regarding inclusion in education!
Watch this video first! (Also available at the UNESCO's *Inclusive education: Planning school for all* websites.)

Have you ever considered how lack of basic things that seem essential in developed countries can affect the fate of people in developing countries?



Source: http://www.iiep.unesco.org/en/inclusive-education-planning-school-all

World Bank: Inclusive Education Initiative

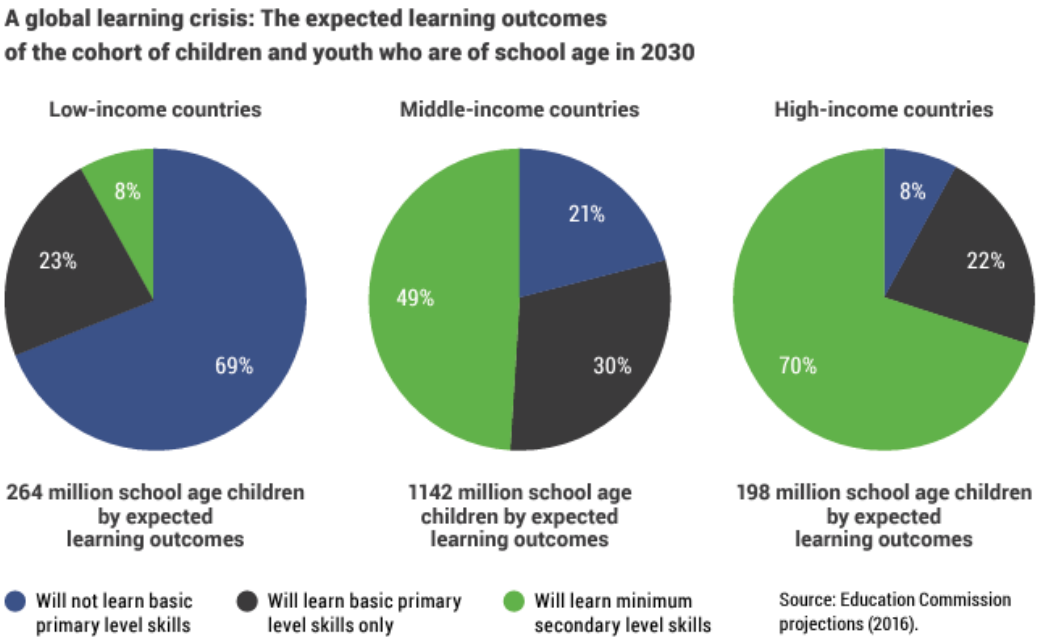
In 2019, the Inclusive Education Initiative (IEI) was launched by the World Bank with the support of the United Kingdom's Department for International Development (DFID), and the Norwegian Agency for Development Cooperation (NORAD). Recognising the enormous challenges in addressing the educational needs of children with disabilities at scale, the goal of the IEI is to provide technical expertise and resources to help countries foster more inclusive educational systems, with a view to achieve SDG 4. With the social impacts of COVID-19 (coronavirus) set to disproportionately affect children with disabilities, it is more pressing than ever to reflect upon what went right, as well as to response the evolving pandemic.

> *"In 2030 in low-income countries, under present trends, only one out of 10 young people will be on track to gain basic secondary-level skills."*
>
> *"Education is the smartest investment – benefit-cost ratios are high."*

Task3.2

Open the executive summary of *The Learning Generation – Investing in Education for a Changing World* report, and get familiar with its main points!

1. Look at the figure below (page 3), and think about the consequences!
2. Turn to page 24, read the chapter titled *Financing Compact for the Learning Generation: 12 recommendations to get all children learning*, and reflect upon them!



UNESCO: Inclusion in Education

Inclusive education is a complex process. It depends not only on supportive policies but more broadly on the cultural transformation of educational systems. Since 2018, IIEP-UNESCO has been working to strengthen States' strategies for inclusive educational planning and

management, through actions to raise awareness and promote political dialogue on these issues, as well as training and research. Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action emphasise inclusion and equity as laying the foundations for quality education.

Raising awareness of issues in disability-inclusive planning

More than one out of every seven people in the world has a disability, according to the World Health Organisation. Among the tens of millions of children affected, many do not have the opportunity to go to school, especially in low income countries. Faced with a lack of data and knowledge on the identity and individual needs of these children, many countries do not know how to ensure their inclusion in their national education system. Persistent stigmatization, the often inadequate adaptation of schools and the lack of training of teachers and of materials to encourage inclusive education makes access to school and to learning even more difficult.

While the transition towards inclusion has begun in several countries, so-called 'segregated' educational systems continue to prevail globally, according to the UNESCO's Global Education Monitoring Report 2020. For the education of pupils with disabilities, national policies provide for a separate system in 25% of countries, an integrated system in 10 per cent of countries and an inclusive system in only 17% of countries. The remaining States apply a mixed system of segregated and integrated teaching.

Source: http://www.iiep.unesco.org/en/inclusive-education-planning-school-all



Source: https://blogs.iadb.org/ciudades-sostenibles/wp-content/uploads/sites/17/2021/10/english_SDG_17goals_poster_all_languages_with_UN_emblem_1.png

Assessment – Lesson Three

Task3.3

Get familiar with the objectives of the Education2030 strategy, and go through the Monitoring report!

1. To what extent do these strategic objectives meet your country's policy goals? If one or more objectives are missing, what do you consider the reason to be?
2. If you find interesting tables or charts in the Monitoring report, take notes so that you can use them later!
3. Finally, watch some of the videos on the website: https://en.unesco.org/gem-report/report/2020/inclusion

Inclusion and education: All means all animation



4

Lesson Four: Inclusion and Education: ALL MEANS ALL

Do you remember the first lesson's presentation? Could you recall the most important message of Dr. David Rodrigues?

Take some time to interpret the next two figures, then read the historical description in the OECD report (pages 9-11)!

Do you really understand the meaning of the following expressions?

EXCLUSION

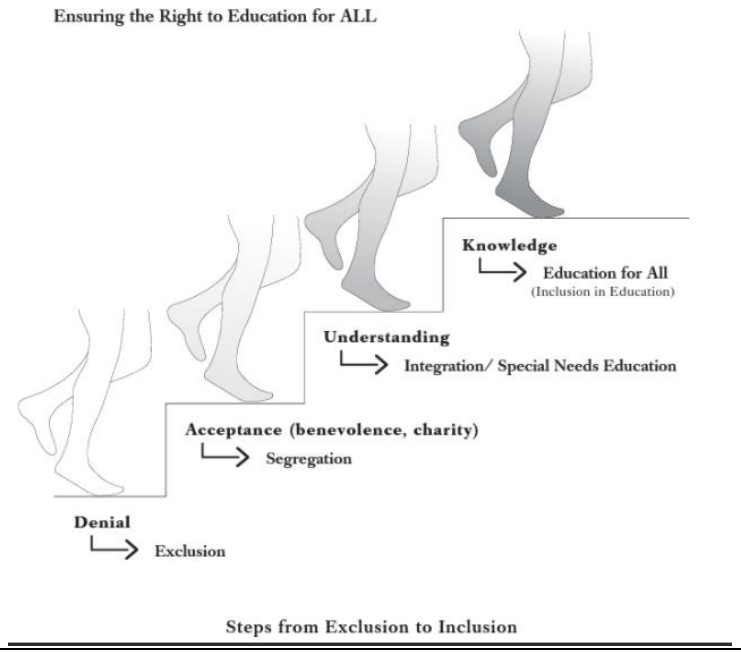
SEGREGATION

EQUALITY vs EQUITY

INTEGRATION

INCLUSION

EDUCATION FOR ALL



Steps from Exclusion to Inclusion

Source: Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO 2005. (page 22)



Source: http://www.iiep.unesco.org/en/inclusive-education-planning-school-all http://www.iiep.unesco.org/sites/default/files/source_iiep-unicef_report_on_the_road_to_inclusion.png

"Historically, three main paradigms of disability and functioning have shaped policies and practices across countries. These are the medical, social, and biopsychosocial models of disability. Main differences reside in the ways in which the three paradigms understand a person's disability with respect to the environment they live in and the political interventions, policy targets and means necessary to respond to the needs arising from the disability (Table 1.1)."

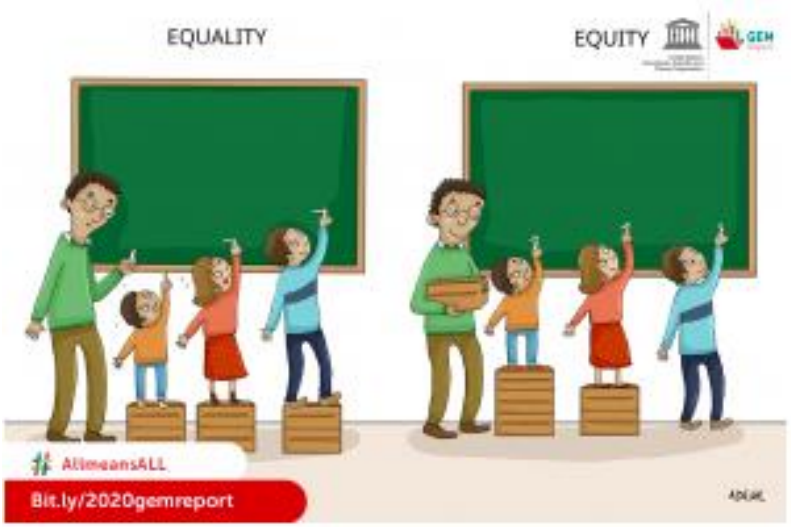
Table 1.1. Medical, social and biopsychosocial models of disability

	Definition	Target	Means	Political intervention
Medical	Disability directly caused by trauma or health conditions	Individual changes	Medical care	Reforming health care policy
Social	Incomplete integration of individuals in society/environment	Social environment generating a complex collection of conditions	Social action	Considering the question of human rights
Biopsychosocial	Disability as a mismatch between an individual and their capabilities with respect to the requirements of the environment they are in	Analyse the environment and accommodate it so it becomes more suitable to a person's disability.	Multidimensional	Multidimensional and functional responses to reduce the gap between the person's capabilities and the environment

Source: WHO (2007[2]).

Source: Mapping policy approaches and practices for the inclusion of students with special education needs. OECD Education Working Paper No. 227

Conceptual explanations



ALLMEANSALL EQUITY

Source:
https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_d3682741-8fe5-4012-98c6-66d2bb13b7f0%3F_%3D373718eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf#p29

Definitions suggested by UNESCO

„An 'inclusive and equitable' education is at the core of the SDG 4 ambition *(See Lesson 3.)*. Defining equitable education requires distinguishing between **equality** and **equity**, two terms occasionally misunderstood. In a cartoon that has appeared in various versions, a panel labelled equality shows children of varying heights standing on same-sized boxes trying to write on a blackboard, the shortest ones struggling. In the equity panel, they stand on differently sized boxes, all able to write comfortably. However, the representation is misleading *(See figure above)*. There is equality in both panels: of inputs in the first, of outcomes in the second. **Equality** is a situation (what): a result that can be observed in inputs, outputs or outcomes, e.g., achieving gender equality. **Equity** is a process (how): actions

aimed at ensuring equality.
Inclusion is more difficult to define. As used in this report, it mirrors equity. It is a process: actions and practices that embrace diversity and build a sense of belonging, rooted in the belief that every person has value and potential and should be respected. Yet inclusion is also a situation, a result, whose multifaceted nature makes it difficult to pin down.
While SDG 4 envisions **inclusive education** as encompassing all children, youth and adults, such education has historically been associated with, and often conceptualized as, education for children with disabilities. The struggle of people with disabilities has therefore shaped the understanding of inclusion."

Global Education Monitoring Report 2020, Inclusion and Education: All means All, Chapter 1. page 30.

Equality

"...equality means the provision of equal access, from different view of equal treatment. The application of equal treatment will prevent that groups and individuals would be excluded from access to opportunities provided by the society. In other words, equality means the democratic social minimum which ensures that nobody would be disadvantaged because of real or perceived individual features or belonging to a certain group. The law on equal treatment and the promotion of equality (2003/CXXV) aims at the provision of this. It is a legal guarantee for the prevention of measures, actions, mechanisms that directly or latently could cause exclusion. In our interpretation, equality means that different people and groups have the opportunity in the common space and gain access to information, activities, services, equipment in the same way and proportion." (*Varga*, 2015:18-19)
"Returning to the question of equality, we may conclude that there are groups and individuals in situations characterised by inequality in all societies. The measures and actions aiming at real equality and equity are implemented to reveal and offset the inequalities. These social interferences can only be productive if the society itself is becoming more and more receptive. The mutuality of this process is shown by the fact that the actions for equality and positive influence shifts towards a tolerant receptive society. It is important to stress, however, that during the process of development inclusion views the system of inequality from the point of the whole society. It creates an interpretational framework in which the reflexes of separation and segregation in the society are eliminated. (...) These days social inclusion is gradually complementing and replacing the notion of equality in scientific and political discourse owing to its complex and modern approach." *(Varga, 2015:43)*

Equity

'Refers to an educational environment where individuals have the opportunity to consider making choices based on their abilities and talents, and make decisions without the influence of stereotypes, expectations and discrimination. This educational environment opens

economic and social horizons without consideration of gender, ethnicity and social status.' *(Education and equity… 1997 id. Radó 2000a:345 in Varga, 2015:23)*

Inclusion

"The notion of inclusion has brought a new approach. Opposed to integration, it shares the view that this type of classification about „deficient groups" does not exist. Inclusion talks about a heterogenous group, where the common assertion gains momentum. We have also been able to observe that in the background of the change that replaced integration with inclusion there is a more democratic approach. This emphasises the relationship of different groups and individuals with the principle of mutuality. The focus of reception is on the environment itself instead of the integrative process that expects the adaptation of the integrated. According to the view of social acceptance, co-existence will be successful if the environment is able to meet the needs and demands of all individuals to the appropriate extent. In other words, inclusivity primarily strives for making the eco-social environment receptive, putting interferences that prevent segregation into the focus. (...) Inclusion is a consciously run social system of effects that counterweights exclusion and is able to prevent the expulsion and discrimination of groups and individuals. At the same time, it ensures access to social goods and opportunities. Inclusion is based on a view that is free of categorisation, where mutual acceptance is a never-ending process, constant work for an ideal when discriminative forces disappear in the society." *(Varga, 2015:44)*

Inclusive educational environment

"Inclusive pedagogy presupposes a system that starts with the recognition and appreciation of the differences between the students. It views the student as an independent personality in its complexity, among others with respect to social, cultural, and individual features. The essence of inclusive pedagogy is the need and the ability to react successfully to the continuously changing demands and the originality evolving from the endless variations of personal features. The schools shaped according to this new concept continuously adapt to the learners in their daily practice with the transmitted subject material content and the applied teaching methods. At the same time, it relies on the identity, experience, knowledge, abilities of the students who attend it and involves the potential partners in the social environment. It is capable of continuous renewal because it admits that without this it would be impossible to react to the changing demands." *(Varga, 2015:53-54)*

Assessment - Lesson Four

List the pros and cons of *diagnosis-centred care and education of learners with disabilities*.

5

Lesson Five: Frameworks of Policy Instruments

An ongoing OECD project, named *Strength through Diversity: Education for Inclusive Societies* published the brand-new report: *Promoting inclusive education for diverse societies: A conceptual framework*.

Abstract

In many countries, schools and classrooms are becoming increasingly diverse along a variety of dimensions, including migration; ethnic groups, national minorities and Indigenous peoples; gender; gender identity and sexual orientation; special education needs; and giftedness. To navigate this diversity, adopting a multidimensional and intersectional lens could help education systems promote equity and inclusion in education and foster the well-being and learning of all students. Such an approach could also support education systems in preparing all individuals so that they can engage with others in increasingly complex and diverse societies. To build equitable and inclusive education systems, analysing policy issues regarding governance arrangements, resourcing schemes, capacity building, school-level interventions, and monitoring and evaluation is key. (…)

Source: Promoting inclusive education for diverse societies, which introduces, OECD 2021.

The overarching policy questions of the OECD's project are the followings:

- How can education systems support equitable learning and well-being outcomes of diverse populations and make systems more inclusive?
- How can education systems support all individuals so that they are able to engage with others in increasingly diverse and complex societies?

The analysis is oranized according to five key issues. To ensure inclusive and equitable approaches in education systems, reflecting on the following elements is key:

1. **Governance:** That an overall, systemic framework for governing diversity, inclusion and equity in education is designed.
2. **Resourcing:** That resources are used effectively to support diversity, inclusion, and equity in education.
3. **Capacity Development:** That the system can build capacity for all stakeholders to support diversity, inclusion and equity in education.

4. **School-level Interventions:** That schools provide effective interventions to support diversity, inclusion, and equity in education.

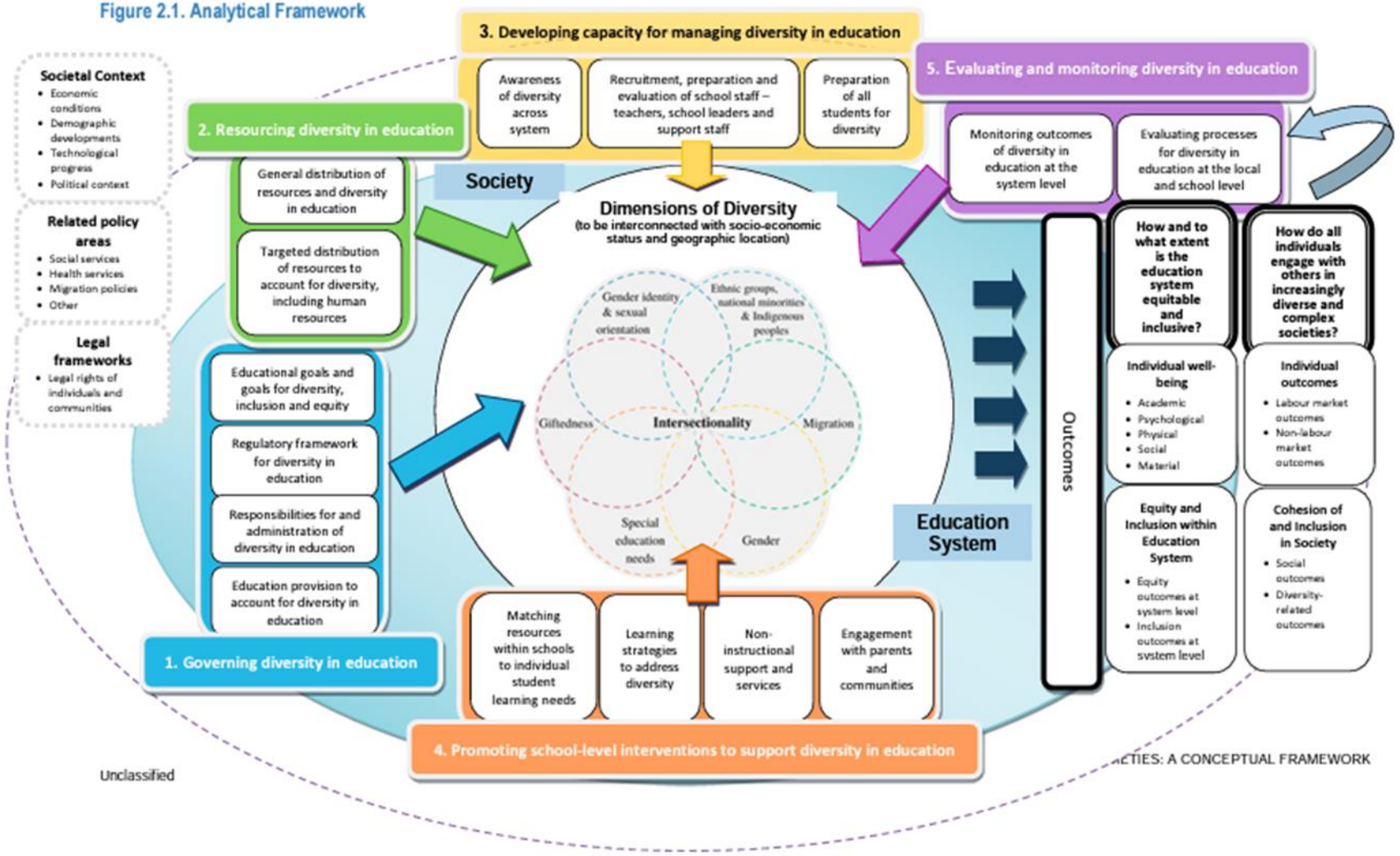
5. **Monitoring and Evaluation:** That processes and outcomes are monitored and evaluated to support diversity, inclusion, and equity in education.

Each of the various international comparative studies seeks to establish an interpretive framework that allows for a comparison of the policy environments and measures in different countries. These frameworks generally rely on the characteristics of systems that have been shown to be effective in previous research, so an understanding of the framework itself can provide a basis for rethinking policy goals and directions for improvement.

Assessment - Lesson Five

Study the next two figures, and compare the ideas with the main policy areas of your country in the field of inclusion, equity and diversity

Figure 2.1. Analytical Framework



Task5.2

Refer back to the notes you took for Task 2.2 in Lesson 2. Try to fit each element of the UNESCO country recommendations in one of the 5 dimensions of the conceptual framework:

- Governance
- Resourcing
- Capacity Development
- School-level Interventions
- Monitoring and Evaluation

During the cycle of the STAIRS project, two online study visits (to Ireland and Portugal) have been realised. The following five case studies introduce three government-supported, two regional and one local programme of the project partners.

DELIVERING EQUALITY OF OPPORTUNITY IN SCHOOLS (DEIS)

TRANSFORMING EDUCATION THROUGH DIALOGUE (TED) PROJECT

A SCHOOL FOR EVERYONE

INCLUSION PRACTICES IN A RURAL ENVIRONMENT – THE CASE OF JOSÉ SARAMAGO CLUSTER OF SCHOOLS AN EDUCATIONAL TERRITORY OF PRIORITY INTERVENTION

PROMOTING INCLUSION AND VALUING VET COURSES

Task5.3

- Study the Irish and Portuguese good practices described on the ESLplus portal (where available, check out the related video and presentation as well).
- Gather policy objectives and tools and draw conclusions from similarities regarding the main features and key factors of effective national, regional and local policy support.

	Based on the common features of the known international programmes, some important general recommendations were formulated by the partnership for policy makers, which are in line with the aspects related to the implementation processes highlighted by the programme owners: • Combining a top-down and bottom-up approach to development. • Ensuring autonomy and flexibility at local level with a well-designed, monitored and supported common professional framework. • Ensuring an important role for the meso level (local education administrations, professional networks, and regional development centres) in the implementation process in order to effectively translate the concepts into daily practice. • Involving all stakeholders in the planning and the implementation of development programmes.
6	**Lesson Six: Summary** The module provided opportunities for the learner to critical reflect on the impact of proactive policy makers & policy context of inclusion in education. It offers the learner an opportunity to interrogate the broad aims of educational policy as well as the effects of educational policy on practice. It highlighted the importance of policy in grounding successful educational initiatives. It also provided practical examples of how stakeholders can engage with policy makers to influence educational change and transformation. **Assessment of Module** As a summary of the Policy context module, please check out this short animation video which illustrates with simple and comprehensible tools that the process of policy design and implementation, especially the provision of resources to those working in the field, is an extremely complex, and challenging undertaking. Policy Response Animation



Source: European Policy Network on School Leadership

Module Study Resources

- https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/Education2030 Framework for Action, UNESCO 2016.
- Global Education Monitoring Report 2020, UNESCO 2020.
- The Learning Generation – Investing in Education for a Changing World
- The EPNoSL Toolkit – School Leadership for Equity and Learning (2015). *Only available in printed version but we can scan it.*
- OECD (2012). Equity and Quality in Education. Supporting disadvantaged students and schools. To be retrieved from: https://www.oecd.org/education/school/50293148.pdf
- Ball, S. (1990) Politics and Policy-making in Education. London, Routledge.
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- Ball, S. (2017) The Education Debate, 3rd Edition, Bristol: Policy Press.
- Bowe, R., Ball, S. with Gold, A. (1992) Reforming Education and Changing Schools: Case Studies in Policy Sociology. London: Routledge.
- Edwards, A. & P. Downes. (2013), Alliances for Inclusion: Cross-sector policy synergies and inter-professional collaboration in and around schools, European Union: NESET, available at: https://nesetweb.eu/wp-content/uploads/2019/06/2013-Alliances-for-Inclusion-cross-sector-policy-synergies-and-interprofessional-collaboration-in-and-around-schools.pdf
- Higgins, A. & R. Bourke., (2017) Bedford Row Family Project: Holding the Suffering Report, Curriculum Development Unit, Mary Immaculate College: Limerick, available at: https://www.mic.ul.ie/sites/default/files/uploads/21/Summary%20Report%20Bedford%20Row%2017%20web.pdf.
- Policy Response Animation: https://www.youtube.com/watch?v=ZSES3J10W-A&t=3s
- Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO 2005.
- Mapping policy approaches and practices for the inclusion of students with special education needs. OECD Education Working Paper No. 227
- Varga, A. (2015): The theory and practice of inclusion. Pécsi Tudományegyetem – Wlislocki Henrik Szakkollégium, Pécs

Policy papers:

- COUNCIL OF EUROPE (2014) Education for Change, Change for Education: Teacher manifesto for the 21st century of the conference The Professional Image and Ethos of Teachers, Strasbourg: Council of Europe, available at: https://edoc.coe.int/en/teacher-education/6733-eduquer-au-changement-changer-leducation.html.
- OECD (2012). Equity and Quality in Education. Supporting disadvantaged students and schools. To be retrieved from: https://www.oecd.org/education/school/50293148.pdf
- UNESCO (1994): Salamanca Statement and Framework for Action on Special Needs Education. Salamanca, Spain, 7-10 June 1994.
- UNESCO (2005): Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO, Paris.
- UNESCO (2009): Policy Guidelines on Inclusion in Education. United Nations Educational, Scientific and Cultural Organisation. Paris.
- UNESCO (2009): Defining an Inclusive Education Agenda: Reflections around the 48th Session of International Conference on Education. Geneva: UNESCO IBE

Webpages:

- EPNoSL Toolkit – School Leadership for Equity and Learning: https://issuu.com/epnosl/docs/epnosl_toolkit_-_final
- European Learning Space on Early School Leaving: www.eslplus.eu
- European Methodological Framework for Facilitating Teachers' Collaborative Learning: www.effect.tka.hu
- Prevent drop out! website: www.crocoos.tka.hu
- STAIRS project presentations and case studies: https://stairs.tpf.hu/en

Module 2: Schools and Educational Practitioners: Making Schools Inclusive Environments

Introduction

This module provides opportunities for the learner to examine the central role schools and teachers play in responding to and addressing educational marginalisation and exclusion. Throughout the module, the learner will be introduced to a range of macro and micro initiatives that have attempted to make schools more inclusive environments for all children. The learner will be able identify good practice in the field of education and become aware of the daily challenges and problems faced by schools and educational practitioners to ensure all children are provided with the best start in life and included in the life of the school. The module will enable the learner to appreciate the role schools and educational practitioners play in fostering inclusion. It will examine the importance of collaborative practice and multi-agency engagement within and between schools and the key role dedicated school leaders and teachers play in enabling this multi-agency engagement. The module will focus on a range of good practice initiatives from both Portugal and Ireland. The module will focus on the various approaches that schools take when working with the entire school community to ensure positive outcomes for all children. It will examine initiatives that are State led interventions such as DEIS and TEIP, regional level interventions such as the Limerick DEIS literacy initiative and school led interventions such as the Home School Community Liaison scheme and the Bridge back to School initiative. It will examine school engagement with marginalised and vulnerable children and parents and will illustrate through the STAIRS study visit videos, the multifaceted and interconnected roles educational practitioners occupy from teacher to counsellor, social worker, advisor and advocate etc. The commitment of the school to the community will be explored and particularly, how schools are an important physical, social, cultural, emotional, and educational structure within the community. There will be a particular emphasis on how schools work to create positive and inclusive learning environments for all children.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Evaluate the role schools and educational practitioners play in fostering educational inclusion.
- Reflect critically on the importance of multi- and inter-agency responses to marginalisation and exclusion at the school level.

- Interrogate how schools and practitioners work effectively with vulnerable children and parents.
- Evaluate the multifaceted role school leaders play in fostering positive learning environment through social, personal and educational engagement with parents and children.

2 Affective: Attitude and Values

- Value the importance of partnership working at the school level.
- Appreciate the key role innovative and committed school leaders, teachers and other school personnel play to the school community they serve.
- Value the role of continual professional development and sharing expertise across schools.
- Appreciate the key competencies underpinning successful practitioner work with vulnerable, excluded and marginalised communities.

Module Content and Lessons

There are seven lessons in this module, and they will examine a variety of issues related to inclusion in education. To complete this module, the learner required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the associated PowerPoint which accompany the video.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1	**Lesson One: Introduction: Inclusive Education for All – Power of the School** This lesson will introduce you to the module content and the module learning outcomes. It will briefly summaries the key objectives of the remaining lessons that are included in this module. The main aims of this module are to explore the various ways the school community work together to ensure all children have the best possible outcome. It will explore how the development and nurturing of authentic relationships between the school (teachers and school head etc.), children and their family can lead to positive learning outcomes for children. It will demonstrate how schools can help break the cycle of educational exclusion and marginalization. It will emphasize t the importance of positive school, family and community relationships, and a culture of high expectations for all children. The lessons will highlight the importance of developing a willingness to work together for the benefit of children and their family and how schools can come together to address change. It will also highlight the importance of having highly educated teachers who are knowledgeable and skilled, but who are also willing to learn new ways of approaching issues. It will also highlight the importance of having positive dispositions towards minority children and their family and other marginalised children and parents. As you are progressing through the lessons, you will begin to appreciate the importance of developing a culture where the child is placed at the centre of the work of the school. Each initiative presented in this module demonstrates a very strong child-centered ethic of care at the core of its work. The module will explore macro level initiatives that are supported and funded at State level and how these initiatives are then implemented at school level. It will also examine some regional level initiatives that were established to address a specific regional issue and the implementation process at individual school level. It will also focus on local partnership that have developed between schools and between schools and a regional teacher education college. The module will examine some of the challenges presented to schools and school practitioners working in vulnerable and marginalised areas and how the school personnel (school principal, teachers etc.) work towards creating a positive, welcoming, and inclusive environment for all children. It will identify initiatives that are specifically targeted at addressing exclusion and marginalization. It will examine the role communities of practice play within and between schools in adapting and responding to educational and social challenges. It will focus on the multi-faceted roles that effective school leaders and teachers play from teacher, counsellor, social worker, advocate to mentor etc. It will explore the transformative potential of schools, teachers, and other school personnel in the lives of vulnerable children and their parents. The module will stress the importance of multi-agency approaches and responses to educational exclusion. The module will also emphasize the importance of developing a whole school approach to tackling social and educational exclusion. Effectively, the module will demonstrate how the school can be an interactive system that responds quickly, adapts and changes to student and community

needs. The module will explore how schools provides support and interact with the community and how in turn, the school receives support from the community. It will identify the process of building a learning community around the school and how relationships between different stakeholders can be sustained through collaboration and multi-agency cooperation which ultimately enhances the lives of all children, leading to social inclusion and positive school transitions for all children. This module will place schools and educational practitioners at the centre of the discussion concerning inclusion of all children in society. It will examine several good practice examples of inclusive initiative in Ireland and Portugal.

Watch Video: Introduction to lesson one
We begin this journey by exploring the concept of inclusive education and why it matters in education. We will focus on the journey of both Portugal and Ireland, their similarities, and differences. We will also look at one Portuguese school and how it promotes an inclusive environment.

Watch Video (4:09 - 42:00): **Inclusive Education: building the airplane while flying**. In this video Professor David Rodrigues, Profession of Special Education, Technical University of Lisbon provides an overview of concept of inclusive education and the development of inclusive education in Portugal. Professor Rodrigues talks about inclusion as not just human right but as a multiplier right. Inclusion means the right to education, the right to diversity, the right to a fair environment. He explains that Inclusion is a tool that helps to develop other human rights. Inclusion is not just a matter of resources, but is a value that each person, each community, each State and each country has. Inclusion highlights both difference and equality. Difference is a value that we can celebrate, but when difference leads to inequality it creates exclusion and is a societal problem. We are all born different, but when those difference are used to treat people inequitably that is a problem and inclusion is a way of addressing those inequalities. He argues that inclusion is a whole school approach, each student matters and matters equally. Inclusion is for all children and includes gender, socio-economic, special needs etc. He outlines the three Bs in Inclusion:
1. To be – to reach and develop our potential in education;
2. To belong – to belong to a class and to belong and that you feel you belong, and this should be an objective of all schools and that the school community (teachers, children etc.,) feel that they belong to that school;
3. To become – to become more than what was expected and develop your potential.

He takes us through the development of inclusion in Portugal, which has been quite dramatic since 1974. The first piece of legislation that dealt with inclusion in Portugal occurred in 1997, three years after the UNESCO Salamanca Statement. The most recent 2018 Inclusive Law talks about inclusion and not special needs, which is a big change in focus. This essentially means there is one school for

all, and children are educated together. However, within each school are multidisciplinary teams working to make sure all children receive an inclusive education. They have a triangle approach to inclusion, which this is like the Irish system. The range of supports depend on the level of support the child requires. They moved entirely from special schools to resource centres for inclusion, which now give support to children in mainstream schools. The support in located in the school. This ensures the system is completely inclusive. The focus is on support and not in diagnosis. Currently, 98% of children with disabilities are educated in mainstream education and they have approximately 7,800 special education teachers who support teachers to become inclusive teachers. Building the airplane while flying means that we must build inclusion while inclusion is happening. He suggests five ideas:

1. It is important to develop inclusive public education policies that improved equality for all. One of the principles was full-time education for all children within public schools and support for teacher education to promote inclusive education.
2. Differentiation and flexibility of curriculum to promote inclusion; 25% of the curriculum is at the discretion of the school.
3. Teacher education – both Initial and continual so that we have knowledgeable and skilled practitioners that are reflective practitioners.
4. Collaboration – to work together to promote an inclusive environment. Inclusive education will not happen otherwise.
5. The need for innovation – inclusion is the fundamental value of education and should be transmitted to all the school.

Portuguese classrooms are now very heterogeneous, however children with SEN will have a differentiative plan within the mainstream classroom, which may include different assessments etc. Schools can create special groups where children or young people can have specialized curriculum. Until the 9th grade all students are in regular classroom groups and follow the general curriculum. After 9th grade, and particularly if children have failed exams, schools may generate a special group with a special alternative curriculum pathway (for instance, art, sport, or VET curriculum/programme) for these children. However, these alternative curriculum programmes must be approved by the educational ministry, and then by the child and their family. It is not compulsory but once a programme has been approved, schools can invite children to participate in the programme. Most teachers were not educated in an inclusive school themselves, so they may perceive inclusive education as a big job. However, it is important to try and once you start to monitor change and student progress, this can provide confidence to continue. We must build the airplane while flying – mobilize teachers for projects and see and watch and see how it works and specially to see how the student progresses in education. Schools must be proactive, and society will become inclusive – society will change when education is transformative. Relative autonomy of the schools can make a different in society. He argues that the only way to be a teacher is to have emotion and be enthusiastic – to have soul.

Watch Video: Escola Secundária Ferreira Dias (secondary school), Portugal.
This video provides an example of an inclusive approach taken by a secondary school that works with children from a range of

challenging and disadvantaged backgrounds. The school is in a disadvantaged area of Lisbon. The video documents the way they approach inclusion. The school places the child at the centre of their educational philosophy. For instance, they develop courses around the child's interests and potential. Using a differentiated pedagogy, the school-works with the child to provide a quality educational experience. The school has a range of supports such as learning supports, educational psychology etc. that work with the teachers to provide the best outcomes for the children.

Watch Video (beginning – 14:57): **A Way to Address Inclusive Education in Ireland** and **Read** the associated PowerPoint**.** In this video, Dr Margaret Egan, Lecturer of Special Education at Mary Immaculate College provides an overview of the journey of Inclusive Education in both Ireland and Europe. Like Portugal, Ireland currently operates a triangle approach to inclusion and the teachers are expected to differentiate their lessons etc. based on the children's needs and to monitor progress. She argues that Inclusive Education is education, and we have to educate our teachers to have specialized knowledge to be able to differentiate and provide an inclusive education environment in mainstream education. She provides an historical overview of inclusion that was primarily a medical model which focused on the medical diagnosis of need. She traces the road to inclusion in Ireland and how language evolved. Traditionally, children with special needs were sent away to be educated in special schools and thus segregated from the general population. Following independence from the UK in 1921, there was an emphasis on renewing our Gaelic language and culture and inclusion was not a priority. In 1971 Ireland developed a new curriculum which was child-centered and one that emphasized individual difference and collaborative learning. She argues in the video that we are still trying to achieve that inclusive curriculum that was born in 1971. In 1983 The Education and Training of Severely and Profoundly Mentally Handicapped Children in Ireland Report acknowledged that "no child was ineducable' but almost ten years after that parents had to fight legal cases to obtain education for their children with special needs – this occurred in the 1990s. In comparison to Portugal, Ireland has special schools and special classes within mainstream schools. The Salamanca Statement came at a good time for Ireland as the Report of the Special Education Review Committee had just published its report in 1993 and framed its legislation. Parents were important in changing how education approached inclusion in Ireland.

Read:

- Banks, J. & Smyth (2021) "We respect them, and they respect us: the value of interpersonal relationship in enhancing student engagement", Education Sciences, Vol 11. No. 634:1-14.

(This paper examines two Irish education initiatives that are examined in the STAIRS project (Youthreach and School Completion Project) with the authors focusing on the development of positive relationships between staff and students to sustain student engagement in education.)

- Lynch K. (2019) Inequality in Education – What Educators can and cannot change,

https://researchrepository.ucd.ie/bitstream/10197/10679/2/Inequality%20in%20Ed.%20%28Sage%20book%202019%20%29%20Final%20draft%20text%20with%20abstract.pdf

- Council of Europe (2014) Education for Change, Change for Education, Council of Europe: Strasburg, https://rm.coe.int/168046b2d8
- Information on Portuguese Inclusive Laws; https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/
- Information on Portuguese Special Education Needs Provision within mainstream education https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-53_en
- Information on Irish Special Education Needs Provision within mainstream education https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-31_en

Assessment – Lesson One

Please complete the following questions

1. Reflect on what 'Building the airplane while flying means with regard to inclusion in education?

2. What are Professor David Rodrigues five key suggestions for achieving inclusion?
    a. Suggestion 1_____
    b. Suggestion 2_____
    c. Suggestion 3_____
    d. Suggestion 4 _____
    e. Suggestion 5_____

3. Reflecting on your own country or regional context and the principles outlined in the Salamanca Statement
    (a) On a scale of 1 to 10, how inclusive is your education system
    (b) Provide a rationale for your rating

2

Lesson Two: Macro Level State Support and School Response to Educational Disadvantage, Example One

Both lesson two and three focus on macro level state initiatives that are supported and funded at State level. Both lessons will explore how these initiatives are then implemented at school level. Lesson two will specifically investigate the Irish DEIS (Delivering Equality of Opportunity in Schools) initiative in Ireland and lesson three will focus on the Portuguese Programme for Priority Intervention Educational Areas (TEIP). Research suggests that initiatives designed to address social exclusion, marginalisation and disadvantage must approach solutions from several fronts. Bottom-up approaches that we will examiner later in this module are successful because the stakeholders can respond quickly to an issue and can mobilise local (and existing) partnerships. Bottom-up approaches can also respond flexibly as stakeholders have local geographical knowledge, can target specific groups, schools etc. and in most cases, they have a long history of working together. However, long term funding can be an issue and it can be difficult to make real structural changes that eliminates marginalisation in the longer term. This is where broader top-down macro-State initiatives can make a difference because funding can be ringfenced for initiatives, initiatives can be packaged together in a larger programme and more in-depth evaluations can be carried out. Macro state level initiatives can effect systematic change, for instance curricular change at primary level, teacher education and teacher professionalism through the provision of additional mentoring, training, or additional qualifications. Macro education initiatives can also be linked to, and influence other areas of the state and society, for instance social welfare and children's rights. Every society required both bottom-up and top-down initiatives. However, top-down initiatives that build in flexibility which enable local areas and regions and schools to have some autonomies have been shown to display longer term positive change. DEIS and TEIP programmes have been successful because there is in-built flexibility for schools to respond in different ways.

Watch Video: Introduction to lesson two

Irish DEIS (Delivering Equality of Opportunity in Schools) initiative has been in place in Ireland since 2005. DEIS is the Irish word for chance – giving every child an equal chance. DEIS is centrally State funded educational programme but has a bottom-up approach to targeting and addressing educational disadvantage at a local level. It is based on the premise that disadvantage is spatially concentrated and therefore schools located in disadvantaged areas receive ring-fenced funding to enable them to tackle literacy and numeracy difficulties etc. DEIS is a significant programme which supports a broad range of initiatives such as the Home School Community Liaison scheme, School Completion Project and School meals programme etc. Some of these initiatives have been in place for over twenty years. Schools in Ireland

DEIS is based on targeted supports that attempt to deliver equality of opportunity in schools from pre-school to post-primary education

(three to eighteen years). DEIS is built upon several previous initiatives such as Giving Children an Even Break and Breaking the Cycle and the Disadvantaged Area scheme and is part of a long history of partnership intervention in Ireland. DEIS is based on long term action plans and there is a strong focus on literacy and numeracy, parental engagement and building capacity of school leaders and teachers. DEIS is also built upon a strong foundation of research, evaluation, and feedback to schools. DEIS schools are expected to undertake school self-evaluation and must submit every three years a DEIS plan for the school. Effective school and classroom planning is a key element of DEIS and is one of the five goals. DEIS is based on five main goals:

1. To implement a more robust and responsive Assessment Framework for identification of schools and effective resource allocation (for instance, targeting schools with the most severe disadvantage).
2. To improve the learning experience and outcomes of children in DEIS schools.
3. To improve the capacity of school leaders and teachers to engage, plan and deploy resources to their best advantage.
4. To support and foster best practice in schools through inter-agency collaboration.
5. To support the work of schools by providing the research, information, evaluation, and feedback to achieve the goals of the DEIS Plan.

Pre-school to post-primary schools are either DEIS or non-DEIS schools. To qualify for the range of DEIS supports available to schools, schools must be given designated DEIS status. The designation status is based on Central Statistics Office small area population statistics (deprivation index) and DES pupil data (children's postal address etc.). There are three designations:

- DEIS Band 1 schools (most severely disadvantaged schools, and generally are inner-city schools)
- DEIS Band 2 schools
- DEIS rural schools.

There are a whole range of supports (smaller teacher: pupil ratio, special education teachers, literacy, and numeracy initiatives etc.) that are targeted at DEIS schools. The range of supports and schools' designation status are reviewed periodically by the Department of Education Inspectorate section who carry out evaluations. Schools are expected to cooperate with these DEIS evaluations, which are quite thorough, and schools must produce a three-year DEIS plan detailing literacy and numeracy targets, home school community links and attendance. The school must detail how they will bring up their literacy and numeracy scores, attendance etc. Developing and fostering partnership with the family and the community, is a central element of DEIS schools. DEIS schools are monitored on an annual

basis and Inspectorate evaluations of each individual school are carried out approximately every five years. The Inspectorate produce an evaluation report which is made available on the school and DES website. However, schools receive a lot of support in return. Within DEIS schools there is a big emphasis on supports and multi-agency work within the school. Agencies such as NEPS (National Educational Psychologist Service), National Welfare Board (board responsible for school attendance), TUSLA (The Child and Family Agency), Speech and Language Therapy etc. work with individual children (and family) within the school setting.

DEIS schools have designated staffing levels and smaller classes, and there is also a big emphasis on continual professional development (CPD) for staff. This CPD is delivered at Local Education Centres by PDST (Professional Development Service for Teachers) etc. While DEIS is centrally funded by the government (like education in general) and schools are expected to implement DES initiatives, schools have the flexibility to engage in non-DES initiatives which support the overall DEIS programme. This allows schools to work with local agencies (voluntary and statutory) to address a local need. For instance, some DEIS schools in Limerick are involved in the Bedford Row project, which is aimed at families and children who have a family member in prison. This flexibility allows schools to be innovative and creative in their work with parents and children. Some DEIS schools may work with a HEI (Higher Education Institute) such as a university or an Initial Teacher Education (ITE) College to deliver bespoke CPD or workshops for children (LEGO education, school placement etc.). All schools have access to DES supported and funded (school support programme) programmes such as: Home School Community Liaison Service (operating since 1990), School meals programme (free lunches and breakfast), schoolbooks Grant scheme, School Completion Programme (operating since 2002).

The DEIS initiative supports the philosophy that the school is part of the community and consequently there is a strong emphasis on building partnership with parents and a multi and interagency approach to helping families and communities. Some schools provide parenting classes, cookery, building child-parent relationships, shared reading project and story sack projects at Christmas time. DEIS schools are also closely involved with local support agencies (social services, housing, and homeless charities etc.). School heads also work hard to ensure staff have positive attitudes towards children (in terms of having high expectations) and encourage staff to participate in CPD that enhances their own teaching and learning strategies.

In terms of the DEIS initiative – the main focus is on literacy and numeracy initiative and most of these are DES funded (all DEIS schools are expected to implement these initiatives) such as:

- First Steps/ Reading recovery
- Reading for fun (family reading initiative with Home School Community Laision (HSCL) and Speech and Language Therapist (STL)
- Maths Recovery

- Ready, Set, Go Maths
- Incredible Years
- Friends for Life (delivered by HSCL coordinators and teachers)

There are other programmes that support the DEIS initiative but that are not mandatory. Some available in Limerick city include:

- LEGO Education and LEGO after school clubs
- English as an Additional Language CPD
- Learning Hub Limerick
- EDNIP (Integration of migrant communities) project
- Roots of Empathy

Over the last few years, there has been a significant shift towards in-school supports (agencies come into the school). Schools would work closely with the Education Welfare Service (this is a service under TUSLA – Child & Family agency) to encourage school attendance etc. Other partnerships would include Focus Ireland – who work with children who are 'homeless' (living in accommodation hubs) and also Sophia Housing (voluntary agency), Doras Luimní (migrant families), Barnardos' Homemarker Family Support. Schools would also work with the local Education and Training Boards to provide classes (cookery etc.) with parents. DEIS schools in Limerick also work with the City Council through the Social Intervention Fund (funding made available for school supports).

DEIS schools have a high concentration of children with special education challenges and Traveller children. Children who arrive in Ireland via refugee status and asylum seekers would generally be placed in DEIS schools. The multiagency response to children in DEIS schools is now based on a One Child, One Team, and One Plan approach. For instance, in 2009 four education services were integrated under the responsibility of National Education Welfare Board (NEWB)– School Completion Project, Home School Community Liaison Scheme, Visiting teacher for Travellers and the Education Welfare Service. The NEWB practice model known as *One Child, One Team, One Plan* was designed to facilitate the integrated working of NEWB services with the school and the home. There was a recognition that some individual children and their families require additional support around school attendance, participation and/or retention. The model is designed to provide a systematic and consistent approach to working with a child and/or their family, incorporating a continuum of intervention ranging from the universal through the targeted to the intensive. In 2011 NEWB was transferred to the Minister for Children and Youth Affairs under TUSLA (Child & Family Agency). There are two significant initiatives under DEIS programme: Home School Community Liaison Scheme and School Completion Project. The HCSL scheme will be explored in more detail in Lesson 4.

School Completion Project: It was established in 2002 in designated areas of disadvantaged and was integrated into DEIS in 2005. The focus is on the young person (4-18yrs) most at risk of dropping out of school. The programme is organized in terms of clusters of schools and currently 124 School Completion Project (SCP) clusters. The cluster comprise of local primary and post-primary DEIS and some non-DEIS (where children may transfer from DEIS primary to non-DEIS post-primary etc.). It operates under Local Management Committees or Education Training Boards (ETBs). Schools, families, state, and community agencies work together to ensure children make successful transitions and remain in formal education. The SCP project coordinator co-ordinates in-school and after-school, and holiday supports for children, and out of school supports for those who have left mainstream school. They work with and liaise closely with schools, community Gardaí (police), and charitable organisations such as: St Vincent de Paul, Health Service Executive, TUSLA and the HSCL coordinator etc. It is essentially a Holistic School Engagement Programme, specifically designed to keep children interested and engaged in education. There is a big emphasis on building relationships with children, so that they feel safe to speak to the SCP project coordinator about issue that are bothering them. Activities that the SCP project coordinator organizes include breakfast and lunch clubs, homework clubs, attendance tracking and programmes to facilitate transition from primary to post-primary, counselling, and self-esteem classes with young people, Drama, Music & Art classes. They also facilitate the DES funded incredible years' programme (focus is on positive behavior), holiday camps and Easter programmes (Literacy etc.).

Evaluation of the DEIS programme have highlighted positive results. Children's numeracy and literacy scores have improved relative to the general school population, more children are making successful transitions from primary to post-primary and from post-primary to higher education and school attendance has improved. However, there are still significant gaps between DEIS and Non-DEIS schools and there is evident of segregation, where children from migrant families and children with special education needs are more likely to attend DEIS schools.

Watch Video: **How to promote equality of opportunity in DEIS** and **Q & A How to promote equality of opportunity in DEIS**. **Read** the associated PowerPoint. In this video both school heads (Tracie Tobin & Tiernan O'Neill) outline the DEIS programme and how it operates within their school. They discuss the range of initiatives that take place as part of DEIS and importance of working in partnership with parents and families. They highlight the multifaceted role that the DEIS school and teachers play in the lives of children and families, particularly in embedding a positive orientation towards education, improving school attendance and help parents to developing a positive orientation towards education and in the process help their children succeed in education.

Listen to Soundcloud: The power of DEIS. This SoundCloud features a DEIS Band 1 School in Limerick City, Corpus Christi School. Here school personnel and parents talk about the school and the school community. They outline some of the challenges but the holistic

approach the school takes with each child. The video documents the range of supports made available to the children and the wider community and the need for additional local supports and flexibility that respond to the specific needs of the school community. The video illustrates that Corpus Christi is much more than a primary school and how it reaches out to the community. It emphasizes the need to for education to place the child and their family at the centre, to have high aspirations for all children and to move beyond an academic narrative of education to one that embraces the social and emotional development and needs both children and parents. https://soundcloud.com/user-636987406/radio-documentary-of-the-year-the-power-of-deis-claire-odowd

Watch Video: This video provides an overview of DEIS planning via a DEIS school and the role of self-evaluation: http://schoolself-evaluation.ie/primary/stories-schools/videos/

Read:

- Information about DEIS is found here: https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/ This section documents the range of supports made available to DEIS Band 1 and DEIS Band 2 Schools.
- DEIS Plan: https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/#deis-plan-2017
- Information about Home School Community Liaison Scheme: https://www.tusla.ie/tess/hscl/
- Information about the School Completion Project: https://www.tusla.ie/tess/scp/
- Smyth, E. (2018) Education and the DEIS Programme, Education Matters Year Book 2017-2018. This provides an overview of the origins of DEIS and process of DEIS school designation. She also summaries some of the key education trends comparing DEIS and Non-DEIS schools. (Link here)

Assessment - Lesson Two

1. Reflecting on the video and reading material
   (A) what are the key strengths of the DEIS programme?
   (B) What are the key challenges for the DEIS programme
2. Compare the DEIS programme to a similar programme in your country/region – outline the key similarities and differences
3. What new ideas have you gained from completing this lesson

3	**Lesson Three: Macro Level State Support and School Response to Educational Disadvantage, Example Two** This lesson will focus on the Territories of Priority Intervention Programme (TEIP) which has adopted a territorial approach to addressing exclusion and early school leavers and improving outcomes amongst marginalised and disadvantaged children. In this respect, it is quite like the Irish DEIS programme which is also focused on geographical exclusion and disadvantage. TEIP promotes educational inclusion in schools located in disadvantaged areas of Portugal. The TEIP programme was launched in 1996 (TEIP1) and a second version of the programme was implemented from 2006 (TEIP3), with the aims of reducing the Early School Leaving (ESL) and promoting educational success. In 2012, a third version started, which built upon the successes of TEIP2 but in this current version it also focuses on the provision of quality education and quality learning outcomes for children from marginalised communities. It also promoted school autonomy to foster improved teaching and learning, which again shows similarities with DEIS. However, TEIP is based on school clusters, whereas each DEIS school is treated as an individual school. Currently, the programme includes 137 school clusters which represent 17% of all Portuguese school clusters. TEIP schools develop specific improvement plans based on an agreement between the school and school authorities, on a range of measures, targets, evaluation, and additional resources. School clusters evaluate progress annually and the results are fed into a national evaluation. The selection of schools to benefit from TEIP is based on social and economic indicators of the geographical areas where the schools are located. Additionally, the Social Action Programme is orientated towards poorer families with children and parents apply to the programme at the beginning of the school year. The student receives additional support such as free school means, IT support (especially important during the COVID pandemic), free transport and other social amenities. Children with SEN can also apply to the Social Action Programme to avail of additional therapies. **Watch Video:** Introduction to Lesson 3 Portugal is a country where historically education was highly centralized and has moved towards greater decentralization and autonomy at the school cluster level. School clusters developed in early 2000s, following reorganisation based on poor results of PISA2000. This led to the introduction of the concept of clusters, where schools (preschool to secondary) are brought together in a single school cluster. School clusters can diversity their suite of programmes and courses to cater for the specific needs of the school population. Currently, school clusters have full autonomy to manage up to 25% of their curriculum content/time. Since 2019 schools can apply for innovation grants from the Education administration for additional funds to increase the 25% to focus on specific innovative projects. These projects are monitored by the Education administration. There are currently 60 projects that have been funded under this innovation plan. This autonomy allows school to use their context to develop curriculum projects or enhance subjects or introduce subjects (for instance, Spanish in areas that border Spain etc.). Results suggest that this has facilitated experimentation and has enabled the provision of a

wide range of initiatives to enable integration specifically designed to take account of the school cluster context. Other benefits have been distributed leadership and the quick identification and response to issues (for instance, where a school experiences a high increase in children from migrant communities with poor or no Portuguese, the school cluster can respond quickly to implement intercultural linguistic support to those children and their families. Disadvantage is quite geographically concentrated, particularly in the main cities, where disadvantage is concentrated neighborhoods.

TEIP schools aim to:

- Improve learning quality and academic performance, and enable transition to further studies;
- Bring students closer to school and promote their full integration;
- Promote curriculum articulation;
- Prevent conflict and reduce behavioral issues;
- Prevent drop-out and absenteeism
- Apply internal assessment;
- Improve the school environment and quality of classroom learning.

There are four key TEIP actions
Action 1 – Support for improved learning
Action 2 – Preventing school dropout, absenteeism, and behavioral issues
Action 3 – Management and organisation
Action 4 – Improving school, families, community, and external partners relationships and encourage multiagency partnerships

TEIP schools are allowed double the hours of non-teaching hours to provide training and education from the State. The schools have more teachers than non-TEIP schools and have higher teacher: student ratios. All schools have some additional hours where they can allocate teachers to non-teaching activities (teacher CPD meetings, community work, supporting lessons), which is called a school credit. In TEIP schools, this support is doubled. TEIP school clusters also can recruit and involve other professionals such as social workers, psychologists, and other non-teaching experts. Currently, there are conversations around granting them additional support regarding additional equipment and school buildings. TEIP promotes teachers own professional development and education.

Evaluations of TEIP suggest that student outcomes and attainment have improved but there are still gaps between TEIP and non-TEIP schools, which is quite like evaluation of the DEIS programme. There are also issues with school attendance, while children may be

attending school, they may not be attending every day. However, results from PISA suggests that TEIP has contributed to reducing educational inequality in Portugal.

Watch Video: Inclusive Education in Portugal: Putting theory into Practice Here Dr Pedro Abrantes outlines the development of education in Portugal and the success of the Portuguese state in the dramatic increase in access and participation in education since the 1970s. Successive PISA results show quite positive improvement in language and numeracy since 2000, and amongst the lower attainment groups. He outlines the evolution of the TEIP programme and the success of TEIP, particularly in relation to school attendance and prevention of early school leaving. This was achieved through specific social and economic initiatives that were directed towards more marginalised communities. More flexible approach to pedagogy that was directed towards universal design learning also had a positive impact on staying on rates in education. TEIP was successful because it provided a multidisciplinary and multi-agency approach, where different agencies came together with education to provide a holistic package of support to marginalised communities (social care, health, community police, and other cultural organisation located in the local community). He argues that schools cannot address social exclusion on their own, they must work together to find solutions. It is likely that COVID has had a negative impact on the education and social development of children from TEIP school clusters. However, IT equipment have been distributed to students from TEIP school clusters to ensure access to education during COVID. When schools returned after the first lockdown in late 2020, schools devoted a lot of time to help children to catch up with their education. Funding has also been provided to schools to rebuild links with the community after the lockdown. He points out that while autonomy and innovation is encouraged (25%), some schools, particularly more academic schools are not using this 25% because they are focused on their students getting good results on the national examinations. This has been highlighted by the OECD as a particular issue.

Watch Video: Inclusion practices in a rural environment. This video focuses on the practical application of TEIP within a school cluster. The José Saramago Cluster of Schools, which is in a rural disadvantaged area in Portugal is one of the school clusters within the Programme for Priority Intervention Educational Areas (TEIP). This school cluster (five schools from preschool to post-primary) is in an area that experiences quite significant social and cultural isolation. They have been part of the TEIP programme since 2009. The main activity of population is agriculture and viticulture and is about 50km from Lisbon. There are deficiencies at the infrastructure, such as basic sanitation, transports, or schools. The community where the school is located has poor educational attainment and the TEIP coordinator works to promote school community links.

Tania Eduardo takes us through the development of the school cluster since it gained TEIP status in 2009. The school cluster developed a range of projects such as a students' support office, mentoring, school clubs and psychological and vocational guidance service. The

school cluster also have transitioning programmes that are orientated at children to enable them to make a positive transition from compulsory to post-compulsory. The students' Support Office for instance to help student solve conflict etc. They have additional teachers for Portuguese and maths. In this case, two teachers work together and meet weekly to plan and prepare classes that have a more personalised and differentiated approach which creates teaching and learning activities tailored to a student's need. TEIP has enabled teachers to work together as a team to share knowledge and ideas. The school cluster key aim is to help children succeed in education and develop socially and emotionally. The develop a wide range of activities and clubs to help students learn and develop (music, art etc.). They also provide a range high school professional courses to encourage students who are at risk of leaving school early without qualifications. These courses range from wine technician course, restaurant, and bar service courses to preschool education courses. The school cluster works with a wide range of local social partners. Tania argues that school would not be successful without these social partnerships (local charities, food banks, Health services, parent teacher associations, City Hall, Parish halls, Child protection services etc.). There is an ethos of working together and partners work together to solve local issues.

There is a significant evaluation process involved for a TEIP school cluster. There is a TEIP evaluation every six months and schools must document literacy and numeracy, drop-out and absenteeism. There are internal evaluations that are carried out by internal staff on a weekly basis, and they provide feedback to teachers. There are also national assessment tests at 2nd and 5th and 8th grade. They also assess Portuguese and Mathematics at the end of 9th grade. This gives important feedback on a range of indicator and helps teachers to evaluate their teaching, learning and assessment strategies. At the heart of the evaluations is to promote the best educational experience for all children. The school-works closely with the students and the family throughout their education journey from preschool and at each transition point the teachers work together. For instance, the preschool teacher works with the primary teacher to enable that child make a successful transition. The school provides a range of adult classes that are targeted at parents.

Video: **José Saramago Cluster of School** (short video). This video which focuses on one school cluster in a disadvantaged rural area of Portugal, illustrates the integrated response to individual students, which is one of the key strengths of the TEIP programme. Consequently, through the various initiatives within the school cluster, children feel the school and teachers care about them. Children in this school come from a wide variety of challenging family backgrounds such as poverty, unemployment, single parent families, families where one parent is in prison etc. The school emphasizes parental involvement and work to increase parental interest in their children's education.

Read:

- European Commission (2014) Working Group Schools Policy: Early School Leaving – School governance and collaborative

practices. This report features the José Saramago Cluster of Schools.

- OECD (2020) Review of School Resources: Portugal, Paris: OECD
- Information on TEIP (https://eacea.ec.europa.eu/national-policies/eurydice/content/support-measures-learners-early-childhood-and-school-education-53_en
- Dias, M (2014) Priority Educational Territories in Portugal: New patterns of educational governance? Procedia Social and Behavioural Sciences 11: 4998-5002.

Assessment – Lesson Three

1. Reflecting on the video and reading material
   (a) what are the key strengths of the TEIP programme?
   (b) What are the key challenges for the TEIP programme
2. Compare the TEIP programme to a similar programme in your country/region – outline the key similarities and differences
3. What new ideas have you gained from completing this lesson

4

Lesson Four: Developing Home School Community Partnerships

This lesson will focus on successful initiatives that link the home and community to the school. Any educational initiative the purports to address exclusion and disadvantage much have the child and the family at the centre of its mission. Building strong family partnerships with the school has a significant impact on children as it can lead to enhanced educational engagement, positive attitudes towards their own academic ability, happiness and wellbeing, social development, and academic success. Therefore, engaging parents and families in education can be one of the most important strategies to improve children's outcomes. Family social, cultural and economic capital are important factors to consider when we think about family and school partnerships. Parents with poor education themselves or who are from minority or excluded groups may not have the confidence to engage with the school or have the skills to help their children. They may have negative attitudes towards school, which may stem from their own educational experience and therefore not engage with education or the school. This does not imply they are less interested in education or in helping their children to succeed in education, it is primarily because they lack the knowledge, resources, and know-how to seek help. Therefore, building partnerships with parents is absolutely critical if we are to address educational inequality, exclusion or disadvantage. Partnership with parents is one of the most important ways of addressing inequality of condition. Children have greater success in school (less likely to be absent etc.) when they

receive support, encouragement and guidance from parents, teachers, and the community. Partnerships that work well are those that are built and sustained with the parents. Good partnerships happen when parents are positively encouraged to become involved in their children's education via the school. Schools and teachers must meet parents halfway and create welcoming environments for the parents. Once a welcoming environment is created, the partnership can lead to much bigger elements such as building child parent relationships (especially where a parent is not living with the child etc.), encouraging parents to return to education themselves or developing literacy programmes for parents that are in the same school as the child. In essence, the school becomes part of the community. In this lesson, we will focus on two initiatives: the Home School Community Liaison initiative and the home school mediator, which are programmes attached to the DEIS and TEIP programmes respectively. Although different in several elements, they are both similar in keeping the family and the child at the centre of their inclusion strategy.

Watch Video: Introduction to Lesson 4

Home School Community Liaison Scheme: This Irish scheme was established in designated areas of disadvantage in 1990 and was the first major initiative that promoted and embedded parental involvement in the drive towards greater equality in education. It was initially developed as a pilot project, which was then rolled out after successful evaluations. It is now located in 259 primary and 181 post-primary DEIS schools across Ireland. Responsibility for the Home School Community Liaison scheme (HSCL) rests with the Education Welfare Service section of the Child Family Agency (TUSLA). The Department of Education is responsible for the allocation of HSCL coordinators in schools whose remit is to promote positive partnership between parents, teachers, and community to maximise outcomes of children at risk at dropping out; there is a particular emphasis on prevention of early school leaving. It is unified and integrated at both primary and post-primary, with the key aim of increasing cooperation between schools, parents, and other community agencies. HSCL coordinators are qualified teachers (primary or post-primary) who may work across several schools. Evaluations of the scheme have been positive in terms of student retention and academic performance (literacy and numeracy & state exams). HSCL coordinators work with TUSLA and School Completion Project to address issues that may be affecting children and their parents. They also engage with pre-school, primary and post-primary school heads to ensure successful transitions from one to the other, and into higher education. HSCL coordinator offers practical supports in schools such as: parent room, literacy initiatives etc. They undertake home visits and liaise with parents to help them understand supports being offered. They also facilitate the provision of leisure, curricular, parenting, and personal development programmes for parents, and engage with adult and family literacy and numeracy services in the local area. They facilitate the training of parents as community leaders, who then act as a support to other parents. The HSCL scheme is designed to promote active cooperation between home, school, and relevant community agencies and to help parents realize their own capacity to enhance their children's educational progress and to also assist parents in developing relevant

skills (numeracy and literacy etc.). The HSCL coordinator works across different DEIS schools, and it is based on prevention of further disadvantage. They are agents of change and promote the fostering of self-help and independence amongst parents. Home visitations is a crucial element in establishing trust with families. This is especially important for children from Traveller families and families from migrant backgrounds who may have poor or no English. The HSCL would also organize or facilitate courses for parents, such as literacy or numeracy classes. They may act on behalf of a parent with an organisation, for instance in completing paperwork or following up on a housing application etc. They would also liaise with therapists/counsellors when obtaining assistance for a child with a specific need. A major goal of the HSCL scheme is to increase the involvement of parents in their children's education and to promote positive and effective partnerships between the school and families. The HSCL would encourage parents to get involved in extra-curricular activities in the school, helping in the classroom (shared reading for example), and even in the development of school policies. The HSCL would be instrumental in assisting parents with poor or no English to become involved in the school community. Evaluation of the HSCL scheme have been positive in creating and sustaining positive partnership between families and schools.

Watch Video: **How to promote equality of opportunity in DEIS** (6:00 – 8:15; 15:00 – 23.40; 30 -35:10) and **Q & A How to promote equality of opportunity in DEIS** (1:13- 4:10; 6:42 – 11:25;). In this video both school heads (Tracie Tobin & Tiernan O'Neill) outline the HSCL scheme and how it operates within their school. They discuss how the HSCL coordinator work in partnership with parents and families to support the child's family in a wide variety of ways. They highlight the multifaceted roles the HSCL coordinator occupied in helping parents to developing a positive orientation towards education and in the process help their children succeed in education. Using practical examples, they highlight how the HSCL coordinator through a range of initiatives targeted at parents, help develop trust and break down barriers between the parents and the school.

Watch Video: The following video gives a very good overview of Home-school-Community Liaison Scheme and School Completion Project. This was a video that was produced as part of the Irish Teaching Council's 2020 Feilte conference: https://ms-my.facebook.com/TheTeachingCouncil/videos/in-this-feilte-2020-showcase-con-explains-the-three-strands-of-the-tusla-educati/994050161001912/

Read: *My Child My Vision* (2019) is a HSCL Parent Transfer programme that was designed by the Limerick HSCL coordinator in consultation with parents to raise awareness in parents of their own capacities to enhance their child's educational progress and to assist them in developing relevant skills (Link here).

It is an example of the type of parent programmes that are facilitated by the HSLC coordinators. The aim of the programme is threefold:

1. To empower parents to make an informed decision about their child's transfer from primary to post-primary education
2. To help parents feel more confident and comfortable about the transfer process
3. To increase parents' aspirations for their child's future to enhance their child's participation in the education process and to ensure their retention in post-primary school and to encourage their progression to third level education.

The programme is delivered over three years and takes place during the last two years of primary education and the first year of post-primary education. The Transfer programme emerged from conversations between the HSCL coordinator and parents around school transitions. Many parents were very anxious about the transition and had questions about choosing schools, post-primary subjects etc. Many parents had not completed post-primary education themselves. It was felt that parents need support to explore issues related to their child's transfer to post-primary education and this programme was developed with the parents. The HSCL coordinator works with the parents in a facilitative manner to empower parents to make decision about their child's education. The programme helps parents understand the application process for post-primary school, the importance of school attendance for learning, have confidence in completing application forms; and gain a broad understanding of the education system and develop a sense of ownership and involvement in their child's new school.

Home School Mediator: At the heart of the TEIP programme is building school family relationships to enhance educational engagement amongst the most excluded in Portuguese society. Developing strong Home School community links is a core remit of the TEIP programme and one of its key successes. There is a lot of flexibility given to school cluster in how they arrange home school community links, and the Home School Mediator is one example that has been specifically developed by the Santo António School Cluster. Mediators are supportive, understanding of and complementary to the teachers. Through working in partnership with teachers, children, parent, and the community, they create networks to support children. They are a key collaborator between the home and the community. The role of the mediator is critical to the success of the TEIP programme, they must develop strong relational skills to build trust and respect from children, their parents, the community, and the school. The mediator in TEIP school clusters is highly individualised support and personal engagements with the child, family, and community. The home school mediator has some similarities with the HSCL coordinator, in its focus on building bridges between the school and the family and community. The Santo António school cluster is an intercultural school in Portugal which has a high proportion of children from minority groups (including children from the Roma and Gypsy community and the undocumented). The cluster is based on 8 schools and has approximately children from 17 nationalities. The cluster guided by an inclusive approach to education, based on a philosophy of valuing difference and welcoming all children, irrespective of background. The cluster caters for children ranging from pre-school to post-primary education and the home school mediator works with the home and school to facilitate and encourage school engagement amongst the most excluded. They work within the community and in that way take the school to the community. The mediator works with families who

may have poor literacy and also assist in linking vulnerable families with the school. They also work with children at risk of dropping out of school. In comparison with the HSCL scheme, the home school mediator may be an individual from the community, whereas in the HSCL scheme, the coordinator is a qualified teacher. Another similar TEIP home school community project is the "Travelling Pre-school Education – Below and Beyond Glass Rooms" programme based at Coruche, central Portugal which targets Roma children and their families. One of the biggest strengths of that programme is the location of activities within the Roma community in familiar cultural and physical places or at pre-school settings bringing families and schools closer together. Activities are designed in an informal and flexible manner, meeting the needs and interests of the parents. Results suggest increased positive family engagement with schools. In cases where families are disconnected and marginalised in both society and education, small, targeted intervention such as the home school mediator are important to bridge the divide between the home, community, and the school. In essence, facilitating access to supports through active strategies targeted at the most vulnerable groups, may be one of the most important ways of achieving equity within education. Results suggest that it has proved effective for the child, their parents and the school and has created positive community – school links that has led to greater school engagement.

Watch Video: **A School for Everyone**, (Santo António School Cluster), Portugal.

In this video, the school head Manuela Espadinha from Santo António School Clusters (8 schools from pre-school to post-primary). It is situated in the middle of two communities a Gypsy and African community, in addition to other minority and Portuguese children – approximately 17 nationalities. It is a multicultural school cluster and the literacy rates amongst the community surrounding the school is very low. They aim to be inclusive school that is open to everyone and work to develop close links with the community. They offer a wider curriculum to cater for all children, including children with special needs. They also offer adult classes. The class teacher plays a central work in welcoming new children to their class and works to establish connections with the families. Other school staff work to integrate the children into all activities. They have a welcome day on the first day of school where children and their family are welcomed to school. They provide a pictorial handbook to parents who may not be able to read, and it outlines the ethos and activities of the school. All cultures are values and the school values difference – this is the ethos of the school cluster. They have a range of school activities that are orientated towards valuing all children such as celebrating family day, the Gypsy Soul project, dancing projects & emblematic and intercultural days. The school has achieved the intercultural school seal, which is awarded by the Department of Education and by the High Commissioner for Immigration and Intercultural Dialogue, which awards schools for their remarkable diversity ethos and promoting educational success. They translate books in different languages so that all children have access to literacy. The School Cluster organizes two days of activities that are open to the community, where children's activities and class projects are exhibited. Those projects celebration the intercultural ethos of the school. For instance, the projects demonstrate a range of skills

such as music and dancing and linguistic diversity, which promotes and celebrates children's individual cultural background. They also provide 'Stories of my Country' sessions, where parents come into the school to share knowledge about their country of origin. The aim of their school initiatives is to build strong solidarity amongst the entire school community.

The home school mediator is one element of the board of social and psychological intervention. The other two strands of intervention are social intervention service and the psychological guidance service. The sociocultural mediation is very important in the school, and this is led by a member of the Gypsy community who works within the school. They establish connections between the different communities and bring students to school. She acts as an advocate for the parents, particularly if there are issues. The home school mediator works in tandem with the school to foster a positive educational orientation amongst children and their family to enable children take a step forward to achieve success in education and in life. They enable the voice of the family to be heard and listened to. The Board of Social and Psychological Intervention looks out for vulnerable families and their children (such as undocumented families) which enables the school to respond and support those families even in providing basic but essential needs.

Recommended Reading:

- The following provides information on the HSCL Scheme: https://www.gov.ie/en/service/6c72da-home-school-community-liaison-scheme-hscl/
- Ross, C. et al (2021) Home School Community Liaison Coordinators perspectives on supporting family wellbeing and learning during Covid-19 school closures: critical needs and lessons learned, Irish Educational Studies, DOI: 10.1080/03323315.2021.1915842.
- Weir, S et al (2018) Partnership in DEIS schools: A survey of Home-School-Community Liaison coordinators in primary and post-primary schools in Ireland, Dublin: Educational Research Centre.
- Information on the Home-School-Liaison scheme: https://www.tusla.ie/services/educational-welfare-services/hscl/

Assessment – Lesson Four

1. Reflecting on the Irish Home School Community Liaison School and the Portuguese Home School Mediator, what are the key lessons from both schools in relation to the importance of building home school links?
2. If you were to develop Home School Community Links, what factor would you need to consider in your own country context?

5

Lesson Five: A Regional Response: Developing Partnerships across Schools to Enhance Teacher Continual Professional Development

Any society that wants to create an inclusive society, must examine how the education system is creating an inclusive educational experience for all children, and this starts with the teaching profession. Most initiatives addressing exclusion, marginalization and disadvantage focus on specific school and community projects that are targeted specifically at the children and in some cases, children and their parents. However, we also need to consider the teachers and school leaders, particularly those working in schools serving marginalised communities. Teachers' own constructs and pedagogical practices are central to the realisation of children's rights in education and indeed, teacher knowledge is now recognised as one of the key factors determining positive learning outcomes for children. We need teachers who are passionate and competent (knowledge and pedagogy) teaching all children and particularly, children from working class and other marginalised communities.

Teachers need to be provided opportunities to reflect deeply on their own positioning in terms of children's rights and participation, but also more holistically to include their pedagogical position and practice. We need teachers with the knowledge, skills, and values to provide an inclusive, challenging and extending educational experience for all children, through the provision of equal opportunities to learn and participate in their classroom and school. Similarly, 'craft' components of teaching must be based upon and informed by fresh insights into how best to meet the increasingly fast pace of change in the world which children inhabit. This lesson focuses on one initiative that aimed to enhanced teachers' competence and skills in delivering in literacy education in DEIS primary schools in Limerick. It achieved this through the provision of literacy education continual professional development courses (CPD) to participating teachers, the development of communities of practice and mentoring.

Watch Video: Introduction to Lesson 5

This lesson will explore an Irish case study, the Limerick Primary School's Literacy Initiative which was a regional initiative that was directly related to DEIS literacy targets and was specifically aligned to the 2010 national strategy to improve literacy amongst children. The need for a cohesive, multi-agency strategy to address social inclusion in Limerick city was a central element of the regeneration project which was rolled out in Limerick city in 2008. At that time, Limerick city was in turmoil as it had one of the highest unemployment rates in Ireland (Republic) and suffered from high levels of crime and criminality. There were a number of criminal families who were operating from and controlling some of the most disadvantaged areas in Limerick city. They were also feuding amongst themselves. Following major community and State policing effort, things turned around and a regeneration project was rolled out for those areas of Limerick city most affected by crime and marginalisation. Focus was also placed upon the DEIS schools in those areas, particularly on

attendance and attainment in literacy and numeracy. There was a specific concern about the low patterns of literacy attainment by children, a significant drop-off in literacy attainment at middle/senior class levels at primary school and significant differences in outcomes according to gender. In addition, the upskilling of teachers was proposed in a 2011 project that focussed on the lives of children in several geographical areas of Limerick City (How are our Kids – see below). Consequently, stakeholders came together, and the Limerick DEIS Primary Schools' Literacy initiative was developed in 2011; it was funded by the Department of Education and philanthropic organisation (Atlantic Philanthropies - Chuck Feeney). The stakeholders had a long history of working together prior to the initiative. It focussed on the continual professional development of primary school teachers to support best practice in oral language and literacy instruction. It was a city-wide initiative based in all DEIS primary schools (15 schools) and was a collaborative partnership project between the Department of Education and Skills (DES), Mary Immaculate College (MIC), Limerick Education Centre and primary school teachers. It also included input from the PDST (Professional Development Service for Teachers) and external advisers (DES). The project has now moved its focus to numeracy CPD for teachers. The strategic literacy CPD was tailored to equip teachers to respond effectively to the literacy needs presenting their schools. It aimed to improve both teacher knowledge and drive classroom change, particularly in literacy instruction.

The project was in the most economically and socially disadvantaged areas of Limerick city. The targeted DEIS schools catered for children coming from low-income families and whose parents themselves had poor literacy and numeracy skills. It was a cooperative multi-agency response to address shortcomings and provided enhanced opportunities for learning in both spoken and written literacy. The initiative targeted under-preforming children and through positive intervention (via enhanced teacher practice) helped raised oral and general literacy skills. All stakeholders (policy makers, MIC, Limerick Education Centre and most importantly schools and teachers) contributed to the formation of good practice literacy materials, including evaluation of same, to enhance children's literacy development. The emphasis was on whole school approach to literacy and oral language with the aim of upskilling and deepening teachers' understanding of literacy instruction. There was an emphasis on sharing, extending, and supporting good practice and supporting school principals and teachers in the management and delivery of change and in leading literacy in their school. The CPD activities were delivered by lecturers at Mary Immaculate College (Teacher Education College) who had extensive expertise in literacy instruction and international best practice in literacy instruction. The initiative showed positive gains in teachers' knowledge and enhanced their confidence and competence in literacy instruction in their classrooms. It also built upon their existing skills and knowledge.

Limerick DEIS Primary Schools' Literacy Initiative focuses on continued professional development of teachers to support best practice in oral language and literacy instruction and the application of advanced literacy approaches at whole school level. It provided support

to enable teachers to examine their own practices in literacy instruction and provided them with support to enhance their acquisition of new literacy skills etc. Initially, the project team carried out an audit of school knowledge and skills, and literacy resources available in schools and then developed an intensive CPD programme on literacy instruction. A comprehensive CPD programme was developed using different approaches such as: formal lectures on literacy current and best practice in literacy instruction, teacher mentoring and training, lesson observation of teachers and feedback of lessons observed. The aim was to embed the lessons learnt at a whole school level. There were also innovative practices such as Open Days at Schools where teachers could visit a school and observe literacy lessons. Sharing of of good practice sessions were organised where teachers presented observations etc. at formal national education conferences. The initiative also led to the development of a Limerick Literacy Community of Practice which was facilitated by MIC. At the time that the initiative was rolled out, separately the Department of Education provided additional teachers to support literacy in DEIS schools in Ireland. This followed a poor PISA result for Ireland in 2009 for literacy and numeracy and was particularly poor for DEIS schools. Those additional teachers formed a network of teachers who led the dissemination, implementation and embedding of the enhanced literacy instruction practices within the schools, between partnered schools, and across the wider network of DEIS schools and teachers. They were also supported by Local Education Centre, MIC lecturers and other external experts. Those teachers went on and organised Open days, and these literacy leaders modelled and coached best literacy practices. They were also key agents in supporting teachers and school leaders to develop communities of practice of literacy practice. The open days enabled teacher engagement with the literacy initiative and provided an opportunity to acknowledge and showcase effective practices and provided real classroom placements where teachers could observe new literacy skills in action. The HSCL coordinator also worked on the project as the work of the school on the initiative had to be supported by the work of the home. The HSCL coordinator was involved in supporting the parents to develop their own literacy skills particularly through encouraging reading and reading to their children. The HSCL modelled how to read a book and how to support their children's reading and through this, the parents were involved in the initiative, making it a multifaceted approach.

Importantly, the initiative was developed and predicated upon educational partnership and on promoting networking between the different stakeholders (teacher education, practicing teachers and school heads, Department of Education, Local Education Centre etc.). This approach committed to sharing expertise and knowledge between the different stakeholders. Most importantly, the initiative was successful because there was a willingness and commitment by teachers (and school heads) to engage with new literacy instruction practices and to innovate within and across the schools. The initiative had a positive impact on enhance teacher knowledge and collegiality between the teachers from different schools. Furthermore, a sense of increased self-efficacy has developed because of the access to expertise from teacher education and other external experts who provided literacy talks, the support and coaching skills of the network teachers and opportunities to see literacy interventions in practice in schools. Most importantly, the participating teachers

	noted positive changes in their practices and approaches to literacy instruction because of having participated in the initiative. The initiative remained in place until 2020 and by 2016 the initiative focused on STEM. **Watch Video**: **An Initiative to address inclusive education: The Limerick DEIS Primary Schools' Literacy Initiative** (1:35 to end) **Watch Video**: **Q&A An Initiative to address inclusive education: The Limerick DEIS Primary Schools' Literacy Initiative**. This video features Dr Carmel O'Doherty who presents an overview of the initiative, the historical background to the initiative, national policy developments at that time the initiative was rolled out, the key outcomes and lessons learnt. Dr O'Doherty was one of the original Department of Education officials who established the partnership and worked on the initiative. **Read:** • Limerick DEIS Primary Schools' Literacy Initiative (2017) Promoting Communities of Effective Practice, Executive Summary, Limerick: MIC, Limerick Education Centre and Department of Education. **Assessment – Lesson Five** 1. Outline three elements underpinning the success of the Limerick DEIS Primary Schools' Literacy Initiative? **2.** If you were to develop something similar in your own country/region what factors would (a) enable its successful implementation (b) hinder its successful implementation
6	**Lesson Six: Reaching beyond the School: Developing School – Community and Teacher Education Partnership** This lesson extends the philosophy of multi-agency working to encompass teacher education. Teacher education is one of the most important parts of the inclusion jigsaw. If a society wants teachers who are empathetic and inclusive teachers, who see the potential in all children and who value difference, it must start with teacher education. Teacher Education must educate future teachers who see themselves as agents of change, who continual reflect on their own practice, who are highly knowledgeable and skilled and who are passionate about teaching and learning. They must also see themselves as on a continuum of learning throughout their teaching career, who are flexible and adaptable to new ways of approaching pedagogy and education. Teacher education must provide opportunities

for student teachers to experience a wide variety of schools, and particularly the opportunity to work with disadvantaged and marginalised communities. Teacher education colleges must also reach out, embrace, and work with communities that are marginalised and disadvantaged as well as agencies working with and for those communities.

This lesson will explore the contribution of the Targeting Education Disadvantage through dialogue (TED) project, which is based within the Curriculum Development Unit, at Mary Immaculate College (MIC) to promote social inclusion in the Limerick region. MIC is a state funded College of Education and offer education programmes across the continuum from early childhood through to primary, post primary, further education and beyond. It is one of the largest teacher education colleges in Ireland (Republic) and therefore, has significant responsibility in educating future teachers who have appropriate and high levels of professional knowledge, skills, and values and who most importantly recognise their responsibility to provide an optimum educational experience for all children. A concern for social justice and equality is core to the work of MIC and particularly within our ITE programmes, where student teachers are provided with opportunities to reflect upon societal inequality and to interrogate how education can be used as a transformative tool to challenge inequality. They are also encouraged through professional practice and the integration of theory and practice to view themselves as agents of change. MIC offers student teachers lots of opportunities through professional practice, professional studies, and foundation theory modules to work in local disadvantaged communities. MIC has developed deep and long-term partnerships with local DEIS school and state and regional agencies to promote social justice and inclusion. One of the key projects within MIC that has worked specifically with marginalised communities to bring MIC to the local school community is the TED project.

TED is specially focused at linking teacher education expertise within MIC to local DEIS schools and is specifically targeted at Limerick DEIS schools and surrounding rural DEIS band schools. The main aim of TED is to provide support to schools via consultation, advocacy, training, research, and partnership. TED staff (who are in the main primary teacher educators) work on a range of initiatives to encourage positive attitudes to education and increase participation in education. It also provides avenues for multi-agency working and consultation on a range of educational. issues. Initiatives that are promoted and supported by TED are targeted at DEIS communities, particularly those in Limerick City, via schools to create positive attitudes towards education and build capacity within DEIS schools and communities.

Watch Video: Introduction to Lesson 6

Since it was established in 1998, TED has sought to improve and enhance educational outcomes for children. It is primarily focused on providing guidance, research support and practical support for initiatives to DEIS schools. It is also involved in coordinating research projects that are directly focused on school communities. For instance, TED employ research staff (who are primarily qualified teachers)

	to work with DEIS schools on a range of initiatives for example, Embracing Diversity Nurturing Integration (EDNIP) project and the TEAL language project, which works with and supports children of migrant families in Limerick city. TED via MIC provide funding from educational initiative such as the Studio Art project, MIC Choir, and the LEGO DEIS project. In the case of those three projects, MIC teacher educators, an external artist and student teachers work with children in DEIS schools to produce an Art Exhibition and a Christmas Concert. The student teachers undertake placements in the DEIS school while the projects are underway. The three projects are part of the student teachers' education specialist, and they generally spend one morning in the DEIS schools for about two months. These initiatives give student teachers opportunity to work in DEIS schools and the children benefit from the intensive expertise that is brought into the classroom from MIC. For instance, in the LEGO specialism, children learn about math, science, IT, coding and robotics and design their own robot as part of the final product The TED project facilitates a connection between the specific expertise of MIC staff and the identified needs of schools and voluntary and statutory groups within the local community and at national level. Through dialogue and collaboration, TED seeks to unlock the enormous potential within DEIS schools and communities. It seeks to improve outcomes for children through harnessing the expertise of MIC in the service of children, parents, and teachers, primarily in DEIS contexts. The TED project has created a significant footprint within the Limerick area with schools and statutory and voluntary agencies both at a local level and nationally within the broader education community. Key staff in TED sit on DEIS schools Board of Management and organisations such as Bedford Row project, which focuses on children who have a parent in prison. TED has been working to promote educational attainment and access in the following ways: management and facilitating of DEIS networks, delivering workshops on literacy and numeracy, developing CPD activities for school staff, advocacy, training, and research. Generally, TED works with DEIS schools to identify an issue and/or an need, and would draw upon expertise within MIC to respond to that need, for instance a CPD event etc. For instance, the LEGO education initiative was developed from DEIS schools indicating they would like children to avail of robotic education in after school clubs, and they approached TED who then linked relevant lecturers to the DEIS schools and together, with cooperation from LEGO Education, they established the LEGO Education specialist. It is rolled out in primary DEIS schools every Spring. TED facilitates three school networks who come together one/twice a semester to discuss issues of concerns to the schools: PLUS, Cur le Chéile and OSCAILT. The Oscailt network members are school heads of DEIS Band 1 primary and post-primary schools in Limerick. Plus, network members are DEIS band 1 primary schools in Limerick City and County (usually HSCL attend these meeting), Youth Encounter Project and Special schools. Cur Le Chéile network members are school heads and deputy heads of DEIS Band 1 Primary

schools. The school networks grew out of a need for information sharing, and support amongst school leaders of DEIS schools. The networks serve as a central pivot of TED work and have been the seedbed for development and delivery of TED initiatives and intervention programmes. Concerns with absenteeism and behavior issues, for example, led to TED seeking funding to conduct action research and to develop and publish resources addressing these issues. Network activities also provide for peer and inter-school support, sharing of good practice and the development of communities of practice. TED also advocates on policy issues and is a key member of range of local education and non-education boards and committees to influence decision making. The Literacy Community of Practice grew out of research conducted by TED in 2013 with education providers servicing the needs of young people aged 12-18 to explore how TED could support positive literacy outcomes for this age cohort of students. Membership includes DEIS post-primary schools, Youthreach Centres and a Youth Encounter Project.

TED has been responsible for bringing MIC and DEIS schools and communities closer together in a range of ways. School principals and teachers from DEIS schools provide lectures and CPD opportunities for initial teacher education students at MIC. These sessions help challenge student bias towards DEIS communities. Similarly, though TED MIC staff provide CPD and additional support to DEIS schools. TED has facilitated the development of a positive attitude towards DEIS communities amongst student teachers. TED has been successful because it has worked at the ground level and is willing and keen to listen to and build partnerships with DEIS schools and communities. It has through its work (facilitation and research) sought to listen to different viewpoints and encourage shared leadership and partnership with schools. Current projects that really exemplify the multiagency approach of the TED project and the centrality of the school and children in both its focus and work are the Embracing Diversity Nurturing Integration Project (EDNIP) and Teaching English as an Additional Language (TEAL Project).

EDNIP Project: This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund and supported by the Department of Justice and Equality. EDNIP is a partnership initiative initiated in 2017, which aims to promote and support migrant integration into school and community life, working across five DEIS band 1 primary schools in Limerick. EDNIP was developed to support schools to embrace diversity and nurture integration of migrant families, many of whom did not speak English. The other element of the project was to increase communication between the school and migrant families and between families themselves and between migrant families and Irish families in the selected schools. The project created opportunities for migrant families, especially women and babies/toddlers to meet and learn together in the school. It was a way to address isolation and promote engagement with the school. It offered opportunities for the adults to learn English and the classes were delivered in the schools. It organised social, cultural, and historic trips for the families in Limerick city and outside Limerick, to help facilitate a sense of belonging in Limerick and in Ireland, as some families had only a limited experience of visiting local areas. During the summer 2018 & 2019, families (together with Irish families

in the designated schools) went on trips to the beach and had trips to a local farm. There were sport and music events and the EDNIP also organised family fun days, intercultural events and trips to the museums. Coffee mornings were organised to bring the school community together. It also worked with migrant fathers to increase engagement with education. The first evaluation has found that communication between the school and migrant families has been enhanced and between the Irish and migrant families.

TEAL Project: This project grew from the EDNIP project in 2019 but specifically focused on linguistic diversity and worked to increase teacher knowledge and confidence in the teaching of children whose first language is not English. The project is in several primary and post-primary DEIS schools in Limerick city, who have experienced the biggest increase in children whose first language is not English. The project aims to maximise their potential in learning English as well as preserve their own heritage languages. A range of resources were developed to support teachers working in linguistically diverse classroom and to celebrate intercultural education. They were also provided with intensive CPD sessions and communities of practice emerged amongst the teachers participating on the project. The communities of practice serve as important support networks for teachers by enabling teachers to come together to discuss issues, challenges and share ideas and good practice. It was also designed to support the children and parents from communities that did not speak English, through the provision of English classes for adults and intercultural events for children where linguistic and cultural diversity was celebrated (see video for further information).

Watch Video: This video features Dr Ann Higgins, coordinator of TED. She explains the ethos of TED, its mission and vision and goes through some of the key projects and successes of the project (Link here) and **Read** the associated PowerPoint

Watch Video: https://www.youtube.com/watch?v=oktiI1il8hY – this short video provides an overview of the TEAL (teaching English as an additional language) project which was established to respond to the needs of children, whose first language is not English. It was designed to support children and their families in their language journey. Schools have become increasingly multilingual and multicultural and DEIS schools have experienced a big increase in the number of children from minority groups. The project was developed from discussions with DEIS school leaders who spoke about the challenges involved in supporting children and parents. They felt teachers required additional skills in relation to language teaching. Out of the conversations, the project emerged, and its focus was on the provision of additional professional development in the area of EAL, particularly in responding to these culturally and linguistically diverse classrooms. The project aims to celebrate the cultural diversity in the school and to respect the child's first language by promoting their own language alongside English. The project providing CPD to teachers and build a bank of resources that teachers could use with their children. It also created communities of practice (online and face to face) where teachers came together to share resources, guidance and support for teaching children that are culturally and linguistically diverse. The project is still in operation in

	Limerick. **Read:** • Higgins, A. (2017) Bedford Row Family Project: Holding the Suffering, Limerick: Curriculum Development Unit, MIC.https://www.mic.ul.ie/sites/default/files/uploads/21/BEDFORD%20ROW%20RESEARCH%20REPORT%202017-reduced-compressed.pdf Visit the TED website for additional information here: https://www.mic.ul.ie/faculty-of-education/ted?index=0 **Assessment - Lesson Six** 1. Reflecting on the video and reading material, why is it important that schools & communities develop partnerships with teacher education colleges?
7	**Lesson Seven: Summary** This lesson provides a brief overview of the module learning outcomes and key points emanating from the modules. The previous lessons have demonstrated in both a theoretical and practical level, the importance of striving for both equality of opportunity and equality of condition in the provision of education for all children. Each lesson has emphasized the important of developing, maintaining and promoting a child-centered approach within education. Everything schools and education practitioners do must be for the benefit for each child. Schools, school leaders and teachers must promote an inclusive learning environment that is differentiated and challenging for all children. **Watch Video:** Introduction to summary There must be a focus on teachers' own professional development and an ethos within schools and education systems where school and teachers work together. We heard about a wide range of innovative programmes that were led by teachers and school leaders for the benefit of the school community. For school initiatives to have successful outcomes, we need highly knowledgeable and passionate teachers teaching children. Teachers must be encouraged to engage in continual professional development and develop communities of practice where they share ideas etc. that will ultimately benefit the children they are teaching. Space must be provided for teachers and school leaders to reflect critically on their teaching strategies and indeed, on the education as a whole. It is important that teachers

and schools do not reinforce inequality and stereotypes. We need passionate teachers who care about the holistic development of the child. We also need teachers and school leaders who are willing to open their doors to the community. When children see their community represented and valued in the school, they will have a more positive orientation towards education. Schools must be places where children and parents feel safe, welcomed and valued, irrespective of their social and cultural background.

The examples presented in this module have really emphasized that schools and teachers cannot work in isolation and developing positive partnership with the wider community and parents is crucial if children are to have positive outcomes in education. A wide variety of initiatives must be targeted at disadvantaged communities to achieve equality of condition. They must be a mixture of bottom-up and top-down initiatives. Initiatives also need to be flexible and adaptable to the local school contexts. Schools need to reach out to the community, which then allows the school to take on a much broader role within the community. Developing positive relationships with parents can enhance not only their child's education, but their own. They may be encouraged to go back to education and attain further qualification or get involved in the school community.

The examples in the module have emphasized the importance of multi-agency partnerships to cater for the range of needs that children and parents face. A multi-agency approach enables a broad range of professionals to provide interconnected and focused support. The school cannot address every issue on its own. Research and evaluation with, for and by the school needs to be part of developing good schools. Schools need to monitor key educational data and evaluate programmes and initiatives. Evaluations can lead to further improvements or modifications to a programme. Evaluations can provide encouragement to schools and teachers about the curriculum and teaching and learning strategies.

The module has presented a range of initiatives and supports that are targeted at marginalised groups and communities. It was emphasized that context matters, and initiatives need to be flexible to the specific group of students and parents. Schools therefore require some autonomy and freedom in the way they tailor, and focus supports. What works for one school and their community may not work in another school. However, all schools and school staff must have high aspirations for their children and the focus must be on encouraging children to remain interested and engaged in education to enable all children achieve their optimum outcome. The school and the school community must create a positive welcoming environment that celebrates different and enables a child to progress positively on its education journey. All partners need to work towards this goal, so that all children achieve their human potential.

Assessment of Module

1. Reflecting on the lessons in this module, develop a two-page strategy you would present to policy makers in your country/region aimed at addressing educational marginalization at one of the key stages (for instance, preschool, primary, post-primary, further education, vocational education etc.) In your strategy, reflect on both macro and micro initiatives and those that are bottom up and top down.

Module Study Resources

- Department of Education and Science (2005) DEIS Action Plan, Dublin: Department of Education and Science https://www.pdst.ie/sites/default/files/1302_deis_action_plan.pdf,
- Information about DEIS is found here: https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/ This section documents the range of supports made available to DEIS Band 1 and DEIS Band 2 Schools.
- DEIS Plan: https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/#deis-plan-2017
- Information about Home School Community Liaison Scheme: https://www.tusla.ie/tess/hscl/
- Information about the School Completion Project: https://www.tusla.ie/tess/scp/
- Department of Education and Skills (2011) Literacy and Numeracy for Learning and Life: The National Strategy to Improve literacy and Numeracy among Children and Young People, 2011-2020, Dublin: Department of Education and Skills. https://assets.gov.ie/24521/9e0e6e3887454197a1da1f9736c01557.pdf
- Nelis, S. M. et. al. (2021) Beyond Achievement: Home, School and wellbeing, findings from PISA2018 for Students in DEIS and Non-DEIS schools, Dublin: Education Research Centre. https://www.erc.ie/wp-content/uploads/2021/06/FINAL_Web_version_ERC-PISA-DEIS-Report-II_May-2021.pdf

- Darmody, M. et al. (2021) Impacts of the Covid-19 Control Measures on Widening Educational Inequalities, Young, Vol. 29, No. 4: 366-380.
- Cahill, K. (2021) Intersections of social class and special educational needs in a DEIS post-primary school: school choice and identity, International Journal of Inclusive Education, DOI: 10.1080/136031116.2021.1968519.
- McCoy, S. et al. (2012) School matters: how context influences the identification of different types of Special Education Needs, Irish Education Studies, Vol 13, No. 2: 119-138.
- Smyth, E. et al (2015) Learning from the Evaluation of DEIS, Dublin: Economic and Social Research Institute.
- Smyth, E. et al (2015) Review of the School Completion Programme, Research Series: Number 44, Dublin: Economic Social and Research Institute.
- Smyth, E. (2018) Education and the DEIS Programme, Education Matters Year Book 2017-2018. This provides an overview of the origins of DEIS and process of DEIS school designation. She also summaries some of the key education trends comparing DEIS and Non-DEIS schools.
- Inspectorate Evaluation Studies (2011) An Evaluation of Planning Processes in DEIS Primary Schools, Dublin: Department of Education and Skills. https://assets.gov.ie/25315/cb6313e5b9b2414e8171ae27e21bbc1c.pdf
- Inspectorate Evaluation Studies (2011) An Evaluation of Planning Processes in DEIS Post-Primary Schools, Dublin: Department of Education and Skills. https://assets.gov.ie/25314/abf7cb9a783f4a5fa398cf5024f749f6.pdf
- A number of DEIS evaluation reports can be found at the Education Research Centre, Dublin City University. See: https://www.erc.ie/studies/deis/
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Module 3: Special Education, Inclusion & School Transitions

Introduction

This module introduces the learner to the complex nature of special education and the promotion of full inclusive educational practice. It will document the development of special education from education in special education schools, special classes in mainstream schools to full inclusive practices in mainstream education. The module will plot the uneven development of full inclusive practices for children and young people in Europe. It will explore some of the challenges facing children with special education, particularly when making key transitions within education and from education into the labour market. Through good practice exemplars, the module will examine the potential of full inclusive practices and will document the impact of teacher education and multi-agency collaboration in promoting full inclusion for all children from preschool to vocational education and training. It will also document the history of special education and will explore different models of inclusive practice within schools. The module will emphasise the importance of an inclusive mindset in promoting and maximising educational and labour market opportunities for all children and young people.

Syllabus

The module will firstly explore the concept of inclusion and inclusive education. It will then trace the policy path to Inclusion and Inclusive Education. It is important to trace the policy path that underpins our commitment in Europe to an inclusive society and inclusive education system. The module will document current developments in inclusive and special education across Europe. The module will examine the path Portugal and Ireland have taken in their journey towards a fully inclusive education system and the challenges both faces. It will also explore the journey of other European countries and assess their current position. The module will also emphasise the importance of incorporating and including children's voice and agency when considering inclusive frameworks & models. Enabling children to participate has now became a right, particularly in relation to inclusive education. The Portuguese and Irish good practice case studies documented lots of examples where children are consulted and participate in meaningful decision making in matters that affect them. This can range from choosing informed pathways, including children in the design of courses and programmes and packaging programmes to fit the individual child's particular talents or interestsIt will examine the impact of COVID on children with Special Education and some innovative approaches currently in practice. This final lesson will explore an Irish multi-agency response which helped children with autism make the transition back to school after a prolonged Covid lockdown in 2020. It is evident that an individual school cannot eliminate exclusion and inequality on its own, it needs assistance from other schools and agencies. Schools benefits in numerous ways from partnerships it develops with other stakeholders and agencies. At the heart of this partnership

approach is a strong desire to assist children and parents, particularly children and parents living in marginalised communities to benefit from, and have successful outcomes in education (social, emotional, and academic success). This module interrogates the importance of multi-agency approaches in the promotion of full inclusive educational practice. It will also explore the range of issues & challenges facing schools when addressing broad inclusion issues such as early school drop-out, absenteeism and parental disengagement. It will document challenges in creating and sustaining inclusive practices, particularly within an educational system which promotes academic excellence and competition. It also explores the challenges recognising and appreciating individual differences within mainstream education. Through the analysis of case study initiatives, it will explore effective inclusive models and how multi-agency approaches can prevent early school leaving amongst children and young people with special education needs. There will be a particular emphasis on inclusion as a right for all children and young people, irrespective of ability. The module will emphasise how education systems need to be responsive to the needs of a diverse student population, to create and sustain learning environments that value and respect everyone. This module will emphasise the importance of a systematic approach to building more inclusive and participative democratic education systems.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Interrogate the concepts of special education and inclusion, and inclusive practice that is targeted at marginalised and vulnerable communities.
- Explore the challenges and potential underpinning the full inclusive school & classroom.
- Interrogate contemporary theories, debates and practices of inclusion and special education.
- Evaluate challenges for children & young people with special education and those from minority backgrounds, making transitions from one educational level to the next and into the labour market.

2 Affective: Attitude and Values

- Appreciate the importance of inclusive practice in valuing the unique talents of all children and young people.

- Value the impact of multi-agency approaches in addressing special education and inclusion and prevent early school leaving amongst children and young people from minority backgrounds and those with special education.

Module Content and Lessons

There are seven lessons in this module, and they will examine a variety of issues related to inclusion in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1	**Introduction** Welcome to this module: Special Education, Inclusion & School Transitions. This module builds upon and expands on the content explored in the previous two modules. It will trace and document developments in inclusive practice across Europe, at both a policy and practice level. The module will interrogate the importance of multi-agency approaches in the promotion of full inclusive educational practice. It will start by defining the concept of inclusion and inclusive education and the key policy developments that have supported the path to full inclusive education. It will document challenges in creating and sustaining inclusive practices, particularly within an educational system which promotes academic excellence and competition. It also explores the challenges in recognising and appreciating individual differences within mainstream education. Through the analysis of case study initiatives, it will explore effective inclusive models and how multi-agency approaches can prevent early school leaving amongst children and young people with special education needs. There will be a particular emphasis on inclusion as a right for all children and young people, irrespective of ability. The module will emphasise how education systems need to be responsive to the needs of a diverse student

	population, to create and sustain learning environments that welcome, value and respect everyone. This module will emphasise the importance of a systematic approach to building more inclusive and participative democratic education systems. Like the last module we will focus on the journey of both Portugal and Ireland who were the two sharing countries in the STAIRS project. We will look at their similarities and differences in their attempt to promote inclusive education. This module will also emphasise the importance of voice, particularly that of the child and young person with special needs. All societies purporting to promote inclusion must provide opportunities for all children to make informed decisions and be given freedom and opportunity to exercise their voice, choice, and independence. Indeed, this is one of the most important pieces in the inclusion jigsaw. Finally, it will examine the impact of COVID on children with special education and will present an innovative multiagency approach that was put into place in Ireland to ensure children with Autism made as smooth a transition back to school as possible after one of the country's longest lockdown periods. Essentially, through good practice exemplars, the module will examine the potential for full inclusive practice and the impact of multi-agency collaboration in promoting full inclusion for all children from preschool to formal education and training. Throughout each lesson, there will be a particular emphasis on the importance of developing an inclusive mindset in promoting and maximising educational and labour market opportunities for all children and young people. I will leave you with a quotation from UNESCO (2005: 10) *Guidelines for Inclusion: Ensuring Access for all*: "Education for All means ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive."
1	**Lesson One: Exploring the concept of Inclusion and Inclusive Education** We begin the journey by defining inclusion and special education. We will draw upon material (video and associated material) from the European Agency for Special Needs and Inclusive Education, which promotes a rights-based approach to inclusive education. It also provides significant guidance & advise to help bridge the gap between policy and practice. **Watch Video**: Introduction to Lesson One Lesson one introduces you to the concept of inclusive education and the key components underpinning an inclusive education system. It will examine what inclusive education is, and the complex task of bridging policy and practice. While we may have legislation and policies supporting inclusive education, it may not be happening in practice at the individual school level or more

broadly within teacher education or at the teacher continual professional development level. Therefore, we need legislation, policy and practice all working together to promote inclusive education. We will examine why it is important to promote inclusive education and how everyone benefits when all learners are included and made to feel they belong in our classrooms and lecture halls. Inclusion supports and promotes diversity and ultimately changes lives. It also helps society to be more open and welcoming to diversity, in all its variety and in the longer term, makes our homes, schools and workplaces more vibrant and interesting places to learn and develop together. Every individual child has the right to an inclusive education experience, where their individual abilities and talents are celebrated, supported, and nourished. This will ultimately benefit society in a wide variety of ways, including economic, cultural, sporting, and educational benefits. You are now invited to watch the videos and read the associated material and complete the assessment tasks at the end of this lesson.

What is Inclusive Education: Read: https://unesdoc.unesco.org/ark:/48223/pf0000248254/PDF/248254eng.pdf.multi. In this 2017 report, UNESCO provides a comprehensive overview of inclusion and equity in education and provide a guide for ensuring inclusion and equity in education:

The European Agency for Special Needs and Inclusive Education presents a short position paper on inclusive education systems here: https://www.european-agency.org/sites/default/files/PositionPaper-EN.pdf

The following video also highlights their vision for Inclusive Education: The Agency's Vision for Inclusive Education Systems - YouTube.
After listening, please reflect on its key messages and then think about your own country's approach to inclusive education.

In the next video they document the key principles underpinning inclusive education and the complex task of bridging policy and practice: https://www.youtube.com/watch?v=s4J8RvjJZCo.You can also read the key principles in more depth here: https://www.european-agency.org/sites/default/files/KeyPrinciples-policybrief-EN.pdf

In the next infographic, the European Agency for Special Needs and Inclusive Education outline how to promote inclusive education. They highlight three key ingredients to achieve inclusive education: Legislation, Policy and Practice. They argue that inclusive education systems change lives and improve societies and when we include all learners in our classrooms, everyone benefits. https://www.european-agency.org/resources/multimedia/infographic-inclusive-education-across-europe

	Consult the following booklet from UNICEF which provides a practical toolkit for increasing parents, family and community participation in inclusive education: Parents, Family and Community Participation in Inclusive Education, Webinar 13 - Companion Technical Booklet (inclusive-education.org) **Assessment – Lesson One** 1. What key lessons are contained in the European Agency for Special Needs and Inclusive Education position paper on inclusive education system. 2. What are the three ingredients necessary for the promotion of inclusive education?
2	**Lesson Two Tracing the Policy Path Towards Inclusion and Inclusive Education** In lesson one, we explored the concept of inclusive education. It is also important to trace the policy path that underpins our commitment in Europe to an inclusive society and inclusive education system. A useful policy timeline (up to 2005) is presented on page 14 in UNESCO (2005) Guidelines for Inclusion: Ensuring Access to Education for All (see link below). They chart the timeline from the Universal Declaration of Human Rights in 1948 to the UN Convention on the Rights of Persons with Disabilities 2005. The Universal Declaration of Human Rights, UN Convention on the Rights of the Child and the Rights of Persons with Disabilities provides the foundation for inclusive education policies in Europe and beyond. **Watch Video:** Introduction to lesson two In lesson one we explored the concept of inclusive education, but it is also important to trace the policy path that underpins our commitment, particularly in Europe to an inclusive society and more specifically to inclusive education. The policy path to inclusion has been a long road, beginning in 1948 with the Universal Declaration of Human Rights. In 1959 we had the Declaration of the Rights of the Child, but it was not until 1979 with the UNESO International Year of the Child that we focused specially on children as having individual rights. This led, ten years later in 1989 to The United Nations Convention on the Rights of the Child. This was a watershed moment for children's rights and associated policies, in guaranteeing that the best interests of the child must be a primary consideration in all actions concerning children and that every child has the right to life, survival and development. Most importantly, all the rights guaranteed by the Convention must be available to all children without discrimination of any kind. This was also the first time that the voice of the child was guaranteed, specifically that the child's views must be considered and considered in all matters

affecting them. Importantly, it guaranteed the right to education, and especially to an education that enables all children to achieve the fullest possible social integration and individual development, including their cultural and spiritual development. In 1990, the World Declaration on Education for All, emphasised the right to basic education, with a particular focus on girls. It also focused on universalizing access and promoting equality for all, irrespective of disability etc. The path towards an inclusive society and inclusive education has been mapped out. The 2006 Convention on the Rights of Persons with Disabilities moves to a new level away from viewing people with disabilities as "objects" of charity, in need of medical treatment and social protection towards viewing the as individuals with rights, who can claim those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

The Salamanca Statement in 1994 was the first time that a framework for action on special needs education was outlined and agreed. It is the most significant international document in the field of special education and most importantly endorsed the principle of inclusive education based on three grounds: an educational justification, a social justification, and an economic justification. In 2019, UNESCO confirmed their continued commitment to the Salamanca Statement in the Cali Commitment to Equality and Inclusion in Education. More recently, inclusive education has been linked to sustainable development and this is most evident in UNESCO (2015) Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development.

National education legislation, policy and practice must now devote specific attention to inclusion within a rights-based approach, ensuring that everyone has access to high-quality inclusive learning opportunities from early childhood care and education, compulsory education, and training beyond formal education. It is the responsibility of all, from government, policymakers through to teachers to ensure access to high-quality, inclusive, and equitable learning environments. Curricula must be broad, including, culture, the arts and sports and pedagogical practices must be culturally responsive and incorporate linguistic diversity. Curriculum must be flexible, adaptable, and accessible for all learners. This involves changes and modification in content, pedagogical approaches, strategies, including assessment strategies and the promotion of universal design for learning, to ensure all children are enabled to learn and flourish. It also is imperative that teaching staff etc. have the appropriate knowledge, skills, and dispositions to promote inclusive education within their classroom and school.

Read:

- Universal Declaration of Human Rights (1948): https://www.un.org/en/about-us/universal-declaration-of-human-rights.
- United Nations Convention on the Rights of the Child (1989): https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child

- United Nations Convention on the Right of Persons with disabilities (2006) https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html.

In 1990 the World declaration on Education for All, Jomtien, Thailand, affirmed the right of all people to education. It represented an important step towards defining inclusive education https://bice.org/app/uploads/2014/10/unesco_world_declaration_on_education_for_all_jomtien_thailand.pdf and was the precursor to The Salamanca Statement four years later.

The Salamanca Statement was the first time that a framework for action on special needs education was outlined and agreed. It is the most significant international document in the field of special education and most importantly endorsed the principle of inclusive education based on three grounds: an educational justification, a social justification, and an economic justification.

UNESCO (1994) Salamanca Statement on principles, policy and practice in special needs education: https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf

In 2019, UNESCO confirmed their continued commitment to the Salamanca Statement in the *Cali Commitment to Equality and Inclusion in Education*: https://unesdoc.unesco.org/ark:/48223/pf0000370910

Similarly, in 2005 and building upon the commitments from Salamanca, UNESCO produced comprehensive Guidelines for Inclusion: Ensuring Access to Education for All: http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf

More recently, inclusive education has been linked to sustainable development and this is most evident in UNESCO (2015) Education 2030: Incheon Declaration and Framework for Action for the Implementation of Sustainable Development: http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

Assessment - Lesson Two

1. The Salamanca Statement emphasizes curriculum flexibility – what does this mean for you?

	2. Why is it important to consider the recruitment and training of educational personnel when we are planning for inclusive schools?
3	**Lesson Three: Inclusive Practices in Portugal** In the first two lessons we have defined Inclusive Education and examined the legislative and policy context. Now we are going to look at Inclusive education practice at the individual country level. We will focus on the two sharing countries (Ireland and Portugal). We will also provide comparisons with the learning countries (Hungary, Slovenia, Croatia, and Czechia). Lesson three will focus on the Portuguese journey towards full inclusive education. Portugal's inclusive education framework is among the most comprehensive in Europe. It has developed legislation, policy, and support structures at school level to meet the needs of all students and to promote educational equity and inclusion more broadly. Their journey (legislative, policy etc) is relevant for other countries that wish to promote diversity, equity and inclusion in their education systems. **Watch Video:** Introduction to Lesson three In the first two lessons we defined Inclusive Education and examined the legislative and policy context. Now we are going to look at Inclusive education practice at the individual country level. We will focus on the two sharing countries (Ireland and Portugal). We will also provide comparisons with the learning countries (Hungary, Slovenia, Croatia, and Czechia). This will focus on the Portuguese journey towards full inclusive education. You will have come across some of the videos in the previous module, but here you are asked to specifically examine broad inclusive education approach in Portugal. Portugal's inclusive education framework is among the most comprehensive in Europe. It has developed legislation, policy, and support structures at school level to meet the needs of all students and to promote educational equity and inclusion more broadly. Their journey (legislative, policy etc.) is relevant for other countries that wish to promote diversity, equity, and inclusion in their education systems. However, Portugal faces challenges. It must continue to develop capacity-building of teachers and school leaders. There is a need for greater collaboration between stakeholders and a need for consistent implementation of the inclusive education framework. In the first video, Professor David Rodrigues, Professor of Special Education, Technical University of Lisbon provides an overview of concept of inclusive education and the development of inclusive education in Portugal, which has been quite dramatic since 1974. He very much promotes the idea of building the airplane while flying, which means that we must build inclusion while inclusion is happening. He outlines five building blocks: the development of inclusive public education policies that improve equality for all;

differentiation and flexibility of curriculum to promote inclusion; teacher education; collaboration and finally the need for innovation. We then move onto the video from Ferreira Dias, secondary school, Portugal, which works with children from a range of challenging and disadvantaged backgrounds. The school is in a disadvantaged area of Lisbon and the video documents their inclusive approach. This video illustrates what is possible when we embrace inclusion.

In final video, Dr. Natália Alves, Public University of Lisbon presents the policy approach of IVET (vocational education) provision in Portugal. She questions whether IVET provision is a pathway to inclusion or a soft type of exclusion. She also points out that inclusion is a very tricky concept to define and can put the blame on schools rather than the State. She points out that IVET tended to be viewed as the poor relation to academic study in higher education, and a second chance/choice for students. However, IVET has provided equal opportunities for young people, particularly those from lower socio-economic groups. You are now invited to read the articles and consult the various weblinks provided for this lesson. which will give you a greater in-depth analysis of the Portuguese inclusive system. At the end of the lesson, you are invited to complete the assessment.

Watch Video (4:09 - 42:00): Inclusive Education: building the airplane while flying - YouTube. In this video Professor David Rodrigues, Professor of Special Education, Technical University of Lisbon provides an overview of concept of inclusive education and the development of inclusive education in Portugal.

Watch Video: Ferreira Dias Secondary School - YouTube This video provides an example of an inclusive approach taken by a secondary school in Portugal that works with children from a range of challenging and disadvantaged backgrounds. The school is in a disadvantaged area of Lisbon and places the child at the centre of their educational philosophy.

Watch Video: IVET provisions: a pathway to inclusion or a 'soft' kind of exclusion? - YouTube . In this video, Dr Natália Alves presents an overview of the policy approach to IVET provision and questions whether IVET provision is a pathway to inclusion or a soft type of exclusion.

Watch Video: Edugep - Civil society supports the public educational system - YouTube. This video presents an overview of EduGep which is a public private partnership working to include marginalised and unemployed young people and adult to reintegrate back into education, training, and employment.

Read and Consult: https://oecdedutoday.com/portugal-inclusive-education/ This provides an overview of inclusive education in

	Portugal. It outlines it key strengths as well as the challenges. It points out that Portugal must continue to develop capacity-building of teachers and school leaders, greater collaboration between stakeholders and consistent implementation of the inclusive education framework. **Read:** Information on Portuguese Inclusive Laws; https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/ **Read:** Information on Portuguese Special Education Needs Provision within mainstream education https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-53_en **Read:** Alves I. (2019) International inspiration and national aspirations: Inclusive education in Portugal. **Assessment - Lesson Three** Assessing the Portuguese Inclusive Education Framework, how does your country's approach compare: • Key similarities _____ • Key differences: _____
4	**Lesson Four: Inclusive Practice in Ireland** This lesson will focus on Ireland's inclusive education journey. Ireland is not unique in experiencing substantial reform in inclusive education provision in recent decades and has moved away from a medical model of SEN and from integration to inclusion. While the UNCRC (1989) and the Salamanca Statement (UNESCO 1994) have greatly influenced perspectives regarding approaches to inclusive education, Ireland has not fully implemented a truly inclusive module. There are still special classes in mainstream schools and special schools. However, Ireland has made great progress and there is now a comprehensive inclusive education framework and there are substantial inclusive education modules provided in Initial teacher education programmes and at the continual professional development level. Where Ireland has still work to do, is the full inclusion of Irish Travellers in education. Irish Travellers are amongst the most disadvantaged marginalised group in Irish society.

Watch Video: Introduction to Lesson Four

In this lesson we will investigate inclusive practice in Ireland. Ireland is not unique in experiencing substantial reform in inclusive education provision in recent decades and has moved away from a medical model of SEN and from integration to inclusion. Ireland has a unique and complex history in relation to its approach to inclusive education. While special and general education developed in parallel, legal actions by parents in the 1990s prompted legislative and policy changes which dramatically altered the landscape, in terms of both the resources and nature of provision for students with additional needs. While the United Nations Convention on the Rights of the Child in 1989 and the Salamanca Statement in 1994 have greatly influenced perspectives regarding approaches to inclusive education, Ireland has not fully implemented a truly inclusive module. For instance, there are still special classes in mainstream schools and Special Schools. However, Ireland has made great progress with more children with SEN attending mainstream schools, than in previous generations. At the teacher education level, there is now substantial inclusive education modules provided in Initial teacher education programmes and at the continual professional development level for teachers. There is also lot of positive work being done at the further education level, particularly Youthreach which is the State's education, training and work experience programme for early school leavers aged 15 – 20. It caters for young people for whom mainstream education has not been successful and for whom the supported and needs-based model that underpins Youthreach is much more suitable. It gives them the opportunity to gain qualifications, develop their social and personal skills and progress into further education, training or employment. Where Ireland has still work to do, is the full inclusion of Irish Travellers in education, that needs most attention. Irish Travellers are amongst the most disadvantaged marginalised group in Irish society.

In this lesson you will learn about Ireland's inclusive education journey, In the first video, Dr Margaret Egan, Lecturer of Special Education at Mary Immaculate College provides an overview of the journey of Inclusive Education in both Ireland and Europe. Like Portugal, Ireland currently operates a triangle approach to inclusion and the teachers are expected to differentiate their lessons etc. based on the children's needs and to monitor progress. You will then be invited to watch the inclusive education approach employed in YouthReach settings and for Traveller education. You will then be directed to consult the associated web links and readings to gain a deeper understanding of inclusive education in Ireland. At the end of the lesson, you will be invited to complete the assessment.

Watch Video (beginning – 14:57): **A Way to Address Inclusive Education in Ireland**. In this video, Dr Margaret Egan, Lecturer of Special Education at Mary Immaculate College provides an overview of the journey of Inclusive Education in both Ireland and Europe. Like Portugal, Ireland currently operates a triangle approach to inclusion and the teachers are expected to differentiate their lessons etc. based on the children's needs and to monitor progress.

Watch Video: https://www.youtube.com/watch?v=GOLCY_Sp3TI This presents an overview of the work of YouthReach which focused on the student needs and developing an inclusive approach to education and training.

Read: https://www.justice.ie/en/JELR/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf/Files/National%20Traveller%20and%20Roma%20Inclusion%20Strategy,%202017-2021.pdf. This document presents an overview of the Traveller and Roma inclusion strategy for Ireland.

Information on Irish Inclusive and Special Education Needs Provision within mainstream education https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-31_en

National Council for Special Education (2011) Inclusive Education Framework https://ncse.ie/researches/InclusiveEducationFramework_InteractiveVersion.pdf

Read: Kenny N. & McCoy, S. (2020) Special Education Reforms in Ireland: Changing systems, Changing Schools

Read: Cahill, K. (2021) Intersections of social class and special education needs in a DEIS post-primary school: school choice and Identity

Read: Kavanagh, A. M. & M. Dupont (2021) Making the invisible visible: managing tensions around including Traveller culture and history in the curriculum at primary and post-primary level.

Watch video: https://www.youtube.com/watch?v=iHhqc2pQeVE. This video discusses the broad Inclusion of Gypsy, Roma, and Traveller histories in the curriculum in Europe. On 1st July 2020, the Council of Europe's Committee of Ministers adopted a Recommendation for the first time calling on its 47-member states to include the history of Roma and/or Travellers in school curricula and teaching materials. In this webinar Friends, Families and Travellers invited education professionals, equality organisations, politicians and people from Gypsy, Roma, and Traveller communities to share good practice and ideas to drive change.

Consult: http://www.tvgcork.ie/sites/default/files/downLoadableResources/TravellerInclusionGraphic.pdf. This gives an example of a toolkit that was developed to promote Traveller inclusion in youthwork.

	Assessment - Lesson Four Assessing the Irish Inclusive Education Framework, how does your country's approach compare: Ireland and outline: • Key similarities _____ • Key differences: _____
5	**Lesson Five: Inclusion Practices across Europe: Experience in Croatia, Czechia, Hungry and Slovenia** This lesson focuses on the inclusive education approach in the four learning countries in the STAIRS project and will demonstrate through the various country reports the journey each country is taking towards a fully inclusive education system. It will also become evident that while each country has different challenges, they have a range of similarities. **Watch Video:** Introduction to lesson five This lesson focuses on the inclusive education approach in the four learning countries in the STAIRS project and will demonstrate through the various country reports the journey each country is taking towards a fully inclusive education system. It will become evident that while each country has different challenges, they have a range of similarities. Amongst the challenges are the need for more resources in schools to enable inclusive practice to take place, more qualified teachers, and special needs assistants. There is also a need for upskilling and the provision of continual professional development for teachers. In some instances, there is a lack of flexibility within the education system to implement inclusive education and perhaps there is also a need for greater commitment at state level to inclusive education. There is also evidence of fragmented service provision for children with special needs, lack of training for practicing teachers to update their pedagogical skills and a lack of SEN education within Initial teacher education programmes. However, it is also important to remember how far we have come and the positive strides all countries are making towards inclusive education in Europe. In the first video (see below), the head of the European Agency for Special and Inclusive Education presents the vision for inclusive education across Europe. The focus should be on how you 'do' inclusive education. He cautions against comparing countries but rather to learn from each other. We are all on the journey together and are at different points. The European Agency approaches inclusive education from three levels – legislation, policy and operational structures and processes. Their aim is to look at prevention,

intervention and compensatory policies, with an emphasis on moving towards intervention. Inclusion is based on human rights – the right to belong and this belonging ultimately enhances education. Inclusive education is a school-based issue, a curriculum issue and teacher education issue. To promote true inclusion, we must all work together. An inclusive education system leads to a fairer inclusive and equitable society. The speak leaves us with the following thought: "We are all different and equal and we should celebrate this".

The second video (see below) showcases an Elementary School in Barcelona, Spain, and its inclusive approach. The school is in a disadvantaged area of Barcelona and through its inclusive practice enables children to succeed. It promotes an inclusive approach through the provision of an open-door policy, where parents and the wider community are welcomed and encouraged to become involved and participate in the life of the school. Equity is promoted through the inclusion of children from diverse cultural background etc. The school has achieved academic outcomes above the average Catalan standardized tests. It is one example of what can be done when we embrace an inclusive mindset. You are then invited to select two of the countries and examine their inclusive education journey. At the end of the module, you are invited to complete the module assessment.

Watch Video: **https://www.european-agency.org/resources/multimedia/inclusive-education-international-perspective** This short video presents the vision for inclusive education across Europe. The focus should be on how you 'do' inclusive education.

Watch video: **https://www.youtube.com/watch?v=yFTI-U2aUCQ&t=2** This video showcases Joaquim Ruyra Elementary School, Barcelona, Spain and its inclusive approach.

Read: Malta has developed a comprehensive national inclusion education framework that will provide additional international comparison: https://meae.gov.mt/en/Public_Consultations/MEDE/Documents/MEDE_Inclusion_Framework_A4_v2.pdf
You are now invited to select **two** Countries and explore their inclusive education journey.

The Experience in Croatia

- **Consult:** https://www.european-agency.org/country-information/croatia This site provides a comprehensive overview of legislation and the policy framework in Croatia.
- **Consult**: https://gem-report-2020.unesco.org/wp-content/uploads/2021/02/Croatia.pdf This document provides and overview of inclusive practice in Croatia. While it points to improvements in inclusive practice, there are still issues with the

provision of full inclusive education for children with disabilities, particularly regarding access to teaching assistants and the implementation of an appropriate inclusive education programme and the need for improvements in teacher education. The inclusion of children from Roma is still a significant issue.

- **Read:** The need for more professional development for school leaders in Croatia is emphasized in the following paper: https://eera-ecer.de/ecer-programmes/conference/26/contribution/50638/
- **Read:** This paper compared Croatia and Poland: https://eera-ecer.de/ecer-programmes/conference/24/contribution/48108/
- **Read:** Ralic, A. (2012) Inclusive Education in Croatia

The Experience in Czechia

- **Consult: https://www.european-agency.org/country-information/czech-republic.** This site provides a comprehensive overview of legislation and the policy framework in the Czech Republic.
- **Read: https://www.european-agency.org/sites/default/files/cpra_czech_republic_grid.pdf** This document provides and overview of inclusive practice in Czechia. While it points to improvements in inclusive practice, there are still issues with the provision of full inclusive education for children with disabilities. The document points to lack of appropriately qualified teachers with special education expertise, weaknesses in the provision of inclusive education continual professional development of teachers and initial teacher education programmes that do not adequately incorporate inclusive education in their teacher education programmes. The report also points to fragmented services and lack of educational psychologists within the education system.
- **Read:** Slovík, J (2021) Comprehensive support for pupils at risk of school failure in inclusive education: theory and school practice in the Czech Republic
- **Read**: Langer, M (2017) Current perspectives on Inclusive Education
- **Read:** https://validity.ngo/2019/06/11/czech-republic-rolls-back-on-inclusive-education-for-children-with-disabilities/
- **Read**: https://www.liberties.eu/en/stories/inclusive-education-czech-republic/3281#

The Experience in Hungary

- **Consult: https://www.european-agency.org/country-information/hungary/legislation-and-policy.** This site provides a comprehensive overview of legislation and the policy framework in Hungary.
- **Consult:** https://eacea.ec.europa.eu/national-policies/eurydice/content/special-education-needs-provision-within-mainstream-education-29_en. This site presents an overview of special needs provision within mainstream education in

	Hungary. • **Read:** Toth, A. (2014) Theory and Practice of Inclusive Education in Hungary • **Read:** Magyar, A. (2020) Exploring Hungarian teachers' perspectives of inclusive education of SEN students **The Experience in Slovenia** • **Consult: https://www.european-agency.org/country-information/slovenia.** This site provides a comprehensive overview of legislation and the policy framework in Slovenia. • **Consult:** Special education needs provision within mainstream education | Eurydice (europa.eu). This site presents an overview of special needs provision within mainstream education in Slovenia. • **Read:** Skubic Ermenc, K. (2019) Approaches to Inclusive Education in Slovenia from a Comparative Angle (Link here) • **Read**: Schmidt, M. (2020) Attitudes of Slovenian parents towards pre-school inclusion (Link here) • **Read**: Kavkler, M. (2015) Inclusive Education for children with specific learning difficulties: Analysis of opportunities and barriers in Inclusive education in Slovenia. **Assessment – Lesson Five** Compare your country's inclusive education approach to the selected countries and outline, Two key similarities and two key differences: Similarities:_____ Differences _____
6	**Lesson Six: Inclusion and the voice of the child** In this lesson we will focus specifically on why it is important to incorporate children's voice and agency when considering inclusive frameworks & models. Enabling children to participate has now became a right, particularly in relation to inclusive education. The Portuguese and Irish good practice case studies documented lots of examples where children are consulted and participate in meaningful decision making in matters that affect them. This can range from choosing informed pathways, including children in the design of courses and programmes and packaging programmes to fit the individual child's particular talents or interests. **Watch Video:** Introduction to lesson six

In this lesson we will focus specifically on why it is important to incorporate children's voice and agency when considering inclusive frameworks & models. Indeed, including the voice of the child and enabling agency is enshrined in European legislation and must begin from early years onwards. Child agency did not emerge in a vacuum. Wider, global, and macro changes occurred to facilitate agency, and one of the most important was the UNCRC in 1989. It is worth keeping in mind the four General Principles of the UNCRC:

1. that all the rights guaranteed by the Convention must be available to all children without discrimination of any kind (Article 2);
2. that the best interests of the child must be a primary consideration in all actions concerning children (Article 3);
3. that every child has the right to life, survival and development (Article 6); and
4. that the child's views must be considered and taken into account in all matters affecting him or her (Article 12).

Therefore, enabling children to participate is a right, particularly in relation to inclusive education and the child is views as a citizen with rights. However, while rights are central to the issue of citizenship and while participation is acknowledged it may not happen in practice. For instance, research has found that adults such as parents and teachers often intervene on behalf children or assume that they speak for the child, meaning that the child may not have any direct input on their wishes. This is highlighted in relation to children with SEN. However, the Portuguese and Irish good practice case studies, documented lots of examples where children are consulted and participate in meaningful decision making in matters that affect them. This can range from choosing informed pathways, including children in the design of courses and programmes and packaging programmes to fit the individual child's particular talents or interests.

In this lesson you will have the opportunity to watch and read about good practice initiative occurring across Europe. I would now invite you to go through the lesson watch the videos and consult both weblinks and reading on children's agency and active participation in education.

On 16 October 2015 the Luxembourg Presidency of the European Union hosted the Agency's fourth Hearing entitled 'Inclusive education: Take action!'. The aim of the event was to empower and ensure the involvement of learners in shaping educational policies. Information about the hearing are available here: https://www.european-agency.org/resources/publications/take-action-inclusive-education-delegates-reflections-and-proposals

- **Watch the associated video: Inclusive Education: Take Action! - YouTube**
- **Watch:** Young voices on inclusive education https://www.european-agency.org/resources/multimedia/young-voices

Consult: Young people's views on inclusive education **:** **https://www.european-agency.org/sites/default/files/young-views-on-inclusive-education_YoungViews-2012EN.pdf**

Consult: Young people's views on diversity in education: **https://www.european-agency.org/sites/default/files/young-voices-meeting-diversity-in-education_EPH-EN.pdf**

Consult: This toolkit provides interesting examples of facilitating children's voice in the early years: **https://www.staffsscb.org.uk/wp-content/uploads/2021/10/Listening-To-The-Voices-Of-Young-Children-RS-1-19.pdf**

Consult: This website presents information on Aistear which is the early childhood curriculum Framework in Ireland, where facilitating children's voice and agency and providing an inclusive learning environment for all children. https://www.aistearsiolta.ie/en/introduction/overview/

Read: Messiou, K (2019) The missing voices: Students as a catalyst for promoting Inclusive Education

Watch Video: One of the good practice projects in the STAIRS project, Youthreach, really emphasises student empowerment and voice, this is articulated in this video**:** Youthreach Ireland. The National Picture - YouTube

Read: Aubrey C. et al (2017) The Regulated Child, in A. Owen (Editor) Childhood Today, London: Sage Publications

Read: Caslin, M. (2017) *The SEN/D Child* in A. Owen (Editor) Childhood Today, London: Sage Publications

Watch video: https://www.youtube.com/watch?v=JCSNLm_5OKY which outlines Gypsy, Roma and Travellers' experiences in higher education.

Assessment - Lesson Six

1. Assess and evaluate the development of child agency in inclusive policy and outline the advantages of incorporating children's opinions when designing educational policies

7

Lesson 7: A Bridge Back to School: an example of an Inclusive educational module from the COVID 19 Pandemic

This final lesson takes you through an example of an Irish multi-agency response which helped children with autism make the transition back to school after a prolonged Covid lockdown in 2020. It is evident that an individual school cannot eliminate exclusion and inequality on its own, it needs assistance from other schools and agencies. Schools' benefits in numerous ways from partnerships it develops with other stakeholders and agencies. At the heart of this partnership approach is a strong desire to assist children and parents, particularly children and parents living in marginalised communities to benefit from, and have successful outcomes in education (social, emotional, and academic success). Most of the previous lessons have illustrated the power of multi-agency partnerships in leading change. It is evident that an individual school cannot eliminate exclusion and inequality on its own, it needs assistance from other schools and agencies. Schools' benefits in numerous ways from partnership it develops with other stakeholders and agencies. At the heart of this partnership approach is a strong desire to assist children and parents, particularly children and parents living in marginalised communities to benefit from, and have successful outcomes in education (social, emotional, and academic success).

Watch Video: Introduction Lesson Seven

This final lesson takes you through an example of an Irish multi-agency response which helped children with autism make the transition back to school after a prolonged Covid lockdown in 2020. When the lockdown finished, there was a lot of concern about children with special needs and particularly making the transition back to school. Several agencies and teachers, including a teacher education college came together to design a toolkit in the form of a booklet that could be used by parents, teachers, and special needs assistants to help the child adjust to school. The toolkit booklet aimed to address some of these concerns and to provide practice activities that parents and teachers etc. could do with the children to alleviate any anxieties they may have had. It is an evidenced based intervention that incorporated the voice of the child by starting from a strengths-based approach. It was based on theoretical insights, evidence-based interventions that worked and implementation at the ground level (by schools and teachers with parents). It is a small example of how theory and practice are linked together. The Bridge back to School was an autism-friendly learning toolkit and resource that was developed in collaboration with the autism charity, As I Am charity, Mary Immaculate College, Teacher Education College, and a number of primary and post-primary teachers. It was funded by SuperValu, one of Ireland's largest grocery and food distributor. SuperValu is noted for autism-friendly activism and works with As I Am to provide autism friendly shopping and supports autism friendly communities. The resource and toolkit were launched in July 2020 and aimed to support

families and schools to help children with autism make the transition back to school and most importantly re-establish routines that were disrupted by the closure of schools during the first Covid lockdown in March 2020. It emphasizes that for some children, the return to school after a lockdown is often not a simple transition and that they may need support in a variety of areas and ways. The toolkit is aimed at teachers and carers, teachers and special needs assistants and offers support on sensory integration, preparing for the new school year, dealing with worry and anxiety. It also deals with self-regulation and communication and social and emotional help. The resource was designed to support children in primary and post-primary schools to understand, prepare and manage the return to school. The resource was used by teachers during the July provision period, where they used the resource to help prepare children for the transition back to school in early September. July provision (also called summer provision provides educational supports during the summer to children with special needs and those at most risk of educational disadvantage). July provision includes:

- School-based summer programme for children with special needs in special classes, special schools, and mainstream schools
- Home-based provision for children with complex needs (where a school-based programme is not available)
- Summer camps in DEIS focussing on numeracy and literacy.

It is a small example of how agencies can come together quickly and pool knowledge and resources to produce an educational tool to enable positive educational outcomes for children.

Watch Video: A Way to Address Inclusive Education in Ireland (15:36 -37:25). One of the authors and editors of the booklet, Maria Dervan takes you through the development of the resource and toolkit. Maria is a primary school teacher who works with children with special education needs. She takes you through the various elements of the toolkit, some exemplars and expected outcome. The toolkit is based upon Universal Design for Learning and that flexibility can be seen throughout the toolkit.

Read: https://supervalu.ie/brochure/autism-friendly/mobile/index.html
Consult further resources: https://asiam.ie/advice-guidance/resources/bridge-back-to-school/

The following YouTube video is a subsequent webinar that was organized by the autism charity As I am and Supervalu which built upon the Bridge Back to School resource and toolkit in August 2021. It broadened out the discussion to incorporate strategies for children with autism and their parents when making the transition to primary school and from primary to post-primary. Full details here: https://asiam.ie/educational-supports/
Webinar can be watched here: https://www.youtube.com/watch?v=RafLQ_1ThYc&t=164s

	Information on July Provision can be found here: https://www.gov.ie/en/publication/7dcb8-summer-provision-school-based-programme-in-post-primary-schools/# Information about SuperValu and the Autism supports they promote can be found here: https://supervalu.ie/real-people/autism-friendly/autism-friendly-shopping-hub This Bridge back to School toolkit focuses on building a sense of belonging for all children and Dr Margaret Egan shares her thoughts here in relation to the toolkit: **Watch video: A Way to Address Inclusive Education in Ireland** (38:16 to 40:26) **Assessment - Lesson Seven** On a scale of 1 to 10 (a) evaluate the partnership approach in the Bridge Back to School project, where 1 is weak and 10 is strong (b) provide rationale for your evaluation.
8	**Lesson Eight: Summary** This module traces and documents developments in inclusive practice across Europe, at a legislative, policy and practice level. The module interrogated the importance of each three levels in the promotion of full inclusive educational practice. It started by defining the concept of inclusion and inclusive education and the key policy developments that have supported the path to full education inclusion. It then examined specific inclusive education practices in Ireland and Portugal and the inclusive education journey in Slovenia, Czech Republic, Hungary & Slovenia. It also focused on the centrality of child voice and agency and finishes by exploring one example of an inclusive education approach in Ireland. **Assessment of Module** 1. Reflecting on the lessons in this module and key messages underpinning inclusive education, develop a two-page inclusive education strategy you would present to policy makers in your country/region aimed at improving inclusion of children with SEN or minority and excluded groups. You can focus on one stage, for instance, preschool, primary, post-primary, further education, vocational education etc.).

Module Study Resources

- Universal Declaration of Human Rights (1948): https://www.un.org/en/about-us/universal-declaration-of-human-rights.
- United Nations Convention on the Rights of the Child (1989): https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child
- United Nations Convention on the Right of Persons with disabilities (2006) https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html.
- UNESCO (1994) Salamanca Statement on principles, policy and practice in special needs education: https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf
- UNESCO (2019) Cali Commitment to Equality and Inclusion in Education: https://unesdoc.unesco.org/ark:/48223/pf0000370910
- Alves, I. (2019) International inspiration and national aspirations: Inclusive education in Portugal, International Journal of Inclusive Education, 23:7-8, 862-875, DOI: 10.1080/13603116.2019.1624846.
- Alves, I. et al (2020) Developing inclusive education in Portugal: Evidence and challenges, Prospects: Springer
- Kenny N. & McCoy, S. (2020) Special Education Reforms in Ireland: Changing systems, Changing Schools, International Journal of Inclusive Education, DOI: 10.1080/13603116.2020.1821447
- Kenny N. & S McCoy & G Mihut (2020) Special Education Reforms in Ireland: changing systems, changing schools, International Journal of Inclusive Education, DOI: 10.1080/13603116.2020.1821447
- Cahill, K. (2021) Intersections of social class and special education needs in a DEIS post-primary school: school choice and Identity, International Journal of Inclusive Education, DOI: 10.1080/13603116.2021.1968519.
- Kavanagh, A. M. & M. Dupont (2021) Making the invisible visible: managing tensions around including Traveller culture and history in the curriculum at primary and post-primary level, Irish Education Studies, 40:3, 553-569, DOI: 10.1080/03323315.2021.1932548
- Messiou, K (2019) The missing voices: Students as a catalyst for promoting Inclusive Education, International Journal of Inclusive Education, 23:7-8, 768-781, DOI: 10.1080/13603116.2019.1623326.
- Aubrey C. et al (2017) The Regulated Child, in A. Owen (Editor) Childhood Today, London: Sage Publications.

- Caslin, M. (2017) *The SEN/D Child* in A. Owen (Editor) Childhood Today, London: Sage Publications.
- Ralic, A. (2012) Inclusive Education in Croatia, available on ResearchGate.
- Slovík, J (2021) Comprehensive support for pupils at risk of school failure in inclusive education: theory and school practice in the Czech Republic, nternational Journal of Inclusive Education, DOI: 10.1080/13603116.2021.1879950.
- Langer, M (2017) Current perspectives on Inclusive Education in the Czech Republic, The Cupola: Gettysburg College.
- Toth, A. (2014) Theory and Practice of Inclusive Education in Hungary, available on ResearchGate.
- Magyar, A. (2020) Exploring Hungarian teachers' perspectives of inclusive education of SEN students, Heliyon 6 https://doi.org/10.1016/j.heliyon.2020.e03851 .
- Skubic Ermenc, K. (2019) Approaches to Inclusive Education in Slovenia from a Comparative Angle, Conference Paper available on ResearchGate.
- Schmidt, M. (2020) Attitudes of Slovenian parents towards pre-school inclusion, European Journal of Special Needs Education, 35:5, 696-710, DOI: 10.1080/08856257.2020.1748430.
- Kavkler, M. (2015) Inclusive Education for children with specific learning difficulties: Analysis of opportunities and barriers in Inclusive education in Slovenia.

Module 4: Vocational Education and Training & Early School Leaving

Introduction

This module will enable the learner to examine alternative approaches to addressing and responding to the unique needs of children and young people, particularly early school leavers or those at risk of dropping out of mainstream education. It will explore the different responses that are required to enable those who do not fit into mainstream education to reach their full potential. It will examine various interventions that target vulnerable young people who are at risk of dropping out of mainstream education. It will focus on the strengths of the vocational education and training sector and the role VET practitioners play in responding to and addressing educational marginalisation and exclusion. The learner will gain knowledge about initiatives in the field of VET and how this sector responds to the daily challenges and problems faced by vulnerable children and young people to ensure all children reach their potential. The module will enable the learner to appreciate the role of VET in fostering inclusion. It will explore the holistic approach it takes in addressing the multiple & complex needs of vulnerable children and young people. The module will discuss the alternative methods of pedagogy and the types of collaborative practice and multi-agency engagement that is occurring within the VET sector. The module will focus particularly on the way the VET sector work towards creating positive learning outcomes for all its students.

Watch introduction.

Syllabus

This module will identity good practice initiatives within the VET sector and the key role they play in helping early school leavers re-enter education and training. It will explore early warning systems that identify children at risk of dropping out of education. It will identify the consequences of early school leaving for the individual, his/her family, and community. It will examine the holistic philosophy underpinning the VET sector, particularly when working with vulnerable children and young people who may have rejected or been rejected by mainstream education. It will explore the types of pedagogical practices underpinning the VET sector. The module will focus on the multi-faceted role the VET sector occupies and how it can contribute to transformative educational experience for vulnerable young people. It will examine good practice at the VET level and the importance of multi-agency approaches and responses to educational inclusion. The module will examine the main issues and challenges facing children and young people who have left school early and the impact the VET sector can make in reaching out to this vulnerable group.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Examine the multi-faceted nature of early school leaving and the impact of second chance education opportunities.
- Evaluate the role of the VET sector in fostering inclusion and responding to social and educational marginalisation and exclusion.
- Reflect critically on the importance of multi- and inter-agency responses to preventing early school leaving.
- Interrogate how the VET sector works effectively with vulnerable children and young people to providing alternative pathways to further education, training and employment.
- Evaluate the multifaceted role of VET in fostering a positive learning environment through its focus on social, personal and educational development.

2 Affective: Attitude and Values

- Value the importance of VET sector in responding to, preventing & addressing early school leaving.
- Appreciate the key philosophy underpinning the VET sector and the holistic approach taken when working with vulnerable young people.
- Appreciate the value of supporting and promoting a professional & funded VET sector in providing resources and experiences to the most vulnerable sector of society.
- Value the importance of second chance education, training and employment initiatives in promoting a more inclusive society.

Module Content and Lessons

There are five lessons in this module and they will examine a variety of issues related to vocational education and training & early school leaving, particularly in the context of inclusive in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1	**Lesson One: Vocational Education & Training in Europe** **VET in Europe** In lesson one, you will get the basic information about the VET (Vocational Education & Training) systems in EU, the character of VET students and anticipated future developments of VET. **Specifics and structure of VET, differences between VET systems in EU** The most important feature that distinguishes VET from general education is work-based learning (WBL) where VET students develop their general but mostly vocational competencies on EQF levels from 3 to 5. Entering VET predominantly means that young people are preparing to enter the labor market. National VET systems have different options for VET graduates to continue education on a tertiary level in professional but also in academic higher education programmes. For VET to achieve its aim as to educate and train the competent future workers three key stakeholders must work collaboratively. First are state and in bigger countries regional authorities dealing with

education, economy, labor, and employment. Their role is to support VET development and VET institutions by public funding and legislation. The other two stakeholders are so-called two social partners. On the side of economy those are chambers and other professional organisations and on the side of employees` are unions. Unions and chambers are mostly oranised around the specific professional fields or sectors and are responsible for providing up to date information about professional developments and to support and provide quality WBL.

Watch videos

How the VET systems in European countries can be structured you can see in short videos (around 2 minutes long) presenting three different system approaches: Slovenia, Germany, Finland, which were prepared by Cedefop (European Centre for the Development of Vocational Training) that is the biggest source for information about VET related issues in Europe.

Read

You can watch additional short videos, and look at the publication Spotlight on VET itself. The compilation contains a 2-page presentation of each EU country VET system: https://www.cedefop.europa.eu/files/4189_en.pdf

Who is a young VET student?

The population of young people involved in VET is in many EU countries much more diverse than the population in general education. They include a higher percentage of young people from socio-economically lower backgrounds and a higher proportion of students with special needs. VET is often seen as an educational solution for academically low achievers. Therefore, VET students are in general at greater risk of dropping out of school. But on the other side, young people that have fallen out of education are more likely to reintegrate through VET and with VET connected second chance education.

Watch the video: E*x-apprentice from Germany, Luisa Mayr, now young vegan chef in Greece*

Video presents a part of the journey of young women exploring what is her future occupation and how she started. She is not a typical drop out student, she is articulated in her second language and self-confident. But her story gives us a very good perspective on some aspects of what it is like for young person that is discovering their professional future.

	https://www.cedefop.europa.eu/en/videos/check-out-our-interview-luisa-mayr-young-vegan-chef-thessaloniki **Read** To understand and better support young people through their development, professionals should get familiarise themselves with the lifelong (career) guidance: https://www.cedefop.europa.eu/en/projects/lifelong-guidance. **But VET is changing!** Societies and economies in EU are in constant changing mode. Therefore, the EU supports the development of VET with common guidelines presented in their recommendations on EU council level and through research of Cedefop. On the page 5 of EU council 2020 Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, you can read about the future in VET EU policy is supporting: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1606987593071&uri=CELEX%3A32020H1202%2801%29 **Watch the video:** Vocational education and training in Europe 1995 – 2035. The one-minute video invites professional in the field of VET to look at the development of VET in Europe since 1995 and possible scenarios of VET development in the coming 15 years: https://www.cedefop.europa.eu/en/videos/vocational-education-and-training-europe-1995-2035 Changes are constant and more and more country or regional policy developers are interested in the opinions practitioners like you can provide. Therefore, it could be useful to get acquainted with the 3 anticipated scenarios for future VET presented in the pages 198 to 205 in the Cedefop publication: https://www.cedefop.europa.eu/files/3083_en.pdf.
2	**Lesson Two: Early School Leaving in Europe** In this lesson, you will learn about the key definitions used in the field of research and prevention of Early School Leaving (ESL). You will discover what are the key indicators in the field of ESL prevention like: • ELET (early leaving from education and training), • ELVET (early leaving from VET),

- NEET (not in education, employment, or training) and
- terms like school drop-out and student at risk.

You will look at the methodology used to calculate the indicators, what they reflect, and which aspects of ESL remain hidden.

What is ESL: ESL is a general term used at the EU level when communicating societal phenomena arising from individuals leaving formal schooling or training and therefore lacking any qualifications with which they would enter the labour market. In the previous EU programme period, the approach was to tackle the ESL. Browse shortly these two sources to get an idea about these EU policies on ESL:

- Summary of Council conclusions on reducing early school leaving and promoting success in school (2015): https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=legissum%3A15020101_3
- Tackling early school leaving: A collection of innovative and inspiring resources (2017): https://op.europa.eu/en/publication-detail/-/publication/f540a7e3-297f-11e7-ab65-01aa75ed71a1

EU policy in the new programme period (2021-2027) is starting to change its approach from fighting the issue to supporting educational success. You can browse about it here: https://education.ec.europa.eu/focus-topics/improving-quality-equity.

There are 2 terms that are often used in the field of ESL, drop-out and student at risk.

- **Drop-out** or school drop-out usually refers to the person who did not finish (VET) programme, did not gain qualification and is therefore not in the "school" anymore. Some schools follow this indicator carefully, looking at each that was not successful in one semester or similar (see also Topic 4). Drop-out can or cannot be included in the ELET statistics. In some cases, you will find the term "drop-out" also as a descriptor for the phenome like ELET or ESL. Note these terminological changes and differences.
- **Student at risk** (often used term is also student in distress) is a young person who has difficulties that if left unattended can lead to his/hers drop-out from school, training, or other programmes. With analogy there can also be pupils in basic education or adults in adult education programmes who may be at risk of dropping out. In the following topics, you will learn about how to identify those and what are possible prevention and intervention measures to be implemented if we want to prevent the unwanted drop-out and its consequences.

How we measure ESL: Few years ago, ESL indicator has changed into ELET indicator (early leavers from education and training). Definition of ELET as Eurostat defined it you can find in the following website: Early leavers from education and training (ELET): https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Early_leaver_from_education_and_training

Read: Cedefop is starting to differentiate VET from ELET by introducing ELVET, meaning early leaving from vocational education and training. The idea is to answer the question of what we can see if we look separately at the drop-out from VET on the system level. More about it you can read here:https://www.cedefop.europa.eu/en/projects/early-leaving-education-and-training.

What if one does not re-enrol in education and training: You may already see in previous sources the acronym NEET. It stands for young people neither in employment nor in education and training. Again, Eurostat provides a common definition used on the EU level. Read about it here: young people neither in employment nor in education and training (NEET): https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Young_people_neither_in_employment_nor_in_education_and_training_(NEET)

NEETs are often supported to join second chance schools (see Lesson 5) but also the ones that are more likely to reintegrate via VET. The purpose of preventing ESL is therefore also the prevention of NEET.

There are a lot of sources about VET and ESL or ELET on the level of European cooperation. We do not expect you to read all the sources presented below, just browse to get acquainted and return when you will need to. We just what you to have the information what all can be found and is available for you to use.

First there are resources of Cedefop; several overviews of the issue and several collections of tools that can help the professionals dealing with ESL find the ideas and argumentations for their work:

- Early leaving from education and training: https://www.cedefop.europa.eu/en/projects/early-leaving-education-and-training
- VET toolkit for tackling early leaving: https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving
- VET toolkit empowering NEETs: https://www.cedefop.europa.eu/en/tools/neets

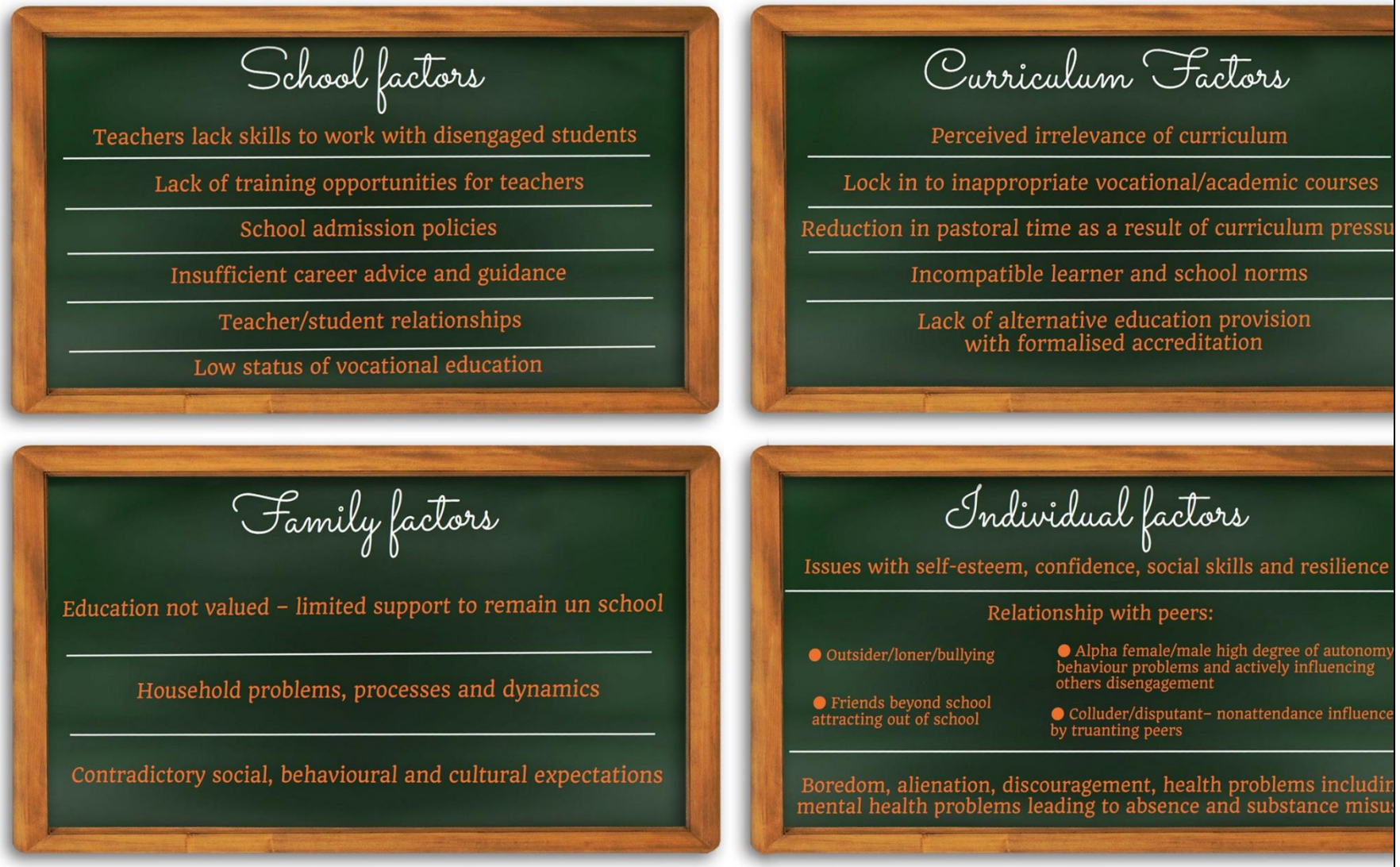
Second is the issue of so-called career guidance. This booklet comprises the information about the basics one professional in the field of ESL should be aware of and the further sources for research of career guidance in Europe.

- Cedefops' booklet on career guidance: https://www.cedefop.europa.eu/en/publications/2230

Furthermore, one should be aware of the connection between the education and training world and the world of economy and work/labour. In VET there is almost considered failure if the graduates are not able to find work in their profession. That is why national VET systems should consider the concrete needs of the labour market in their region. Following tools are designed to help national policy

	level officials to steer the future of VET. It is not the topic directly important for you as a professional in ESL, but it can give you a good contextual overview of our common final goal employment of VET graduates. ● Cedefops' tool on matching skills: https://www.cedefop.europa.eu/en/tools/matching-skills ● Cedefops' tool on skills forecast: https://www.cedefop.europa.eu/en/tools/skills-forecast **How can VET be an opportunity for young at risk?** **Watch the video:** Learners' testimonials on how vocational education and training (VET) has played a role in their decision to continue their studies and find a job: https://www.cedefop.europa.eu/en/videos/role-vet-combatting-early-leaving**.** **Assessment - Lesson Two** • Please choose one correct answer. https://view.genial.ly/6251e39321aeac001774b399/interactive-content-lesson-2-task-1 • Please choose one correct answer. https://view.genial.ly/625b13f53cf2c50018f2c2e9/interactive-content-lesson-2-task-2
3	**Lesson Three: Reasons/causes, signals of Early School Leaving and its consequences** In this lesson, you will get familiar with the complexity of reasons for ESL. You will learn that reasons for ESL can be shown as very different behavioral signals. To add to complexity, the same signals can represent different causes. It is important to be aware of the signals to influence the causes. That is why early school leavers should not be addressed as a homogenous group. You will gain sensibility for awareness for early distress signals, which can later lead to ESL. It is very important to identify the signals as early as possible, to tackle the causes as soon as possible. The later the causes are addressed, the more difficult it will be to prevent the students from ESL, in terms of time, effort and money. Consequences of ESL are multiple, and they don't affect just the student and his future, but they have impact on his family, the community and society in general. **The EU's work to tackle ESL:** You are invited to watch a short video, in which you will learn why ESL makes one of the priorities of the EU school policy: https://www.youtube.com/watch?app=desktop&v=qmhiu392AOA

	Background to Early School Leaving: In this section, you will learn about the many causes that can lead to ESL. Although ESLers are not a homogeneous group, ESL is associated with a wide range of economic and social disadvantages. ESLers are more likely to come from workless households; be male rather than female; come from vulnerable groups, such as the disabled, those with Special Educational Needs (SEN), teenage mothers and those with physical and mental health problems; come from minority or migrant backgrounds (in the EU as a whole, 30.1 % of non-nationals are early school leavers compared to 13 % of nationals); and to be concentrated areas. (NESSE report, 2010) **Causes of Early School Leaving:** Why do some students leave school early? There are different ways to categorize causes for ESL; for our purpose we decided to use four categories: School factors, Curriculum factors, Family factors and Individual factors.



(Adapted from Ferguson et.al, 2005, Kendall and Kinder, 2005 and ReSt

Read: to find out more, check pages 5-6 of the document on the link (chapter The Causes of ESL): https://nesetweb.eu/wp-content/uploads/2019/06/2010-Early-school-leaving.-Lessons-from-research-for-policy-makers.pdf

Early distress signals: It is most important to recognise the early distress signals of possible ESL. Causes for ESL can be shown as very different behavioral signals and, same signals can represent different causes. It is important to be aware of the signals to influence the causes. Early distress signals can be categorized in two groups:

- signals connected to official standards, e.g., absenteeism; decreasing achievement; school year repetition (depends on the system of each country)
- signals connected to behavior, e. g. being bored in the classroom (low motivation); drastic behavioral changes (aggression, introversion; bullying (both sides).

Experts believe that at least 3 signals must be strongly seen to say that personal intervention is needed.
To find out more, check the following link: http://oktataskepzes.tka.hu/en/crocoos/guidelines/2-3-situation-analysis
You will find more information about early distress signals under the title *Scope of the problem – how big is it?*
You will also find the answers to the questions: *Do we have information about the causes? Is there a pattern for the causes of ESL?*
Check the respective titles.

Consequences of ESL: It is also important to understand why ESL is a problem in the first place: research has shown it has consequences on many aspects of life, both for individuals and entire society. Early school leavers are more likely to: be unemployed, face precarious employment conditions (such as having a low-paid job, part-time employment, or working based on a fixed-term contract, etc.), and/or rely on the social welfare system. Additionally, they are more prone to poor physical and mental health and may run a higher risk of anti-social behavior and criminal activity.

To know more about **individual consequences of the ESL**, read page 32 of the document on the link below: https://nesetweb.eu/wp-content/uploads/2019/06/2010-Early-school-leaving.-Lessons-from-research-for-policy-makers.pdf

Consequences of ESL at the Societal level: ESL increases the individual risk of poverty and social exclusion. The costs of ESL which affect society as a whole include economic issues such as: lower financial incomes, lower productivity, increase in resources allocated for social

welfare programmes, increased demands on the health care system. In other words, ESL at the end undermines social cohesion, Europe's competitiveness in the global labour market and overall social development. (Jasińska-Maciążek, A. & Tomaszewska-Pękała, H. (2017)

Important: it is quite impossible to determine, where consequences for the individual end and those for society begin. The picture below clearly shows how ESL is shaped by combinations of personal experiences and social conditions.

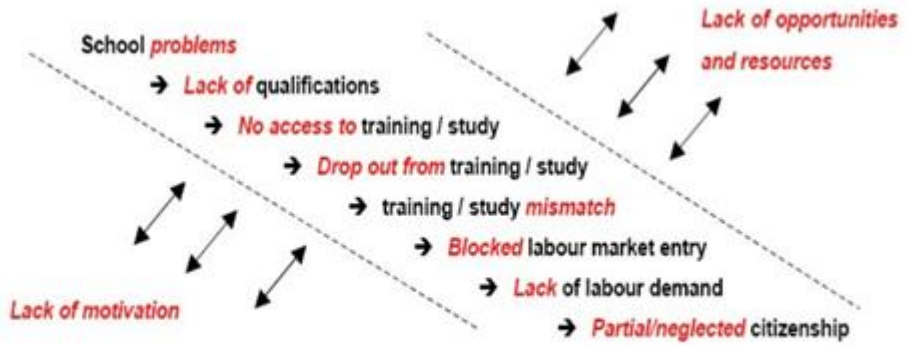


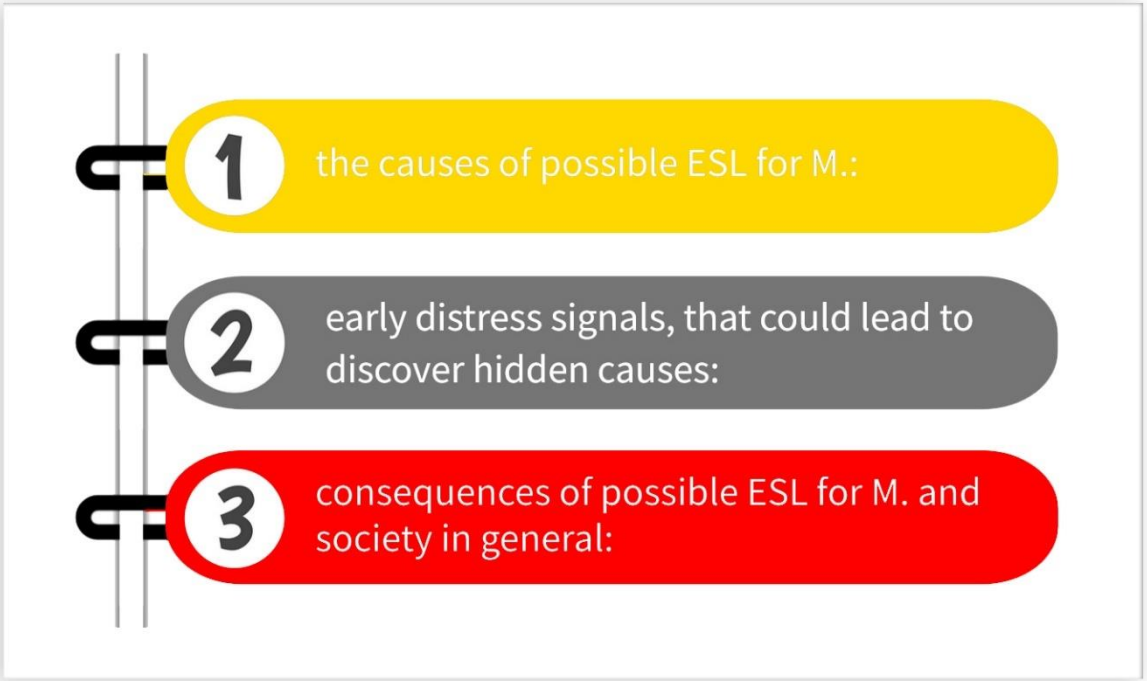
Figure 4. 1: Thwarted Trajectories (from Walther and Pohl, 2005, p. 35.

Assessment - Lesson Three

Please read the story: 17-years-old M. is a quiet, modest student repeating his second year. In September, he was absent for two days unexcused because he didn't have work clothes for practical training. When his new class teacher invited him in for a chat, he confided that his father had been beating him at home for years. The violence has escalated since last December, and he has got sick several times and still has severe headaches because of the beatings. His father does not allow him to eat, he is often hungry and has lost weight. He

wet the bed at night. He has not told anyone about this. He is in his third year at the school, and no one has noticed any changes. He has not been able to concentrate on his studies, so his grades have been dropping since January and last year he did not complete his year. The family includes his mother and a younger sister who attends primary school. They are also beaten by their father, but not as much as he is. M. would like to finish school, but learning is a big problem for him, and he is often unmotivated.

Now try to determine:



4	**Lesson Four: Cross sectoral approach tackling Early School Leaving with Vocational Education & Training** This lesson will focus on the importance of bringing different disciplines/sectors together to support the student in need and beyond. In addition to formal institutions, it is important that NGOs and formal and informal groups are involved. It is important to involve into the process itself school's professionals (teachers with experience and competence in the field, teachers trusted by students, ...), professionals outside the school (guidance counsellors, day care, sports coaches, health, social services, police, NGOs, etc.) as well as parents and the wider local community (municipality, cultural centre, religious communities, etc.). In this process, it is essential that professionals get to know each other, become familiar with each other's work, and continuously exchange information, supporting each other in detecting real needs. A good example of such cooperation is taking place in schools in Ireland. The lesson will focus on the importance of prevention, support and developing an institutional Early Warning System (hereinafter EWS) for preventing and reducing dropout from school. Before you continue, you are invited to reflect on what defines you as a teacher, as an educator working with young people or simply someone who is interested in this lesson. Please answer the following questions (if you are not teachers answer in terms of your work with young people):



WHO AM I, WHO ARE WE?

1. Why did I choose to be a teacher?

2. What is important to me as a teacher?

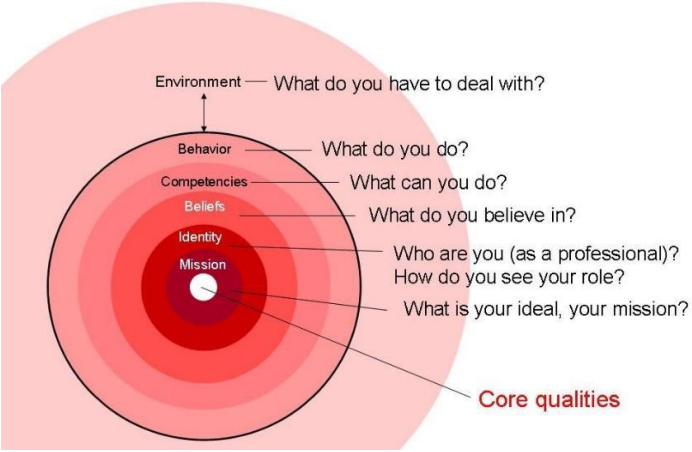
3. What do others like and admire about me as a teacher?

4. What kind of support is best for me?

Why an introductory reflection?

Several authors have identified teachers as the most important school-level factor related to student achievement and as the main agents of change towards inclusion and social justice (see Hattie, 2009; OECD, 2005, in Pantić and Florian, 2015). For this process to be successful, teachers must first internalise the promotion of social inclusion. To understand this process, we can use Korthagen's model (Korthagen, 2004), which states that teachers need to internalise the content and values they will pursue in their students. The author states that the qualities of a good teacher are intertwined at several levels, which vary from one individual to another. Teacher competences are only one of the levels of a good teacher (Korthagen 2004). Korthagen's model argues that different factors, which are intertwined and interdependent, form the essence of a good teacher.

The author offers the Onion model, which, with its level shell, shows that the essence of a good teacher is hidden in several influences that are intertwined and interdependent and that together contribute to the educational and personal orientation in the learning process.



Korthagen, the onion model of levels of change in teacher performance (Korthagen 2004).

Good practice

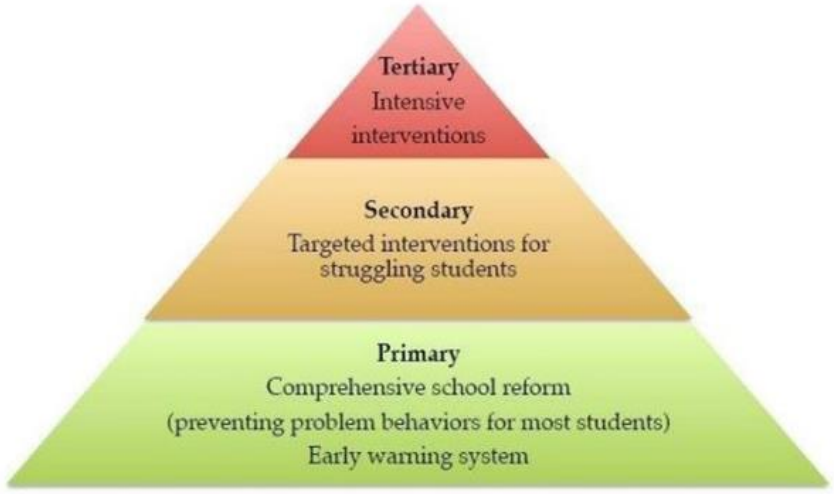
The importance of the teacher's role can be seen in good practices in Ireland, where they ensure social inclusion and equity of educational

opportunities for all pupils indirectly by emphasising the importance of teacher training and the development of literacy competences: http://eslplus.eu/limerick-deis-primary-schools-literacy-initiative

Prevention models

In the literature can be found different prevention models; most of them consists of three levels. A typical example is the Three-Tiered Dropout Prevention Model for Districts and Schools by M.A. Mac Iver and D.J. Mac Iver (2009):

- The primary level of the prevention model includes a whole-school approach to encouraging regular attendance and other positive behaviors.
- The secondary level targets interventions on small groups of students who need additional support beyond the school-wide reforms to address attendance, behavior, or academic struggles.
- The tertiary level provides measures to students, who need intensive interventions, often by external specialists.



Source: Iver, M. A., Mac Iver, D. J. 2009 14.

In this lesson, you will get familiar with ways to plan prevention measures according to the model, taking in account all three categories of causes of ESL: on individual, social-cultural and educational level (for causes of ESL, see Topic 3).

Early Warning System – EWS

In addition to prevention, it is important for schools to have an ESL prevention system in place, based on the needs of each school, according to the school's mission and target group. Establishing a school-level early warning system is a complex process that begins when an institution commits itself to preventing and reducing early school leaving, followed by the creation of a functioning system. The overall process starts with the development of a strategy that identifies not only long-term goals but also the responsible persons or groups and other actors, an analysis of the situation, and the short-term goals to be achieved. An implementation or action plan is an integral part of the process, identifying key activities, timelines, needs, resources - including staff competences and needs for strengthening them.

There are several good practices that show how adolescents can be successfully integrated into the education system and socially included. Examples from schools in Ireland and Portugal (Youthreach, DEIS, TED, TEIP) are highlighted and can be found in the following links:

http://eslplus.eu/a-school-for-everyone

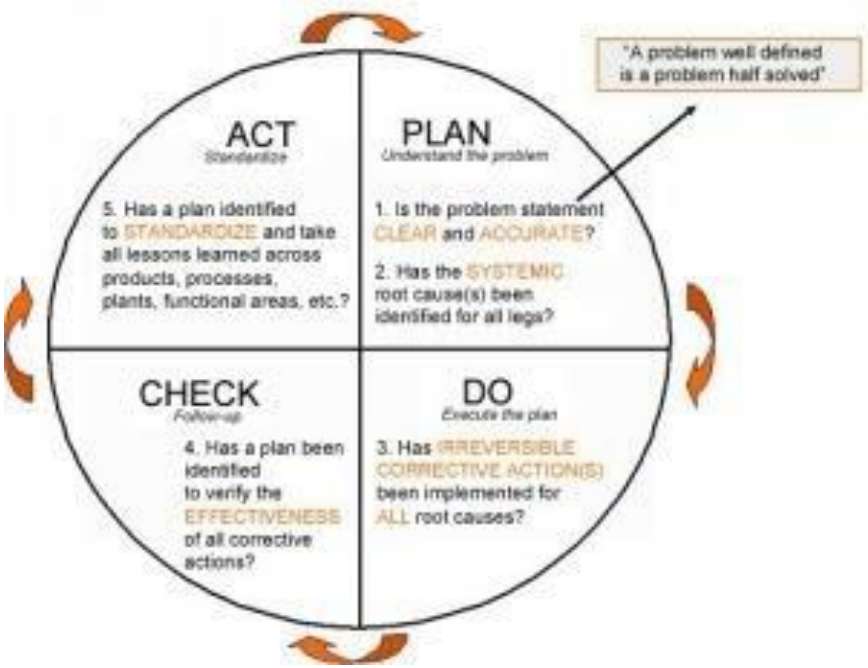
http://eslplus.eu/modular-training-for-unemployed

http://eslplus.eu/learning-courses http://eslplus.eu/youthreach-programme

How to set up the EWS?

EWS is a systemic tool used by educational institutions at institutional level. It is based on measurable data on observed phenomena, facilitates the timely identification of students in distress and involves the establishment and use of personalised interventions at individual level. The functioning of the system relies on the competences and resources of institutions and teachers, such as the collection and processing of relevant data, understanding student behavior and the reasons for it, the establishment of personalised interventions, and the willingness to involve external resources and partners. The development of the EWS is recommended to be looked at as a project (starting and ending at a given time), but the maintenance of the system is a process to make it sustainable. It means that the process of its operations should be overseen and monitored, the results must be analysed (what works and what does not), changed if needed and checked again when there is information on the results of the introduced improvements. The quality assured operations therefore should be cyclic, and actions are recommended to be arranged in a plan-do-check-act (PDCA) cycle.

The plan-do-check-act cycle (PDCA)



Bognar, M., Gyorik, E., Horvath, A. (2014-2017).

The cyclic development is spiral. All steps are started and revisited during the project and development are actualized.
More information about toolkit and guidelines of Developing an institutional Early Warning System (EWS) for preventing and reducing dropout from school – *CroCooS project* you can find on http://oktataskepzes.tka.hu/en/crocoos

Teachers as key agents of change towards inclusion and social justice EWS success

Go back to the questions you have been asked at the beginning of topic 4. Try to think about the questions in relation to the content explained here. The following section highlights the teacher as a change agent working with young people and the need to actively involve young people in the process of building the EWS itself. It is important to reach a consensus for a decision at the level of all

	involved before starting to implement the measures. It is important to be aware that teachers are the main agents of change towards ensuring inclusion and social justice, which also stems from the trust students have in the education system (Pantić, Florian, 2015). The teacher must question his/her mission, the values that he/she will strive to develop in the students (Korthagen 2004). There is a need for a unified view of promoting inclusion and responding to social and educational marginalisation and exclusion at the level of all stakeholders involved in the implementation of measures. An important aspect would be the implementation of the participatory model of education, which involves young people in all stages of planning, implementation, and evaluation of measures. Where the adolescent is invited to be an interlocutor and co-explorer of his/her own life, he/she is heard and hears from others (Moss and Clark 2001). Also, in the implementation phases, we would offer as an option education through the arts (Kroflič, 2010), which involves students to reflect on themselves personally, their position in the world through the promotion of expressions, as well as participation, awareness of the responsibility and engagement in dialogue with the world, in order to "... awaken in them the desire to be in the world, with the world, and not only with themselves. In this way, their expressions can 'encounter' the world - materially and socially, and such encounters can be an entry point for reflecting on what it means to be in the world..." (Biesta 2019). **Assessment - Lesson Four** Please chose correct answers for each of the 3 questions: https://view.genial.ly/6251eef2e82ee20010b41c08/interactive-content-lesson-4-task-1
5	**Lesson Five: Second Chance measures/opportunities for Early School Leavers** In this lesson you will gain an understand the importance of second chance measures/opportunities which are prepared and implemented for learners who have already dropped out of mainstream education. You will learn what makes second chance measures

effective and you will get acquainted with some good practices in the EU. Please watch the video to get a sense of what second chance measures are all about: Songs from the van: https://www.youtube.com/watch?v=BlAyGRCZtsI

Forms of second chance measures: Second chance measures can take different forms. Some second chance measures aim to give learners a second opportunity to complete an education or training programme, and potentially to obtain a formal qualification. They are in fact an alternative to formal education. On the other hand, second chance measures focus on reengaging learners and motivating them to return to formal education or moving into employment. These comprehensive second chance programmes start from the 'basics', helping young people to find an interest in learning again and developing the skills and behaviors they need to access formal learning or employment. Those measures, however, support the process of transition. Some basic information about second chance measures can be found at ESLplus (European learning space on early school leaving): second chance education

Emphasis of second chance measures: Second chance programmes should be sensitive to the initial reasons that might be in the background of learners interrupting their education and training in the first place. For example, some young people need to work due to their (family's) economic situation. To take account of this they are often delivered in a flexible way, outside regular school-hours, or part-time, through distance or blended learning allowing learners to work in parallel to their studies. Often such students meet and gain from alternative pedagogical methodologies. Another factor which can lead to drop-out is that the traditional, classroom-based approach to learning is not appropriate for all young people.

Second chance opportunities tend to use a different methodology which can be more appealing. For young people with complex barriers to learning (e.g., health issues, housing, etc.), some second chance measures take a holistic approach and provide support to tackle these barriers, alongside formal learning, through a multi-professional case management approach.

Any action targeting those who have already left school must begin with a process of engagement, of building trust and a sense of belonging. It should also be infused with high expectations, be structured as well as safe and challenging. In addition, it is important to note that many early school leavers regard themselves as adults and expect to be treated as such. In their own descriptions of what has succeeded with them, words such as "respect" and "trust" recur.

Flexibility is key, to ensure that reintegration measures can be made to fit around the young person's other commitments, such as work and family responsibilities. Disciplinary approach, with mixed staff teams or collaboration with external stakeholders, means that the full

range of support needs of the young person can be addressed. Individual action plans and clear pathways for the future – which may be made up of small units of learning – can be motivating for young people with low self-esteem and negative previous experiences of formal education. Related to this, follow-up is important to ensure that the outcomes of the good work achieved by the reintegration measures are not lost in the long term. Indeed, there needs to be continuity, consistency, and cohesion between services and supports available for young people. (Study: Reducing Early School Leaving in the EU, 2011)

For more insight (e.g. reintegration strategies) see the study: Reducing Early School Leaving in the EU, 2011) REDUCING EARLY SCHOOL LEAVING IN THE EU

Good practices of second chance measures in some countries: you can find more about second chance measures carried out by some countries. Check following links:

Portugal:

- Learning courses to improve employability and to enhance social and professional inclusion: Learning Courses to improve employability and to enhance social and professional inclusion
- Modular Training for the unemployed without upper-secondary qualification: Modular Training for the unemployed without upper-secondary qualification

Slovenia:

- Project learning for young adults (PLYA): Project Learning for Young Adults | Andragoški centre Republike Slovenije

Ireland:

- Learning Course Youthreach programme: Youthreach Programme
- Watch the video: Youthreach programme: https://www.youtube.com/watch?v=v8mPBJ7Umfg&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=17

- Delivering equality of opportunities in schools (DEIS): Delivering Equality of Opportunity in Schools (DEIS)
- Watch the video: Delivering Equality of Opportunity in Schools (DEIS): https://www.youtube.com/watch?v=XJOWE9qRJcQ&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=14

Germany:

- 2nd chance coordination Brunswick city: 2nd Chance Coordination Brunswick City

Tips for designing and delivering the second chance measures: You will get acquainted with some tips as advice for policymakers and practitioners involved in the design and delivery of second chance programmes. They are based on Cedefop research into successful measures as well as other relevant evidence. Tips are as follows:



1) Reach out to young people through local support
2) Create an alternative to mainstream education
3) Engage and develop the "whole person"
4) Start with an assessment of the learners existing knowledge, skills and interests
5) Link second chance measures with formal education
6) Offer flexible provision
7) Promote positive attitudes
8) Use appropriate teaching and learning methods
9) Include motivational activities.

You can find more information about every single tip on the CEDEFOP (European centre for the development of VET) website: https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/intervention-approaches/second-chance-measures#group-addressing-problem

Positive outcomes of second chance measures: It is also important to learn about positive outcomes that involvement in second chance education brings to learners and wider.

Individual	Institutional	System
● Positive attitude to learning and education and training ● Improved well being ● Social/ economic/ psychological challenges being tackled ● Improved education outcomes ● Improved basic skills ● Improved work habits/ social skills ● Define learning career goals	● Referral systems from schools to other services are being used ● Reduce drop-out from second chance measures	● Interconnected services are being us ● Increased rates if young people retu to mainstream education after involved in the second chance meas ● Increased rates of young people atta at upper secondary qualification being involved in a second cl measure

For more information about good practices in second chance education in the EU, their success factors, and their transferability into

	initial education and training you can browse on the link: https://www.cedefop.europa.eu/en/tools/vet-toolkit-tackling-early-leaving/resources/learning-second-chance-education-making-use **Assessment - Lesson Five** Reflecting on the positive outcomes of second chance education, write a develop a two-page rationale you would present to policy makers in your country/region aimed at promoting second chance education.
6	**Lesson Six: Summary** The module deals with the problem of early school leaving from vocational education and training in the EU. The presented content (theoretical emphases and practical examples) refers to five lessons through which you will get acquainted with different definitions of the of the term, factors, indicators that influence the occurrence of ESL (with focus on VET) and measures to prevent it. Through the content of the module, we emphasized the role of VET and the importance of cross-sectoral cooperation in tackling this problem. One lesson of the module is dedicated also to measures for those who interrupt their education early. The module is enriched with examples of good practices, especially from Ireland and Portugal. **Assessment of Module** Describe one case, the case can be imaginative or real. The case must be about one student who is or was a student at risk (definition in Topic 2). The case can be also about the student that has already left mainstream education. Case should be written in the form of a story. Example of the story can be found in Lesson 3. Story should include the following:

	1. causes, signals on the individual level, 2. interventions that already took place. Describe e.g. what kind of intervention, who intervened (which professionals from which sectors), to what extent the student was involved. In the description include elements of EWS that was used in this case. If no interventions took place, which EWS elements should be used?

Module Study Resources

- https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/

http://eslplus.eu/curriculum-enrichment-activities

- http://eslplus.eu/delivering-equality-of-opportunity-in-schools-deis
- http://eslplus.eu/transforming-education-through-dialogue-ted-project
- YIT Project https://youth-it.cool/
- Tackling Early School Leaving (2014) https://eacea.ec.europa.eu/national-policies/eurydice/content/tackling-early-leaving-education-and-training-europe-strategies-policies-and-measures_en
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Module 5: Multi-agency Collaboration

Introduction

This module provides opportunities for the learner to examine how effective multi-agency collaboration can prove effective in transforming education and promote inclusive educational practice. The module will emphasise the multidimensional nature of educational marginalisation and how one school/stakeholder approach may not be effective on their own or indeed, how 'one size fits all' approach can be ineffective in the face of complex social and educational needs. Effective multi-agency strategies can successfully tackle poverty, inequality, exclusion, and marginalisation in a holistic manner. It will explore how policies that develop close relationships with key stakeholders in the areas of education and employment can provide learners with increasingly relevant education, training, and employment opportunities. The module will highlight how multi-agency collaboration can offer the best approaches to preventing or mitigating the impact of multiple and cumulative disadvantage in a sustained way. It will also explore the importance of key advocates/stakeholders in promoting and sustaining collaborative multi-agency working and explore the process of mindset change that occurs through the process of engaging in multi-agency partnership and collaboration.

Watch introduction.

Syllabus

This module will examine the process of organising and sustaining effective multi-agency partnership and collaboration. Using case studies, this module will document the process of developing multi-agency collaboration and will explore the importance of investing time, resource and personnel to initiate and sustain radical and long-term change. The module will explore the process of mindset change that occurs at the individual or stakeholder level through sharing ideas and collaboration that occurs through multi-agency working. It will explore how individual advocates; schools & other stakeholders develop the willingness and capacity to work together in multi-disciplinary teams and settings. The module will document how individuals and key stakeholders use innovative multi-agency approaches to tackling marginalisation and exclusion. The module will explore the importance of creating time and space to create, build and sustain collaborative relationships and how these relationships can transform attitudes and approach to social exclusion and marginalisation. It will also examine the impact and importance of creating space for innovation, trial and error and willingness to learn and grow from each other, either as individuals or organisations. It will

investigate the role of continual professional development and the development of communities of practice in sustaining multi-agency partnership and collaboration. It will examine the core role of partnership and collaboration in initiating and sustaining successful multi-agency approaches which address social exclusion and marginalisation. The module will discuss how multi-agency collaboration can be effective in putting in place early warning systems that can inform effective responses to exclusion and marginalisation. The module will emphasise the importance of multi-agency collaboration as an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion.

Learning Outcomes

Upon completion of this module, the learner will be able to:

1 Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

- Understand the process underpinning effective multi-agency collaboration.
- Reflect critically on the key components of effective multi-agency collaboration.
- Explore how multi-agency collaboration and cooperation can respond effectively to social and educational exclusion and marginalisation.
- Assess the impact of the macro-level approach underpinning multi-agency collaboration.

2 Affective: Attitude and Values

- Appreciate the impact of collaborative multi-agency networks in transforming education.
- Value the development of communities of practice that underpin effective multi-agency collaboration.
- Appreciate the transformative nature of multi-agency collaboration in addressing complex social and educational issues such as poverty, homelessness and exclusion.

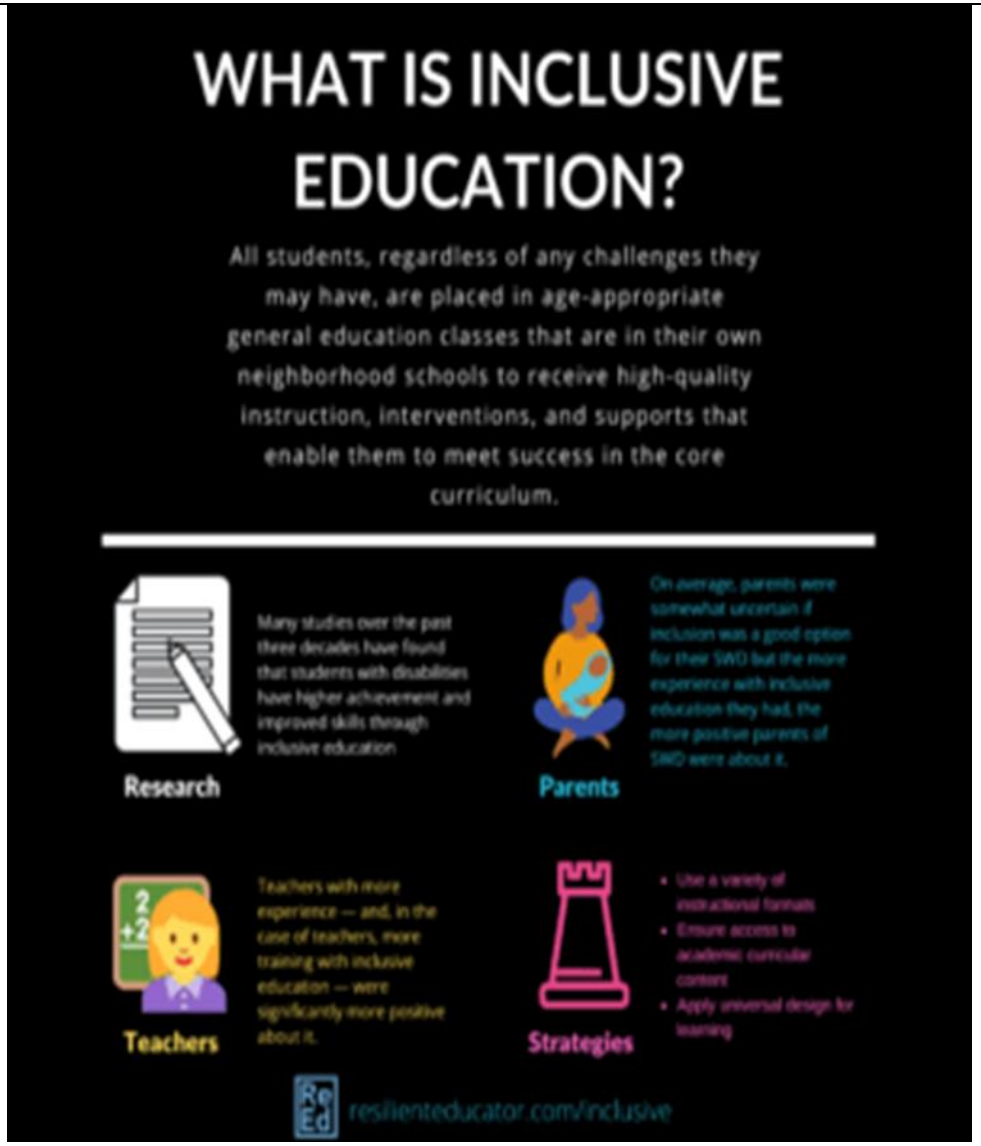
Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to multi-agency collaboration and impact of effective multi-agency partnership on the promotion of inclusion in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1	**Lesson One: Fostering Collaboration for Inclusive Education** In this introductory module you will find out that successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional aspects. This is not to say that students never need to spend time out of regular education classes, because sometimes they do for a very particular purpose — for instance, for speech or occupational therapy. But the goal is this should be the exception. Because, inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). Presently, the United Nations defines inclusive education as “access to and progress in high-quality education without discrimination” (UN 2016, p. 3), which requires “a process of systemic reform…to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences” (UN 2016, p.

	4). Building more inclusive, just, and fair societies must start with inclusive education systems. UNESCO's Sustainable Development Goal 4 on education emphasizes inclusion and equity as the foundation for quality education. Find out more about fostering collaboration for inclusive education by reading case studies. Browse the case studies section to discover interesting practices around the world and visit the resources page where you will find comprehensive information on a wide range of topics relating to inclusive education https://www.inclusive-education-in-action.org/ . You can also get more familiar what inclusive education is by reading an article on inclusive education that gathers a solid understanding of what it means, what the research shows, and proven strategies that bring out the benefits for everyone: https://resilienteducator.com/classroom-resources/inclusive-education/ Photo 1: What is Inclusive Education


WHAT IS INCLUSIVE EDUCATION?
All students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum.
Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education
Research
On average, parents were somewhat uncertain if inclusion was a good option for their SWD but the more experience with inclusive education they had, the more positive parents of SWD were about it.
Parents
Teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it.
Teachers
Use a variety of instructional formats
Ensure access to academic curricular content
Apply universal design for learning
Strategies
resilienteducator.com/inclusive

What is inclusive education?

To find out more about implementing inclusive education systems in Europe, get familiar with work and activities of European Agency for Special Needs and Inclusive Education. As a platform for collaboration and peer learning https://www.youtube.com/watch?v=NuQTwJ-yeLM it supports ministries of education of over 30 member countries while improving their inclusive education policy and practice. It also co-operates with transnational organisations and engages educators, experts, learners and families to ensure high-quality educational opportunities for all.

As you have so far noticed, only collaborative partnerships support inclusive practice. Universally available services are inclusive of all children, including those with a disability or developmental delay and other children who may access additional support (Wesley and Buysse, 2004; Trepanier-Street, 2010). The driving principle is to make all students feel welcomed, appropriately challenged, and supported in their efforts. It's also critically important that the adults are supported, too. This includes the regular education teacher and the special education teacher, as well as all other staff and faculty who are key stakeholders — and that also includes parents.

However, the situation is far from ideal as schools are facing numerous challenges to secure a demanding full education experience for all our pupils. Read part of a speech of principal Ireland's teacher within the primary school experience in boys' school (pg. 26. – 30.) to get the better insight from Conference on Poverty and Social Inclusion in Education – A review of DEIS, is a timely contribution to the policy debate on supporting pupils at risk of exclusion, their families, and their teachers.

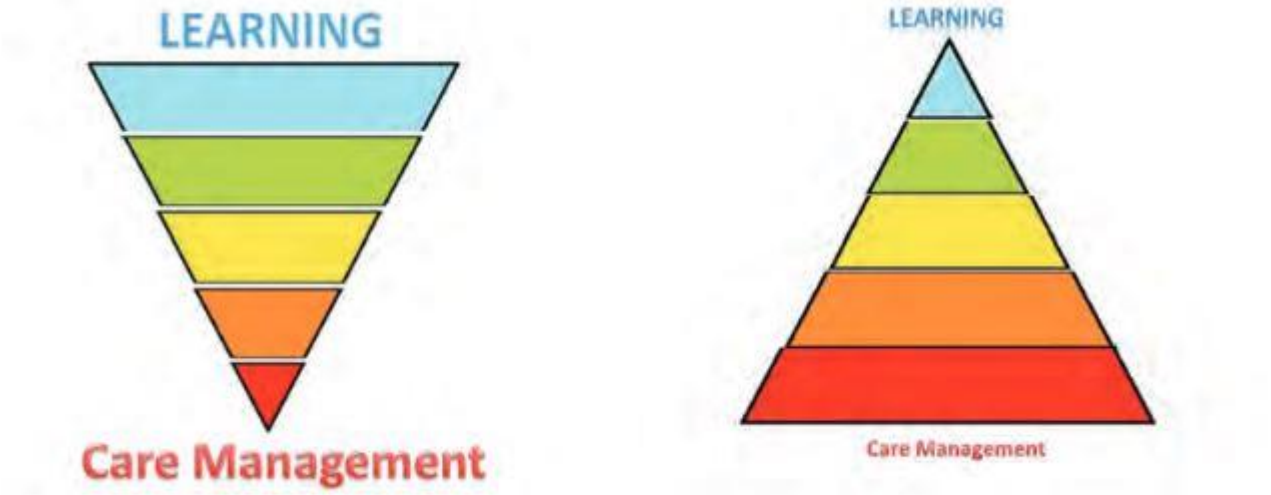
"In our school, and of my knowledge of other DEIS schools, I feel we delivered as best we could. Children do love coming to school. It's an oasis. A dream land. A little piece of 'fairy land' perhaps, dropped into often damaged family lives, lived out in volatile communities. Parents

value the possibility of educational achievement that they never had. However, we must remind ourselves again of the heavy burdens many our young pupils have on their backs as they come to our schools (chronic anxiety, hopelessness, mental and physical health problems, addiction, poor housing and more often homelessness, marginalisation, poverty, poor family experience of education, alienation and fear of violence and criminal). New Irish, with many of the above, but with the additional challenges of being new to Ireland, with little English, culturally adrift in our communities. Think of a particular needy young person in your school and evaluate their chance of staying on board the education boat that we know leaves the shores of pre-school and junior infants on a very

precarious voyage. What is the likely destination? Is it to University/College and employment or more realistically perhaps to Mountjoy or Wheatfield, or to the streets or outside the clinic, or tragically passing away all too soon…".

He is pointing out how in more advantaged communities with more resources, the care and welfare piece is largely met at home and in the community, resulting in a richer education-focused school experience while in his schools they are often swamped by unmet care needs ever narrowing the window for real learning.

Picture 2: Care and Learning Management



As we have seen so far, professionals work together both within and between services. Early childhood services are also increasingly diverse, and most children attend several different educations, health, and other services during their early development. This diversity can result in fragmentation for children and families, who often face more than one issue or need at any given time and thus may be accessing several services at once (McWayne et al, 2008).

In Portugal there has been a push to develop inclusive schools “where each and every student, regardless of their personal and social situation, finds responses to their potential, expectations, and needs, and develops a level of education that creates full participation, a sense of belonging, and equity, contributing to social inclusion and cohesion” (Ministério da Educação 2018). Learn more about the concrete concept of inclusion within the Portuguese education system by watching video https://www.youtube.com/watch?v=AoGQw5UOl6M&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1 where Dr. David Rodrigues from the Education's National Council speaks. Get familiar with the case of José Saramago cluster of school and educational territory of priority intervention where Tania Eduardo shows an example of inclusion practices in a Portuguese rural environment https://www.youtube.com/watch?v=zBTbuIGZyCQ . Both videos were shoot during the online study in the framework of the STAIRS project.

In Ireland, DEIS project (Delivering Equality of Opportunity in Schools), the Action Plan for Educational Inclusion was launched by the Department of Education and Skills in May 2005. in the North Dublin Region. The plan focuses on addressing the educational needs of children and young people from disadvantaged communities, from pre-school through second-level education (3 to 18 years). 852 Primary Level and Second Level Schools in Ireland are included in the DEIS initiative. 658 of these are Primary Schools while 194 are Secondary Schools. Herewith, Tracie Tobin the Principal of St Michael’s Infant School and Tiernan O’Neill Principal of Corpus Christi Primary School Moyross spoke about promoting equality in education https://www.youtube.com/watch?v=oyNmjzVkGFo&list=PLvX6d645XdP9cW-5RtjjKmpchSZROCxz1&index=19 within the framework of the STAIRS project.

Assessment – Lesson One

1. The European Agency for Special and Inclusive Education has 31 member countries, covering 35 jurisdictions so look up for your country’s data, information and a description of the country’s system for inclusive education https://www.european-agency.org/country-information Check also an infographic upon Inclusive Education Across Europe https://www.european-agency.org/resources/multimedia/infographic-inclusive-education-across-europe and reflect upon how legislation, practice

	and policy contribute to your vision for inclusive education systems. Learn which components need to be present for education system to work and become more equitable, effective, and efficient in valuing learner diversity and raising the achievement of all learners and system stakeholders. 2. Read the complete Policy brief https://www.european-agency.org/sites/default/files/KeyPrinciples-policybrief-EN.pdf and watch video https://www.youtube.com/watch?v=s4J8RvjJZCo regarding key principles for supporting policy development and implementation for inclusive education in order to learn more about eight operational strategies, structures and processes are considered essential for inclusive policy and practice. You will get familiar with five requirements for the legislative and policy context as Agency has synthesised these key principles to support the implementation of high-quality inclusive education for all learners.
2	**Lesson Two: The Process of developing multi-agency collaboration** In this lesson, you will find out more about the benefits of multi-agency partnership working within educational settings along with benefits and challenges faced in establishing and developing multi-agency partnership through some examples. Multi-agency partnership working is where practitioners from more than one agency work together jointly, sharing aims, information, tasks, and responsibilities to intervene early to prevent problems arising, which may impact on children's learning and achievement. Get more information on why in recent years, multi-agency working has received much attention by watching the video Every Child Matters & Multi-Agency Working here: https://www.youtube.com/watch?v=sGRYCC6lFRg . It is a UK government initiative for England and Wales, launched in 2003, representing of the most important policy initiatives which has been introduced in relation to children and children's services of the last decades, and has been described as a "sea change" to the children and families agenda. It has been the title of three government papers, leading to the Children Act 2004. Every Child Matters covers children and young adults up to the age of 19, or 90 for those with disabilities. As we have seen, a process of developing multi-agency collaboration and multi-agency working is firmly advocated in government agendas such as The Children's National Service Framework (2004) which encourages services to be designed around the needs of the child, not individual problems. The children's commissioner, Professor Aynsley-Green summarised this vision by stating that "the practical challenge is ensuring that children's services locally are coherent in design and delivery, with good coordination, effective

joint working between and across sectors and agencies, with smooth transitions and in partnership with children, young people and families" (Executive Summary, Department of Health, 2004).

Find out more about why Multi-agency working has been identified as an effective method of early identification and intervention to address complex needs (Carpenter, 2000) by reading the essay Multi Agency Working With Children With Learning Difficulties https://www.ukessays.com/essays/education/multi-agency-working-with-children-with-learning-difficulties-education-essay.php

Several influencing factors were revealed in the literature that related to the multi-agency processes. The area's most frequently identified were Communication, Factors influencing multi-agency work, Clarity of purpose, Planning and consultation, Organisational aspects and information exchange. See a summary of effective practice strategies (Atkison M., Jones M., Lamont E. (2007) pg. 46. – 49) https://www.nfer.ac.uk/media/2001/mad01.pdf .

In the video https://www.scie.org.uk/integrated-care/research-practice/activities/multidisciplinary-teams you will see how Multidisciplinary teams (MDTs) in United Kingdom are the mechanism for organising and coordinating health and care services to meet the needs of individuals with complex care needs. Teams bring together the expertise and skills of different professionals to assess, plan and manage care jointly. Based in the community, and networked with primary care, MDTs are expected to work proactively to support individuals' care goals.

Get also familiar how in England, in the Bexhill area, several primary schools have come together to form an alliance. This alliance has been created to inform parents about the resources and support that are available within each school for children with special educational needs or disabilities (SEND) and additional needs by watching this video https://www.allsaintsbexhill.org/Parents/Multi-agency-working/

The next video will explore the Youthreach Programme that deals with early school leaving (ESL) all around Ireland https://www.youtube.com/watch?v=v8mPBJ7Umfg .

Another example comes from Croatia. Six-year-old Kristina says her goal in life is to finish school, but she does not have many things most children have. She has no one to help her with her math homework. She has no library in her vicinity where she can borrow books over the summer and practice reading. She cannot use the internet and find out what she needs: her parents have no money to pay for a computer. But she is neither intellectually underdeveloped nor neglected. She speaks Bayash Roma, an old dialect version

	of the Romanian language, as their first language. Beginning of elementary education in the non-native language presents the first barrier to the successful education of Roma children. Also reading assigned literature or completing homework might not be possible for many children (e.g., crowded home-living situation or no electricity) in Roma settlements. That's why a project that ensures a Roma national minority students from primary schools a secured extended stay in school strengthens their integration into school. During that period, they additionally learn the Croatian language, which is not their mother tongue, have help with solving tasks and mastering materials, and acquire healthy eating habits through a secured hot meal at school. These are some results of the EU project, which successfully includes Roma minority students in the educational system by financing all the costs of extended stays, all with the aim of ensuring them a better chance to continue their education. It is oranized with the cooperation of relevant Ministry, County, municipalities, and schools. **Assessment - Lesson Two** 1. Examine the image located on the following website: https://jcoulter1992.files.wordpress.com/2014/10/every-child-matters-internall-plaques09.jpg Reflect upon the following: What are your impressions / views of this representation? To what extent does this image include necessary aims for every child, regardless of background to be supported to? Is there any other goal that might be placed here to ensure the safety and wellbeing of the children and establish a safe environment? 2. Can you think of any example of multi-agency partnership from your country? Think about what agencies or professionals might also be involved in or able to help this family? What would be their roles? Think of some examples/practices within the school/organisation in your region that enable inclusion. If possible, try to get the experience of students, students' parents, teachers, learning support assistants and administrators in order to get familiar with the effect of inclusion on the school community/culture.
3	**Lesson Three: Roles and responsibilities: a general overview in the development of a multi-**

agency team

In this lesson you explore how multi-agency working is an effective way of supporting children and families with additional needs and helping to secure real improvements in their life outcomes. Following the Green Paper Every Child Matters (Sept 2003), it is becoming increasingly common for education, health, youth justice, social care, youth work, voluntary and community sector and other children's services to join forces to work more collaboratively around a preventative agenda. Multi-agency working can make a unique contribution to preventative and early intervention services, because it has been shown to be an effective way of addressing the wide range of cross-cutting risk factors that contribute to poorer outcomes for an adapted ecosystem model for Inclusive early childhood education.

A lot of progress has already been made at a local level in the development of multi-agency projects and initiatives. The diversity demonstrates that there is no one, correct way of multi-agency working. However, a review of practice shows that it is possible to group multi-agency working into three very broad models. These are intended to assist local areas in thinking through the different structures and issues, but there are no hard and fast rules about how multi-agency services should be set up:

1. Multi-agency panel
2. Multi-agency team
3. Integrated service

The main features with regard to agency roles and responsibilities in the multi-agency projects under study, according to interviewees, were: the multi-agency steering group, a shared responsibility or equal partners and overlap or merging of roles pg. 90 https://www.nfer.ac.uk/media/1663/css02.pdf.

Get familiar with the differences between these services by reading fact sheet Multi-agency working https://www.wokingham.gov.uk/EasysiteWeb/getresource.axd?AssetID=75433& "From inclusive early childhood education: new insights and tools -contributions from a European study" (p. 37), by European Agency, 2017a.

Read the report https://www.nfer.ac.uk/media/1663/css02.pdf (pg. 115 – 158) that includes analysis and discussion of the different types, or models, of multi-agency activity; the rationale for their development; agencies' and individuals' involvement in multi-agency activities, their roles and professional backgrounds; the impact of multi-agency activities; and the challenges and key factors in their success.

See the key principles of multi-agency partnership working through framework for working in a multi-agency partnership showing eight essential building blocks of the framework for working in a multi-agency environment.

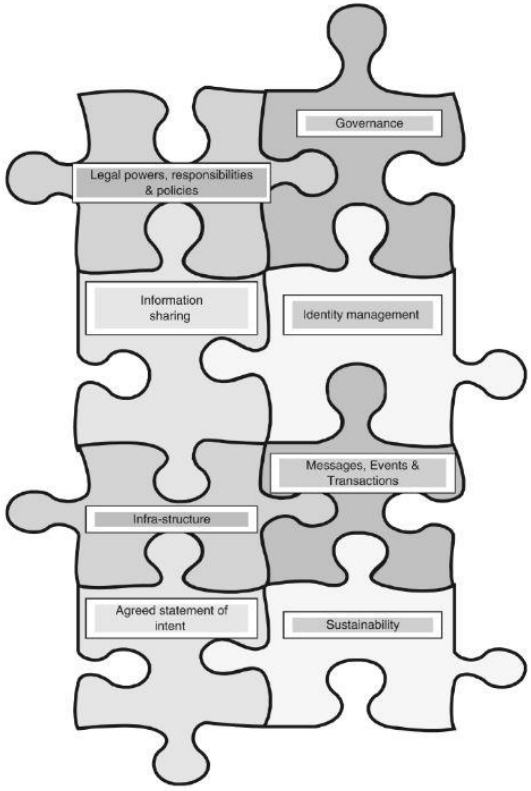


Photo 3. Framework for working in a multi-agency partnership showing

eight essential building blocks Source?

See also the framework https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/ that supports all partners working with a child, adult and family to agree a multi-agency shared understanding of strength, risk and needs from a trauma informed perspective. This shared understanding informs decision-making, strengthening how to work in a preventative way to develop a plan to address need and risk. Graphic illustrates how the framework can be undertaken within the seven stages influenced by the work of Wonnacott & Wallbank (2016) and Keller & Protinsky, (1986).



Photo 4. Source: Multi Agency Group Supervision

https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/

Read: the following essay on *The Origin, Concept and Principles of Multi-Agency Partnership Working* https://us.sagepub.com/sites/default/files/upm-assets/25240_book_item_25240.pdf and think about how can you ensure that the vision, aims and principles, jointly developed for multi-agency partnership working meet and match the identified needs of pupils with additional needs.

The web-based resource 'Getting started in multi-agency working https://www.wokingham.gov.uk/EasysiteWeb/getresource.axd?AssetID=75433& covers the following aspects: the benefits, challenges and success factors of multi-agency working; practical advice for setting up services; case study examples, and a common language glossary for practitioners and great deal of information about establishing multi-agency working offers a toolkit for managers and practitioners.

Watch video: Delivering integrated care: the role of the multidisciplinary team https://www.youtube.com/watch?v=kiCkv-AFvBo and see how integrated care requires professionals and practitioners from across different sectors to work together around the needs of people, their families, and their communities. Not working together results in a poor experience of care, a waste of resources and in some cases, people suffering harm.

Get familiar with different types of multi-agency activity and roles within by reading six case studies https://www.nfer.ac.uk/publications/CSS02/CSS02.pdf (pg. 174 -218.).

Assessment - Lesson Three

Of the six items presented below, which are three most important key attributes of an effective and efficient multidisciplinary according to your opinion? Explain why

1. Collaborative practice.

	2. Clear communication. 3. Clear definition of tasks and responsibilities. 4. Clear goals, objectives, and strategies. 5. Recognition of and respect for the competence and contribution of each team member. 6. Competent leadership. Reflect on the following: Do you agree with key challenges to multi-agency working and key factors and skills for multi-agency working that are pointed out within this report? Would you add any more and why? **Knowledge check:** take this test and check your learnings https://www.easytestmaker.com/Test/BB10A6ED-3424-4A46-865F-1817593C4BCE
4	**Lesson Four: Key factors and skills for multi-agency working and working in groups** This lesson will focus the key factors and skills underpinning optimum multi-agency collaboration. Children and their families will access a range of throughout a child's life. It's vital that practitioners work together to gain a full overview of a child's situation and have a co-ordinated approach to support. Many ways of multi-agency working have been tried and adopted. The dynamics of a multi-agency group can be interesting. Everyone brings different specialist skills and knowledge, and everyone is used to different professional cultures. The very nature of multi-agency working means that everyone comes from different backgrounds. But for teams to be successful they need to develop a common vision and a shared way of working. Many organisations must handle periods of change. And if you're moving towards integrated ways of working, change is something you'll almost certainly experience. Myers (1986) suggests the competencies that allow a professional to change include: 1. A strong sense of their own professional competence. 2. The ability to be comfortable with ambiguity and uncertainty. 3. The ability to reason critically. Multidisciplinary and Multiagency working involves appropriately utilising knowledge, skills and best practice from multiple disciplines and across service provider boundaries, e.g., health, social care or voluntary and private sector providers to redefine, re

scope and reframe health and social care delivery issues. Look at the toolkit Toolkit for practitioners about Setting up multi-agency services
https://dera.ioe.ac.uk/1853/1/IW129_0310.pdf (pg. 6 – 18.)
The European Pillar of Social Rights action plan has set an ambitious target of reducing by five million by 2030 the number of children at risk of poverty or social exclusion, and this was reinforced at the Porto Social Summit. The European Child Guarantee is a major step forward towards this goal as a model to tackle disadvantage and exclusion during our children's early years whilst guarantying a brighter future for their adult life. The European Commission has partnered with UNICEF Regional Office for Europe and Central Asia (ECARO) to test how the EU Child Guarantee can work in practice in seven Member States. Croatia is among those seven European Member States participating in the pilot programme Testing of the EU Child Guarantee, with the aim of ending child poverty and social exclusion. The European Parliament introduced the concept of the European Child Guarantee non-legislative initiative in 2015 with the hopes of breaking the intergenerational cycle of poverty and reducing social inequality within Europe. The Child Guarantee aims to provide free healthcare, education, early childhood education and care, decent housing and adequate nutrition to every child who is at risk of poverty or social exclusion in Europe. The main aim of this policy is to combat child poverty and reduce social inequalities.

The Child Guarantee focuses on “children in need”. This includes children living in poverty, children with a migrant background, children in institutions and children with disabilities. They have highlighted seven priorities, which are key for ensuring equal access to human rights for children with disabilities, and children living in institutions:

- Provide all children with the right to grow up in a family
- Ensure access of all children with disabilities to inclusive education
- Ensure that EU Funds support family-based care and are not invested in institutions
- Ensure access of children with disabilities to independent living and personal assistance
- Prioritise children with disabilities in deinstitutionalisation reforms
- Ensure participation of children with disabilities in decisions that concern them

- Prioritise the needs of children with disabilities, including children in institutions, during COVID response and recovery

Read Full Policy Report: The European Child Guarantee https://89initiative.com/wp-content/uploads/2021/04/E.-Balazs-The-European-Child-Guarantee-1.pdf and watch the video about Making the European Child Guarantee a Reality https://www.youtube.com/watch?v=vSzUJL5tkic

Learn more how multi-agency collaboration can be an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion within case study of Romani Early Years Network (REYN), a Europe's -wide leading advocacy network that promotes professionalism in early years, access of Roma and Traveller children to quality early childhood development (ECD) services and more diversity in the ECD workforce, including a better representation of Roma and Traveller professionals on this leaflet https://www.reyn.eu/wp-content/uploads/2019/02/TOY-for-Inclusion-Leaflet.pdf

REYN shares knowledge, promotes best practices, trains practitioners, and works with members to achieve quality and equitable early childhood services. REYN believes that by leveraging the EU attention and funding can make a positive difference for children. Concretely they make the case for the need to include early childhood education and care (ECEC) for children, birth to six years old, in the annual monitoring of the National Roma Integration Strategies by the European Commission (DG Justice). Together with various key partners they support and monitor the work done by the different EU directorates (DG Justice, DG Employment and DG Education and Culture) on Romani and Travellers children. At the same time, they work with National Networks to improve local services and increase diversity in the workforce at the national level.

See also how their network TOY for Inclusion moves away from the perspective that some children and families are harder to reach than others. Instead, they make services easier to reach, by promoting inter-sectoral work, flexible solutions, and contextualized responses to the specific needs of young children and their families. In this video https://www.youtube.com/watch?v=q_pU097BSO8, they explain the concept of PlayHubs, who visits these spaces, and why they are so important.

Early intervention for children vulnerable to exclusion is currently focused on the child's effective inclusion in mainstream early

	childhood education. There is thus a search for developing a shared understanding of what constitutes quality inclusive preschool provision. This was the aim of a qualitative 3-year (2015–17) study of inclusive settings for children from 3 years to compulsory education across European countries, conducted by the European Agency for Special Needs and Inclusive Education. Data consisted of practitioner descriptions of 32 example inclusive preschools from 28 European countries, and more detailed data collected during short visits to eight of the example settings. Qualitative, thematic analysis identified 25 subthemes representing the perceived constituents of inclusive early childhood education provision. These were oranized within a framework that intertwined the structure-process-outcome model with the ecological systems model. The resulting adapted ecosystem model for inclusive early childhood education comprises five dimensions: (1) the inclusive education outcomes, (2) processes, and (3) structural factors within the microenvironment of the preschool; and the wider (4) inclusive structural factors at community, and (5) at national levels. The framework can be useful for practitioners as well as researchers and policy makers seeking to improve inclusive early childhood education provision (A. Bartolo P., Kyriazopoulou M., Björck-Åkesson E. & Giné C. (2019).

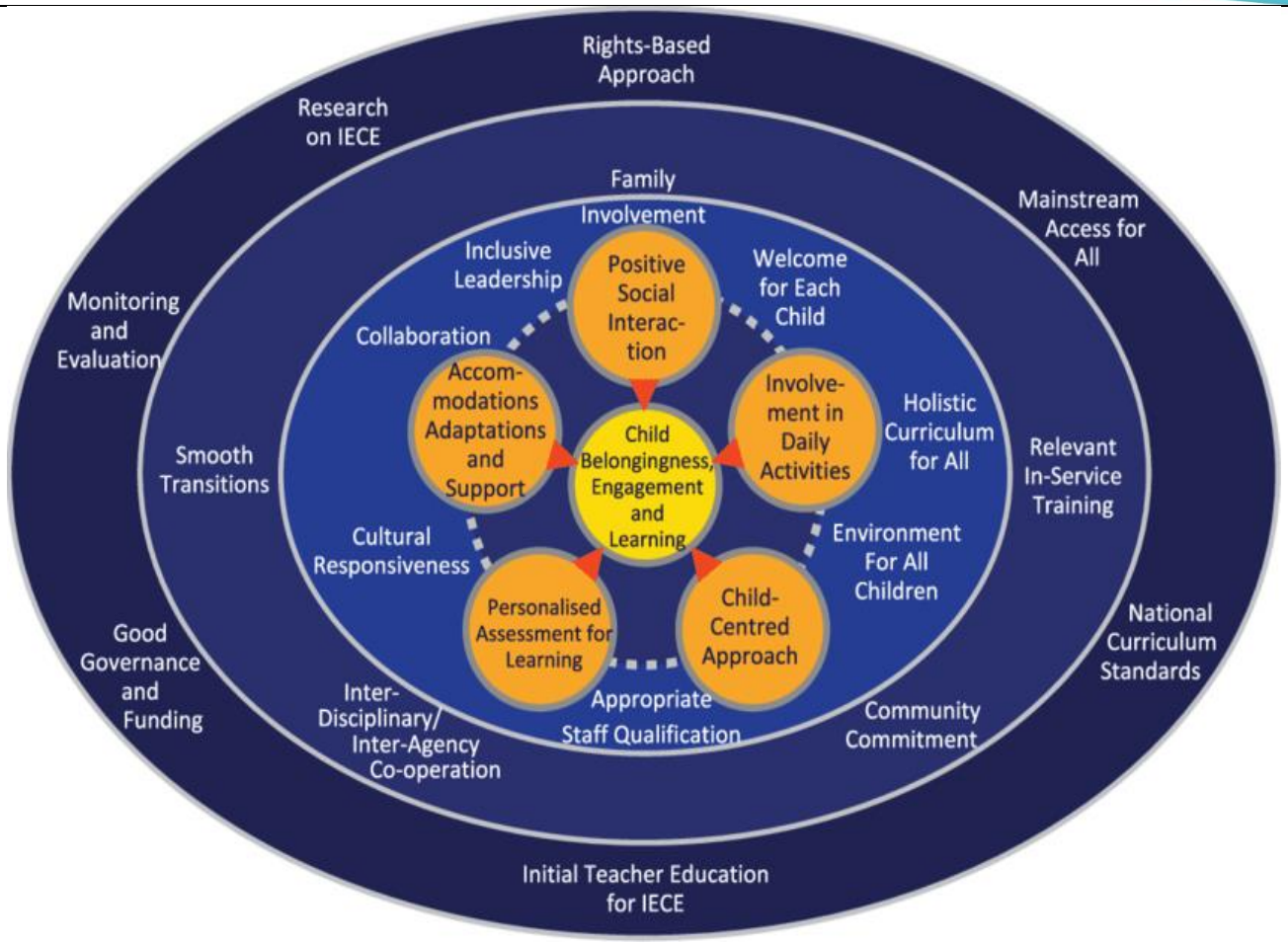


Photo 5. An adapted ecosystem model for Inclusive early childhood education. From inclusive early childhood education: new insights and tools -contributions from a European study (p. 37) Source?

The data analysis identified 25 subthemes representing what the participant European IECE stakeholders perceived as constituents of quality inclusive early child-hood education. These ranged from concerns about processes within the preschool setting itself to

	those about national policies and provision which were seen as influencing the setting. **Assessment - Lesson Four** 1. Respond to the following questions through a personal reflection: To what extent do these principles guidelines within toolkit apply to your context? Why? Provide evidence. As a practitioner, what is your personal view on offered steps for setting up multi-agency services in this way? Do you see any issues/ points that can be added to the toolkit the author presented? 2. Describe some benefits and tensions of child and young person focussed multi-agency working. Situate current practice development within the national policy context. What is the likely impact of multi-agency working on your future work? How could you contribute to multi-agency working in the future - within school? and/or with other agencies or professionals?
5	**Lesson Five: Summary** This module has explored the process of organising and sustaining effective multi-agency partnership and collaboration. Using case studies, this module documented the process of developing multi-agency collaboration and explored the importance of investing time, resources, and personnel to initiate and sustain radical and long-term change. The module also explored the process of mindset change that occurs at the individual or stakeholder level through sharing ideas and collaboration that occurs through multi-agency working. It examined how individual advocates; schools & other stakeholders develop the willingness and capacity to work together in multi-disciplinary teams and settings. The module documented how individuals and key stakeholders use innovative multi-agency approaches to tackling marginalisation and exclusion. The module explored the importance of creating time and space to create, build and sustain collaborative relationships and how these relationships can transform attitudes and approach to social exclusion and marginalisation. It also examined the impact and importance of creating space for innovation, trial and error and willingness to learn and grow from each other, either as individuals or organisations. It investigated the role of continual professional development and the development of communities of practice in sustaining multi-agency partnership and collaboration. It explored the core role of partnership and collaboration in initiating and sustaining successful multi-agency approaches which address social exclusion and marginalisation. The module discussed how multi-agency collaboration can be effective in putting in place early warning systems that can inform effective responses to exclusion and marginalisation. The module emphasised the importance of multi-agency collaboration as an essential mechanism to solve complex and multi-dimensional issues such as poverty and exclusion.

	Assessment of Module Reflecting on the lessons in this module and key messages underpinning multi-agency, develop a two-page rationale you would present to policy makers in your country/region aimed at (a) promoting and (b) improving multi-agency collaboration and partnership, in inclusive education. You can focus on one stage, for instance, preschool, primary, post-primary, further education, vocational education etc.

Module Study Resources

- Higgins, A. & R. Bourke, (2017) Bedford Row Family Project: Holding the Suffering, Curriculum Development Unit, Mary Immaculate College: Limerick. Available at: https://www.bedfordrow.ie/wp-content/uploads/2013/08/BEDFORD-ROW-RESEARCH-REPORT-2017-SUMMARY.pdf.
- Higgins, A. A. Lyne, S. Power & M. Murphy (2021) Embracing Diversity Nurturing Integration Project (EDNIP): sharing the story, evolution, model and outcomes of a research and intervention project in five DEIS Band 1 primary schools in Limerick City 2017-2019, Limerick: MIC, EU Commission under the Asylum, Migration and Integration Fund and Department of Justice and Equality. Available at: https://www.mic.ul.ie/sites/default/files/uploads/140/EDNIP%202020%20Full%20Report.pdf
- O'Sullivan, C. & M. Morgan Learning Together: The Incredible years: a report on the progress of the incredible years project in Limerick City, Paul Partnership: Limerick. Available here: https://www.paulpartnership.ie/wp-content/uploads/2019/08/Incredible-Years-Progress-Report.pdf.
- https://web.archive.org/web/20140328144814/http://www.eduquality-hr.com/index.php?option=com_content&view=article&id=107&Itemid=48&lang=en
- Bouillet, Dejana. "Some aspects of collaboration in inclusive education–teachers' experiences." Centre for Educational Policy Studies Journal 3.2 (2013): 93-117.https://www.tandfonline.com/doi/full/10.1080/09687599.2015.1037949

- https://www.researchgate.net/profile/Anamarija-Zic-Ralic/publication/348003844_The_quality_of_inclusive_education_from_the_perspective_of_teachers_in_Poland_and_Croatia/links/5ff3495fa6fdccdcb82e6b82/The-quality-of-inclusive-education-from-the-perspective-of-teachers-in-Poland-and-Croatia.pdf
- https://books.google.hr/books?id=pDhcVU-kFL0C&pg=PA111&dq=supporting+pupils+with+difficulties+in+Croatia&hl=en&sa=X&ved=2ahUKEwjahKS6otDwAhXJ_rsIHdN7AwMQuwUwAHoECAAQBw#v=onepage&q=supporting%20pupils%20with%20difficulties%20in%20Croatia&f=false
http://www.psiwell.eu/index.php/en/
- Atkison M., Jones M:, Lamont E. (2007): Multi-agency working and its implications for practice: A review of the literature https://www.nfer.ac.uk/media/2001/mad01.pdf#%5B%7B%22num%22%3A103%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C0%2C842%2Cnull%5D
- A. Bartolo P., Kyriazopoulou M., Björck-Åkesson E. & Giné C.(2019): An adapted ecosystem model for inclusive early childhood education: a qualitative cross European study, International Journal of School & Educational Psychology, https://doi.org/10.1080/21683603.2019.163731
- Review of DEIS: Poverty and Social Inclusion in Education, Proceedings of a Joint Conference: INTO and Educational Disadvantage Centre, St Patrick's College, Drumcondra (2015) https://www.into.ie/app/uploads/2019/07/ReviewofDeis.pdf
- Key principles: Policy brief supporting policy development and implementation for inclusive education European Agency for Special Needs and Inclusive Education https://www.european-agency.org/resources/publications/key-principles-supporting-policy-development-implementation
- Dale McManis L., PhD: Tips for Teachers and Classroom Resources Inclusive Education: What It Means, Proven Strategies, and a Case Study https://resilienteducator.com/classroom-resources/inclusive-education/
- Multi Agency Working With Children With Learning Difficulties https://www.ukessays.com/essays/education/multi-agency-working-with-children-with-learning-difficulties-education-essay.php

Photos:

- Photo 1: What is inclusive education: Source: webpage: Resilienteducator.com https://bit.ly/3IOWzpw
- Photo 2: Source: webpage: https://www.into.ie/app/uploads/2019/07/ReviewofDeis.pdf

- Photo 3: Framework for working in a multi-agency partnership showing eight essential building blocks https://www.google.com/url?sa=i&url=https%3A%2F%2Fsk.sagepub.com%2Fbooks%2Feffective-multi-agency-partnerships%2Fn1.xml&psig=AOvVaw1jO-ZguajuMdoQHQi443Rj&ust=1647514400056000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCPivv8a7yvYCFQAAAAAdAAAAABAD
- Photo 4: Multi Agency Group Supervision https://westcheshirechildrenstrust.co.uk/our-way-of-working/multi-agency-group-supervision/
- Photo 5: An adapted ecosystem model for Inclusive early childhood education. From inclusive early childhood education: new insights and tools -contributions from a European study (p. 37), by European Agency, 2017a. Copyright 2017 by European Agency https://bit.ly/34jJ95Z

Webpages:

- STAIRS project presentations and case studies: https://stairs.tpf.hu/en
- Look at the sheet about multiagency learning https://www.wokingham.gov.uk/EasysiteWeb/getresource.axd?AssetID=75433&

Module 6: Adapting Good Practice and Change Management

Introduction

This module will provide opportunities for the learner to explore and investigate how educational initiatives in one country can be adapted (policy and/or practice) in another country and the process of change management that is required for successful implementation of initiatives that address social and educational exclusion and marginalisation. **Watch video:** https://www.youtube.com/watch?v=7wILrTlJdD4

This module will explore a potential structure for developing national adaption plans, taking into consideration the contextual circumstances of an individual country. In particular, the module will document the creation of national adaption plans and policy recommendations supporting the upscaling of these national adaption plans to develop broader European Adaption Plans. The European Adaption Guidelines will support the possible adaption of education initiatives at the European level by any interested country, region, or community. The national adaption plans will identify the key conditions required to develop and sustain collaborative approaches amongst key stakeholders that help reduce social exclusion. The module will also explore the process of managing change, particularly deciding what needs to be changed and why change needs to occur. It will also investigate the challenges underpinning the transformation of beliefs and mindsets and managing expectations, particularly when new initiatives etc. are being implemented at a multi-agency level. The change management toolkit will highlight/profile innovations in inclusive practices that can be successfully introduced in the adapting countries. The module will explore why change is important and the conditions necessary for, and challenges of, change management.

Syllabus

The module will investigate the main objectives and approaches to adaption of good practice, achievable outcomes, and measurement of same. It will also explore the resources required for adaption and the link between successful adaption and multi-agency engagement. It will provide a set of policy recommendations to enable initiatives to be upscaled to European level Adaption Guidelines. The European Adaption Guidelines will document the knowledge acquired and lessons learned throughout the cycle of the project, particularly in relation to adapting good practices based on the needs of countries. The module will explore the obstacles and risks for successful adaption at either national or European level. The second part of this module will interrogate how the development of a change management mindset is critical component of successfully

adapting initiatives. The module will introduce and explain the concept of Change Management at both a theoretical and practice level. It will introduce the learner to theories of change management, particularly the process of mindset change. The module will introduce the STAIRS Change Management Toolkit which is a collection of tools that the STAIRS partners have developed. The aim of the toolkit is to ensure that innovations of inclusive practice can be successfully adapted in adapting countries. The module will document the process of self-reflection and will take the learner through the adaption learning process through to the actual completion of learning diaries.

Learning Outcomes

On successful completion of this module, participants will be able to:

1. **Cognitive: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation**
    - Reflect critically on the rationale and key components of a National Adaption Plan.
    - Assess the impact of national adaption planning to support the effective adaption of good practice initiatives.
    - Understand the process of upscaling national adaption plans to European adaption guidelines.
    - Understand the theory and practice underpinning Change Management.
    - Reflect critically on how change management can contribute to and initiate transformative education for inclusion.
    - Evaluate the effectiveness of a Change Management Toolkit to initiate changing beliefs & values and practices towards social and educational exclusion and marginalisation.

2. **Affective: Attitude and Values**
    - Appreciate the importance of context (national, social and cultural) when adapting good practice initiatives from one country to another.
    - Value the process underpinning the creation of National Adaption Plans.

- Appreciate the need for change management (values, beliefs & practices) when addressing social exclusion and marginalisation.
- Empathise with the process of change & the challenges of implementing change at individual, institutional or multi-agency level.

Module Content and Lessons

There are five lessons in this module, and they will examine a variety of issues related to adapting good practice and change management and impact on the promotion of inclusion in education. To complete this module, you are required to:

- Listen to the introductory video for each lesson. This video will explain the key focus and main points of each lesson.
- Read the lesson explanation below.
- Listen to the selected videos which will be in sequence.
- Read the required readings which are included as links in each lesson.
- Complete the assessment

1	**Lesson One: Introduction to the Issues of Change in Education** In this introductory module you will explore the concept of change, and the process of change in education. **Watch Introductory Video:** https://youtu.be/zr-kzIqZQis Implementing educational policies and new practices is **a process of change**, the success of which depends on the attention paid to a few, but relevant key factors. Viennet and Pont produced a report for the OECD in 2017, based on an extensive literature review, in which they call our attention to the following: Education policy implementation is a complex, evolving process that involves many stakeholders and can result in failure if not well targeted. It is therefore crucial to understand it, clarify its determinants and explore ways in which it can be more transparent and effective. (Viennet & Pont, 2017, p.8) Thus, the authors call our attention to the complexity of the process that mobilizes many people with diverse interests, which can compromise the success of the policy/change, if it is not well directed. Therefore, they emphasize the importance of the people involved understanding what is at stake, clarifying the determining factors, exploring ways that can make the process transparent and the change effective. The literature review they carried out allowed them to state that there is no single model for change in education, firstly because of the very nature of policy reforms, as well as the context in which they are implemented, and the actors involved. (…) the literature review shows that a one-size-fits-all model of implementation is unfeasible given the political nature of reforms, the context, and the actors. However, this paper suggests that there is space and possibilities to develop more systematic approaches to implementation while allowing flexibility to adapt to local context. (Viennet & Pont, 2017, p.18) Insofar as change in education is a complex process, under the influence of various factors of the context and the various actors involved, it imposes a multidirectional process of constant negotiations for its effective implementation, whether the change has been imposed from the top down, or the reverse. In either case, as Fullan (2015) had stated, Viennet and Pont (2017) emphasize the importance of the construction of meaning by those who will implement the change, based on the knowledge that these actors have, of their understanding of the change in cause, and what they think the course of action should be. Not least because change happens at various levels and, therefore, in various socio-economic, cultural, and political contexts. Hence, the results sought by the change process do not derive mechanically from the design of the policy.

Education policy implementation is depicted as a multidirectional process of constant negotiations (Datnow, 2002[77]) from the bottom up as well as from the top down. It involves a cognitive process of sense-making for the implementer, based on what she knows, what she understands of the policy, and what she believes the course of action should be (Tummers, 2012[78]). Implementation happens at multiple levels, and thus in multiple socioeconomic, cultural, political contexts. Therefore, implementation outcomes do not flow mechanically from policy design (McLaughlin, 2006[40]). (Viennet & Pont, 2017, p.25)

Based on these assumptions, the authors define "education policy implementation as a **purposeful** and **multidirectional change process** aiming to put a specific policy into practice and which may affect an **education system** on several levels." (Viennet & Pont, 2017, p.26)

The diagram below represents the development framework for this lesson and is intended to convey the idea that a process of change in education requires consideration and integrative articulation of various parts of a system. Thus, the first task has as general objective to lead the learner to think about education issues in a systemic way and to identify the key factors of change in education, from a comprehensive point of view, among which the context and the actors or agents of change stand out.
Tasks two and three focus on the context, that is, on the locus where the change must take place and, in fact, where everything is decided, and the change takes effect. For this purpose, we are based on a literature review on change promoting equity in education, where aspects of context and adaptation (transfer of ideas and practices) are exhaustively identified.
Finally, in task four, the focus is placed on change in education for improvement, which requires innovation and, therefore, the mobilization of knowledge. Thus, we conclude the development of the topic by analyzing the knowledge transfer process and its determinants.

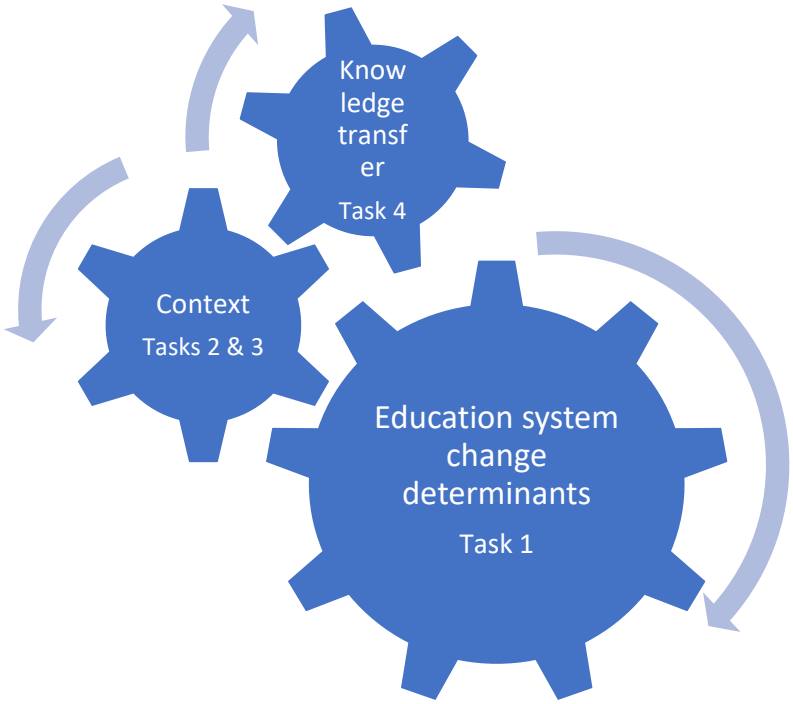


Figure: Structure of Lesson One
Source: the author of module 6

Assessment – Lesson One

Task 1. Education system change determinants – key factors.

With the completion of this task the learner will**:**

- have gained awareness of the difficulties in replicating educational policies in different systems (1.1 and 1.2)
- know the key factors in the implementation of educational policies/change in education (1.3)

- relate the key factors of change in education to the fact that change occurs within a system (1.4)

1.1. *Read or listen thoroughly* "Why the U.S. can't replicate Finland's educational success." In https://bigthink.com/the-present/finland-education-system/

At the end of your reading, identify the reasons "why the U.S. can't replicate Finland's educational success" and take note of them, because you are going to use your understanding of this text to answer the questions ahead.

1.2. *In the discussion forum* relate the reasons preventing the replication of Finland's educational success in the USA with Viennet and Pont (2017) model for educational policy implementation/change process in education, stressing the fact of being two different systems at stake.

1.3. Complementary activity

To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly Viennet, R. and B. Pont (2017), "Education policy implementation: A literature review and proposed framework", *OECD Education Working Papers*, No. 162, OECD Publishing, Paris, https://doi.org/10.1787/fc467a64-en. In https://www.oecd-ilibrary.org/education/education-policy-implementation_fc467a64-en

Task 2. From global to local – the hardness of the process

With the completion of this task student must

- recall the slowness with which the fairest and most beneficial educational policies are implemented in certain places (2.1 and 2.2)
- recognise the inadequacy of the reach of elementary education in specific locations around the globe (2.1 and 2.2)

2.1 *Read the following text and watch the videos*

The challenges that education policies and practices must respond to nowadays are not just faced by a teacher, a school, or a particular country. On the contrary, these challenges are global, they are being faced by humanity. As stated by António Guterres, United Nations Genal-Secretary in https://www.youtube.com/watch?v=3_EA7KMlro0&t=25s (please do watch the video before continuing).

However, global purposes are materialized locally through individual, collective and collaborative actions in specific contexts and at a particular time, as you can realize by watching this video https://www.youtube.com/watch?v=kCtv2fcGa4s&t=42s (please do watch the video before continuing).

In 2000, the millennium development goals were set by UNESCO, including the goal of having all children of school age in school by 2015. However, when the United Nations assessed the results achieved till that year, an improvement below the expected level was identified. Thus, it was still necessary to re-include the improvement of education, in the goals of sustainable development set in the *2030 Agenda for Sustainable Development*.
Furthermore, the issue is so pressing today that it was not possible to wait until 2030, the deadline for the new agenda, to assess the results. In November 2021, UNESCO published a new report *Reimagining our futures together: A new social contract for education*. There one reads

We face a dual challenge of making good on the unfulfilled promise to ensure the right to quality education for every child, youth and adult and fully realizing the transformational potential of education as a route for sustainable collective futures. To do this, we need a new social contract for education that can repair injustices while transforming the future. This new social contract must be grounded in human rights and based on principles of non-discrimination, social justice, respect for life, human dignity, and cultural diversity. It must encompass an ethic of care, reciprocity, and solidarity. It must strengthen education as a public endeavour and a common good. (UNESCO, 2021, p. iii)

2.2. Complementary activity

To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly UNESCO (2021), *Reimagining our futures together: A new social contract for education*, Paris. In https://unesdoc.unesco.org/ark:/48223/pf0000379707

Task 3. The process of change in education – adapting to the context

With the completion of this task the student must

- know the contextual factors that influence the process of change in education for the promotion of equity (3.1 and 3.2)
- value the adaptation of ideas and practices to the context in the process of change for the promotion of equity (3.3 and 3.4)

3.1. Read the following texts and answer the questions below them:

According to Viennet and Pont (2017),
Implementation entails an education policy being at least partially defined before it is carried out, but **the process of implementing** contributes itself to shaping the policy as perceived by the public. Therefore, **understanding the context**, the policy design itself and the human dimension of education policy is so important when designing and carrying out the implementation strategy. (Viennet & Pont, 2017, p.41).

As in Module 1 policy change was already addressed, we are now to focus on **context** mainly, where the change process indeed occurs by means of effective educational practices. Let us consider some extracts of Reimer et al. (2012) article on this regard. Please do read thoroughly the following extracts:

(1) "(…) We [Reimer et al. (2012)] argue that effective innovation to educate all children requires not innovation and creativity unburdened by the careful understanding of the facts [but contextualized transfer of innovative ideas] (…)

Contextualized transfer is the process of adapting practices that have demonstrated effectiveness in one context to another while examining the way in which various policy interventions relate to policy outcomes across national contexts, analyzing the dependency of those relationships on characteristics of the context, and determining how differences among these contexts might limit the transferability of policy effects. At the core of this concept of contextualized transfer is an understanding of **quality education as the product of a system**, rather than the product of a single policy intervention, where context is a core element of this system.
To be useful, transfer of ideas and practices about "what works" need to stimulate educational innovation in the context into which such ideas are "imported"; to do this well, the transfer of ideas about "what works" in one context needs to be not just about which practices have proven to be effective in certain contexts to achieve particular education objectives, but also why they have been effective in that context, as well as what adaptations are necessary in order to be able to obtain similar results, given differences in context. The mere transfer of practices that have worked in one context to another, without the additional analysis just described will, often, lead not to sustainable innovation, but to disappointing results and to implementation failures." (Reimers et al. 2012, p.316-317)

(2) "To close equity gaps in education, we need to know what those gaps are, what causes them, and what could work in closing them. To know this in any given context, we need to take stock of what is known, carry out specific research, and transfer knowledge and best practices from other contexts. There are four broad areas in which further knowledge is essential to inform action in expanding educational opportunity.

First, we need to know how educational institutions relate to other social institutions. This includes understanding how a society and various groups within the society value education, and what the continuities and discontinuities are between how schools conduct their work and the values, expectations, and norms of families and communities. Understanding educational institutions also includes knowing what broad purposes they serve, in addition to the stated purpose of educating children. For example, in some societies, public education systems are used to reward political loyalty and support political parties or groups. In some societies, educational institutions are one of the mechanisms through which various forms of segregation are practiced along socioeconomic, political, ethnic, racial, or religious divides. In some societies, different forms of bribes and gifts are extracted from students and parents for access to the best schools or teachers, or to obtain special attention from teachers. Knowledge about the pervasiveness of these practices and their consequences in sorting different students into different education streams is very important if we are to understand how educational institutions relate to other institutions and cultures. It is essential to know what different groups in the society expect of schools and how satisfied they are with the way in which schools' function at present.

Second, we also need to know how educational institutions function and what is learned in them. Who teaches, in what way, with what technology, with what pedagogy, with what governance, as well as what is taught, to which students, at what cost, and who pays. We also need to know how effective schools are at developing cognitive, social, and emotional competencies; what learning environments are like; and how students are treated by their peers, by teachers, and by others in the school. Other relevant considerations include how children engage with schools and the process of school learning, and how school learning fits with other aspects of students' lives.

Third, attention to quality of education requires a focus on the intended purposes of instruction, as well as on the processes that help teachers achieve those purposes. Thus, the concern with educational opportunity in middle- and low-income countries should go much further than the current emphasis on access and completion of a basic education. It should focus as well on how teachers can help students develop capabilities that expand their options in life. To achieve this, we need knowledge to support instructional improvement, including the instructional core-the dally interactions among students, teachers, curriculum, and instructional resources. Additional dimensions of instructional improvement are time, consistency, and alignment. lt takes time to learn and to teach, and in general the more engaged learning time students and teachers have available, the more students will learn. It is also important that consistency be maintained in instructional quality throughout the learning trajectories of students. It is not much help to have a great teacher in one subject only in one year of one's life. Curriculum, instruction, resources, and assessment should be aligned within and across grades, so that students' educational experiences are coherent, cumulative, and synergistic. Fourth, based on a good understanding of the relationship of educational institutions to their social context and of their functioning and effectiveness, we need to know the impact of interventions deliberately designed to improve the effectiveness of schools. The goal of this form of evaluation should be more than establishing programme impact; it should be to contribute to the development of programme theory. To do this, evaluations need to examine the process, the actual mechanism through which certain interventions produce results.

Finally, we need knowledge about the process of change itself, and about the role of leadership and professional development in initiating and sustaining change. The purpose of educational leadership is to support efforts at the school level that bring high-quality teachers to schools; that provide them with excellent preparation at the beginning of and throughout their careers; that guide their work with relevant, authentic, high-quality, and intellectually challenging and engaging purposes and curriculum; and that support extended engaged learning time, with consistency and alignment. We need more knowledge about how to select, prepare, and sustain such leadership, especially in low-income countries." (Reimers et al. 2012, p.319-320)

(3) "Contextualized transfer of knowledge about policies and practices to close equity gaps is a five-step process that involves (1) a clear identification of needs translated into a tractable problem, (2) a thorough analysis of the context in which the problem exists, (3) taking stock of existing research on the determinants of the problem at hand and on the best practices to address it in other contexts, (4) an analysis of the gaps between the extant research and the context, and (5) the design of innovation or transfer of practices to close the gap. This basic five-step framework can extend into an additional step, if resources and time permit it – the evaluation of a pilot of the innovation based on transfer in the importing context." (Reimers et al. 2012, p.322-323)

Now that you have read the extracts above, answer the following questions:
Self-check your understanding of Reimers et al. (2012) model by accomplish the three assignments below. You must try all of them as many times as necessary to achieve at least 60% in each one.

Considering Reimers et al. (2012) model, what's failing in adapting educational measures to locally promote equity? Do illustrate your answer with examples from your own context.

- Why is context so relevant? Provide insights from your own personal e professional experience.
- Deliver your answers in a presentation format (PowerPoint/Prezi presentation or a short video)

3.2. Complementary activity

To complement your understanding and deepen your knowledge on the subject addressed in this task, do read thoroughly Reimers, F.; Cooc, N. and Hashmi, J. (2012). Adapting Innovations Across Borders to Close Equity Gaps in Education. In Jody Heymann and Adele Cassola (eds) *Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World.* Oxford University Press. Retrieved January 9, 2022, https://www.researchgate.net/publication/287073056

Task 4. Innovation in the process of change to promote equity in education – the knowledge transfer process

With the completion of this task the student must

- know the determinants of knowledge transfer (4.1 and 4.2)
- value the role of different actors involved in the process of knowledge transfer (4.1 and 4.2)

Read the following text

It is assumed that you are now aware that change in education is a complex process, inscribed in a specific context and carried out by people with diverse interests, values, beliefs and knowledge that condition the realisation of change, often understood as innovation. This almost always results from **knowledge transfer**. And it is to this **knowledge transfer process** that we will now turn our attention. In the literature review that Becheikh et al. (2010) carried out on knowledge transfer in education, there were identified three main categories of determinants in the process of knowledge transfer: 1) the determinants related to the transferred knowledge attributes, 2) those related to the characteristics of actors involved in the knowledge transfer process (i.e., researchers, linkage agents and practitioners), and 3) the determinants related to the transfer mechanisms. In the end, the authors conclude that

"Knowledge transfer is critical to improve policies and practices in education. Our findings suggest that linkage agents are central actors in the knowledge transfer process. The knowledge to be transferred in the education field is diversified. It includes pedagogic programmes and reforms as well as factual, interpersonal, and conceptual knowledge. In many cases, the complexity of the knowledge produced by researchers could make it difficult for practitioners to understand and adopt it. Hence, the intervention of linkage agents becomes essential to adapt the knowledge produced by researchers and to make it easier for practitioners to adopt and use it. Along with the major role played by linkage agents, the effectiveness of knowledge transfer in education also depends on other factors. Our findings suggest that, in education, the determinants of knowledge transfer could break down into three major categories, namely: 1) determinants related to transferred-knowledge attributes, 2) those related to the actors involved in the process (i.e., researchers, linkage agents and practitioners), and 3) determinants related to transfer mechanisms. Determinants are intervening variables in the sense that the presence of each one of them could increase the effectiveness and/or the efficiency of the knowledge transfer process. Thus, managers and policymakers could use these determinants as levers to improve their knowledge transfer strategies and practices. The determinants related to the transferred-knowledge attributes suggest that linkage agents should ensure that the knowledge to be transferred to practitioners is intellectually and physically accessible to them. This knowledge must be applicable and easily adaptable to the practitioners' specific context. The actors' related determinants suggest that, when interacting with researchers, linkage agents must choose, as much as possible, those who make every endeavor to adapt, contextualize and disseminate their research results. They should also choose those researchers who maintain sustainable interactions with the practice sphere. In addition, linkage agents have to interact more with researchers coming from research organisations that possess good experience and encourage and promote knowledge

	transfer activities. In addition, to improve knowledge transfer in education, linkage agents must allow the necessary time for their transfer activities. They also must regularly attend academic and training programmes to update their competencies and maintain cognitive abilities allowing them to follow, understand and utilize the knowledge coming from research. Another important issue for linkage agents is to maintain regular and repetitive interactions with practitioners, and to create communication and exchange opportunities between researchers and practitioners. On the organisational side, knowledge transfer organisations must be able to identify research results from multiple sources (universities, colleges, research centres, etc.), and promote a culture of information-sharing and exchange inside their organisation, as well as with researchers and practitioners. They also must provide the necessary resources and to set up policies that encourage and promote knowledge transfer activities. To improve the knowledge transfer process, linkage agents also have to use a language that is simple and common to practitioners when adapting research results. Their adaptation efforts should lead to information presented in a synthesized, attractive, and comprehensible way. Moreover, linkage agents should encourage interactions between practitioners. They should also promote a culture of critical thinking, questioning, and debating within the practice sphere. In addition, linkage agents have to explain to practitioners the potential impacts of reforms and changes and create opportunities to test the proposed changes in situ before generalizing them on a larger scale. It's also important to use multiple mechanisms when communicating and transferring knowledge with researchers and practitioners. These mechanisms could be simply informative (e.g., reports, scientific papers, web sites, etc.) or designed to foster interaction between actors (e.g., oral presentations, conferences, workshops, training sessions, seminars, etc.). Finally, it's worth noticing that our results are based on the best available knowledge on knowledge transfer in education. However, it should be recognise that in practice, each agency, each organisation and each establishment is specific and particular. That is why the authors propose to consider our results as avenues to improve knowledge transfer in education and to be conscious that they could and should be enriched according to the specific context of users." (Becheikh et al. 2010, p. 15-16) *Complementary activity* To complement your understanding and deepen your knowledge on the subject addressed in this task, read Becheikh, Nizar & Ziam, Saliha & Idrissi Fakhreddine, Moulay & Castonguay, Yan & Landry, Réjean. (2010). How to improve knowledge transfer strategies and practices in education? Answers from a systematic literature review. *Research in Higher Education Journal*. 7. In https://www.researchgate.net/publication/284489891_How_to_improve_knowledge_transfer_strategies_and_practices_in_education_Answers_from_a_systematic_literature_review
2	**Lesson Two: National Adaptation Plans (NAP): rationale, key components, and reach**

In this lesson, national adaption plans will be discussed, particularly the rationale, key components, and their reach. Firstly, watch the introductory video: https://youtu.be/UoI8BjWWIBg

National Adaptation Plans are part of the working documents produced along the development of the STAIRS project. This project was implemented in 2019-2022 as part of the Erasmus+ KA3 Support for Policy Reforms framework, can be understood as one of the activities contributing to greater social inclusion in and through education in Europe. It builds on the demanding process of identifying, sharing, and adapting good practices in the field. In cooperation with two so defined sharing countries (Ireland and Portugal) and four learning countries (Croatia, Czech Republic, Hungary, and Slovenia), as well as the leadership of the Tempus Public Foundation in Budapest, the STAIRS consortium has developed a methodology for policy learning aimed at strengthening social inclusion in the field of education in the EU.

The main goal of the STAIRS project is the adaptation of good practices currently in place in the two sharing EU countries in the field of social inclusion in the learning EU countries and the examination of the adaptation process itself. One of the essential aims was to select good practice initiatives that displayed effective multiagency partnerships to address a particular community or need. For that purpose, a set of activities were developed and documents produced to support them, such as good practices case studies by the sharing countries and country reports learning partners, after which the learning activities were developed, standing out the preparation for the study visits to Ireland and Portugal, having been carried out these study visits, it was followed the identification of the new knowledge acquired, as well as that which could eventually be adapted to each national context of the learning partners. It was in that phase of the process that the National Adaptation Plans (NAP) set up. Thus, NAPs represent plans for adaptation policies and practices based on the lessons learned from the learning events.

For the learner to get to know National Adaptation Plans rationale, key components, and reach, three different tasks must be accomplished by them, throughout the development of lesson two as the diagram below shows.

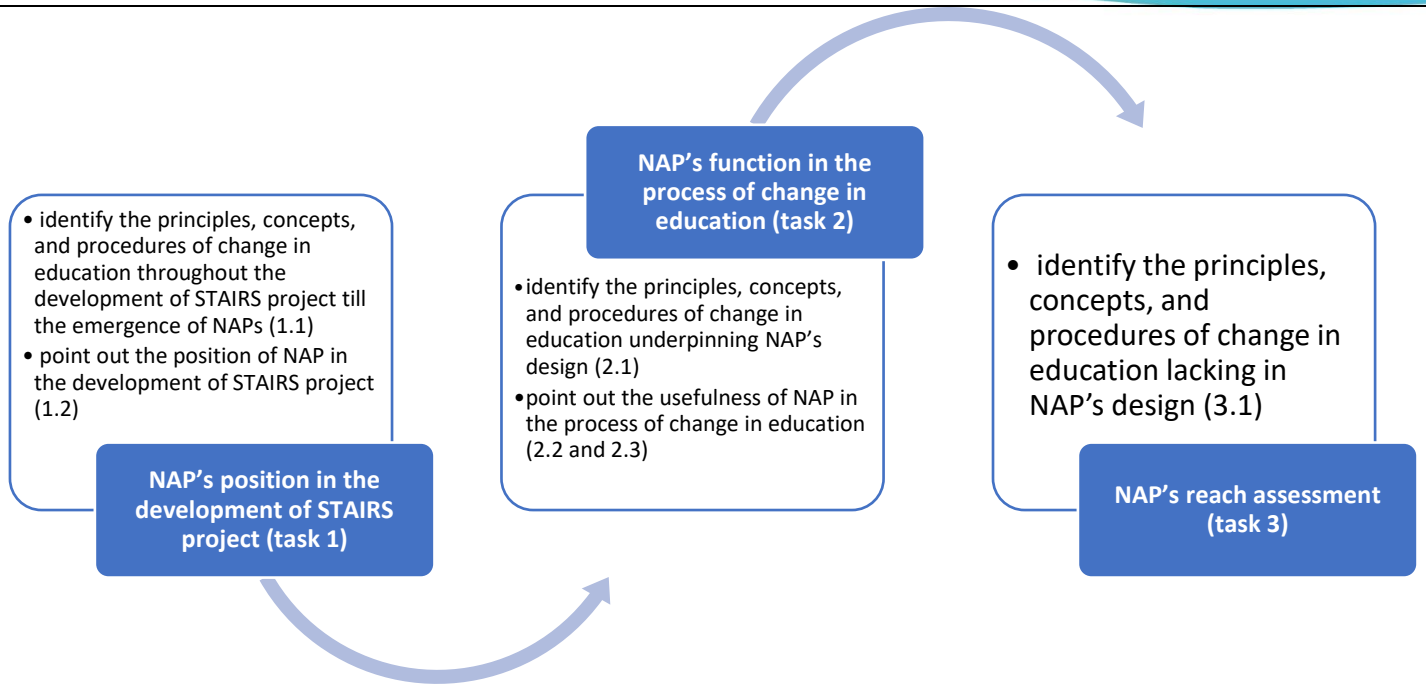


Figure: Structure of Lesson Two
Source: the author of module 6

Assessment - Lesson Two

Task 1. NAP's position in the development of STAIRS project

With the completion of this task the student must

- identify the principles, concepts, and procedures of change in education throughout the development of STAIRS project till the emergence of NAPs (1.1)

- point out the position of NAP in the development of STAIRS project (1.2)

The development of the STAIRS project that preceded NAPs is summarized in the text below. Read and identify which principles, concepts, and procedures of change in education provided in Lesson One are underpinning it.

Development of the STAIRS project before NAP

The main goal of the STAIRS project is the adaptation of good practices currently in place in the two sharing EU countries in the field of social inclusion in the learning EU countries and the examination of the adaptation process itself. One of the essential aims was to select good practice initiatives that displayed effective multiagency partnerships to address a particular community or need. To provide context for the methodology of policy learning, we provide a short overview of the project process. STAIRS can be summarized in three phases, which includes eleven steps.

Phase	Aim	Step
Research and analyses	Desk research it was conducted to define learning needs in the national context of learning countries and to establish good practice case studies for the policy learning process. This aspect of the project also included the development of a Good Practice Grid, which outlined the key criteria underpinning good practice initiatives, especially initiatives that involved a multiagency response. An analysis of the good practices was made by the learning countries to preliminary determine what good practices could potentially answer, and best fit the defined learning needs.	1) Identifying national challenges 2) Development of the Good Practice Grid 3) Identifying good practice case studies from sharing partners 4) Identifying good practice initiative based multiagency cooperation
Mutual learning	Learning event(s) (e.g., study visits) are organized to share and learn from the identified good practice initiatives. Exchanges of practical knowledge, discussions, and networking amongst stakeholders is at the forefront (at both the learning event and afterwards in an online forum	5) Preparing for study visits 6) Planning study visits

	format) to gather vital information and key insights for implementing lessons learned in the national context. One of the key aspects was the development and completion of the country learning diaries.	7) Implementing study visits 8) Development of Learning diaries and self-evaluation questionnaires
Exploitation	National teams develop proposals and/or recommendations for the implementation of the lessons learned in their national context. In accordance with the policy learning process, key insights from all national teams are combined to exploit lessons learned further at the European level.	9) Summarizing lessons learnt 10) Planning the adaptation of good practices 11) Providing guidelines for other nations, communities, etc.

There is no sense in looking for good practices and solutions, if there is no identified problem at all. The identification of the challenges and learning needs is therefore the first and crucial step in learning lessons from other countries. Evidence-based approach should be applied, utilizing existing and new original research findings in the field. In the era of measurement, various data at the EU and international level are also available in the field of social inclusion (e.g., EU Education and Training Monitor, UNESCO Global Education Monitoring Report, European Agency for Special Needs, and Inclusive Education data etc.). The international (quantitative) comparative insight in combination with proper (qualitative) contextualization of the national context can signalize the national challenges in the field. This can be further supported by existing national research.

Identifying key actors and indicating their assessment of the current situation is important as well. As dissatisfaction with the current situation can foster the introduction of novelties and changes, while satisfaction with the current situation can present a resistance to them.

The assessment of the current situation in the field and identification of the problems and challenges should be appropriately summarized in terms of learning needs. For such purpose, the Country Report template can be used to identify learning needs of countries and key actors involved.

On identifying national challenges, it is recommended:

- To be based on measurable data and evidence-based practice.
- Those to be prepared by a national team with in-depth knowledge of the national educational system and initiatives.
- That those members of the team be from different institutions and levels within institutions (e.g., systemic level, practitioner level) to provide various perspectives. It is particularly important to obtain insight and advise from personnel working 'on the ground' (practitioners etc.)
- That substantial time be allocated to the preparation of a Country Report as it serves as a base for all subsequent activities. It also provides an important background document that can be used to select and evaluate potential good practice initiatives.

Thus, the STAIRS project consortium developed a template for preparing Country Reports to provide an overview of a country's learning needs. The template consists of six chapters and is to be filled by experts in the field. The basic rules for preparing a Country Report are as follows:

- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your own questions and identify learning needs from a national perspective

Main chapters of the country report are:

1. Education in the partner country (Structure of education)
2. National context and current research: key issues regarding social inclusion
3. Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
4. Identifying key local stakeholders: institutions and professionals
5. Critical analysis of national indicators regarding social inclusions
6. Recommendations: local focus
7. Appendix – Statistics

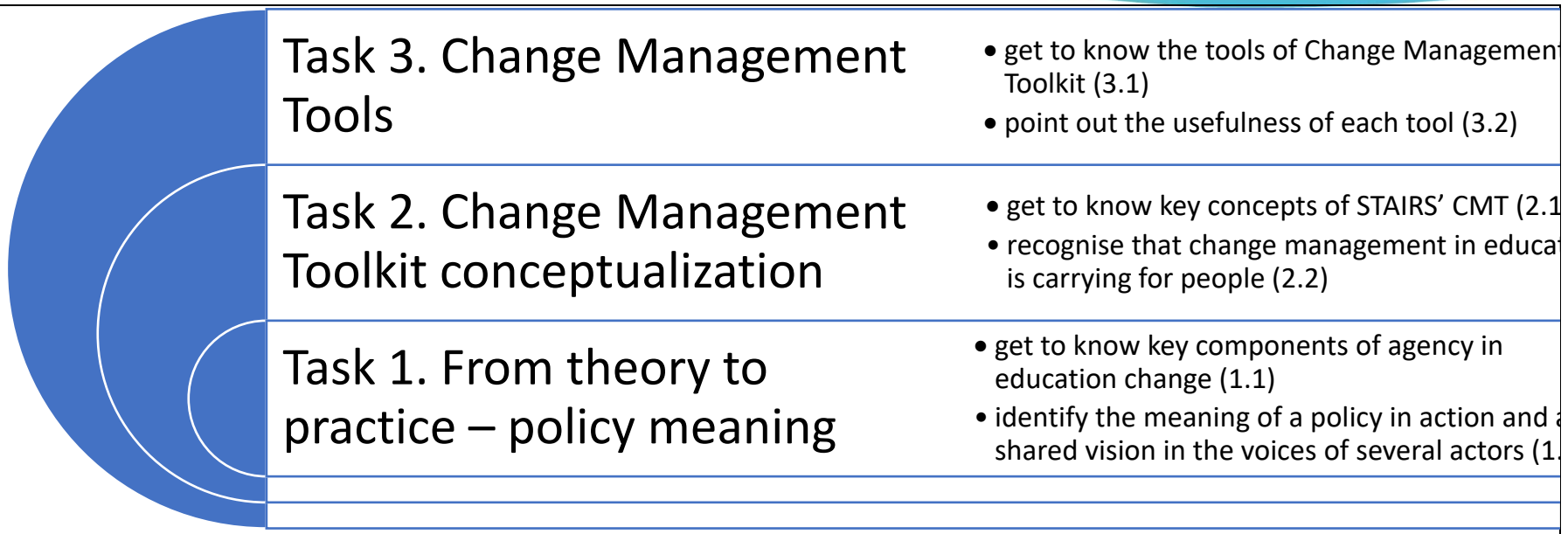
(STAIRS, European Adaptation Guidelines)

Task 2. NAP's function in the process of change in education

With the completion of this task the learner must

- identify the principles, concepts, and procedures of change in education underpinning NAP's design (2.1)
- point out the usefulness of NAP in the process of change in education (2.2 and 2.3)

	The development of the National Adaptation Plan requires the input of all national team members involved in the study visits. Critical thinking, effective communication among stakeholders and exchanging different perspectives is crucial when formulating the NAP. This is needed because of demanding adaptation of the good practices to the particularities of the respective national context. The NAP template aims to aid this process by structuring the planning and writing of the national adaptation plan. So, now Check the accuracy of your reply, accomplishing the assignment below. **Task 3.** NAP's reach assessment With the completion of this task, the learner must • identify the principles, concepts, and procedures of change in education that are lacking in NAP's design (3.1) Point out the procedures to implement change in education that are lacking in NAP **Task 4**. Complementary activity Go back to lesson one and revise its content by focusing on what you have realised throughout lesson two.
3	**Lesson Three: Change Management Toolkit: Theory and Practice** As an introduction to this topic, watch this video https://www.youtube.com/watch?v=Un26C5MG1y8&t=67s and analyse the diagram below. Note that "la raison d'être" of this topic is following a path from theory to practice that consists mainly in building meaning and not just being acquainted with some tools and their usefulness.



Assessment - Lesson Three

Task 1. From theory to practice – policy meaning

- With the completion of this task, the learner must
- get to know key components of agency on education change
- identify the meaning of a policy in action and a shared vision in the voices of several actors

"School change scholars suggest that unless teachers, school leaders and other actors in education understand and share the policy meaning, it is unlikely to get implemented (Fullan, 2015, quoted from Viennet and Pont, 2017, p.12). Watch Michael Fullan interview https://www.youtube.com/watch?v=j5LNxpjpgyI attentively and take notes on what he says about: "coalition", "agency on education change", "top-down and bottom-up" strengths driving change, and the role of "technology" among education change "drivers" as the speaker stress them.

Task 2. Change Management Toolkit (CMT) conceptualization

With the completion of this task the student must

- get to know key concepts of STAIRS CMT
- recognise change management in education is carrying for people

Viennet and Pont (2017) state "Studying education policy implementation is therefore closely linked with understanding what determines education systems' ability and actors' willingness to engage and change. (…) these change processes take place in education systems that are increasingly complex and require more elaborate strategies than the traditional top-down policy making." (Viennet and Pont, 2017, p.12)

Watch the presentation on: Change Management Toolkit conceptualisation https://youtu.be/3Y4SyYvj9fk

Task 3. Change Management Tools

- With the completion of this task the student must
- get to know the tools of Change Management Toolkit
- point out the usefulness of each tool

Watch the presentation of Change Management Tools https://youtu.be/9In7RxGsObE

Read the document "Change Management Tools". "This is a set of tools that are considered useful to carry out the change foreseen in the NAPs. These tools were selected considering who the recommendations in the NAPs are addressed to …"
Now that you are acquainted with the Tools provided in the Change Management Toolkit, choose one of the tools and carry out a SWOT analysis of it, using the diagram below.



Adapted from https://getlucidity.com/strategy-resources/ultimate-guide-to-swot-analysis/

Task 4. Complementary activity

Consider the two case studies below

1. Santo Antonio School Cluster case study in http://eslplus.eu/a-school-for-everyone
2. Jose Saramago School Cluster case study in http://eslplus.eu/inclusion-practices-in-a-rural-environment-the-case-of-jose-saramago-cluster-of-schools-an-educational-territory-of-priority-intervention
3. Choose one of them, analyse it in respect to the following dimensions: (i) identification of the objectives of the cases; (ii) identification of the critical aspects of the cases, (iii) characterization of the case studies (descriptive, exploratory or explanatory) and justify; (iv) identification of results.
4. Submit your work.

4	**Lesson Four: Upscaling from National to European – European Adaption Guidelines** How is it possible to upscale from national to European level the process of education policies/good practices adaption? On envisaging adopting good practices from one country to another, we realize that context, meaning and local people's agency at all levels of the educational system are of paramount importance and must be considered. Can those aspects be identified at the European level? Is there a European context, meaning and specific people's agency to be identified, categorized, and addressed? Or does the methodology of the STAIRS project make those conditions evident, and the upscaling process consists precisely in STAIRS' project development methodology? To what extent a benchmarking process, for foreseeing standardization and uniformization, is incompatible with contextualization, attributed meaning, and particular people's agency? On the other hand, how does it match with Balibar's view that the identity/universality of Europe is "translation"? For instance, Balibar claims that English cannot be the language of Europe because it is both much more and much less than that. Instead, he suggests that this role is to be taken up by translation for which education would be very important. That was the methodology of STAIRS "translate", while producing the "country reports", "learning diaries" and "national adaptation plans", etc. Moreover, Bonaventura de Sousa Santos argues that "the work of translation becomes crucial to define, in each concrete and historical moment or context, which constellations of non-hegemonic practices carry more counter-hegemonic potential" (Dols and Calafat, 2020, p. 93). That is presupposed in STAIRS till this moment. So, in the process of up-scaling, it is relevant to respect the "equivalent" even "different". **Assessment - Lesson Four** **Note:** before going to tasks watch this presentation https://youtu.be/kFw8hiRfpiw **Task 1:** *Critical assessment of the STAIRS policy learning process:* Imagine yourself being a project manager developing a project that consists of learning from good practices from other countries. Carefully read through the European Adaptation Guidelines document and for each chapter of the document write 2-3 sentences explaining, what do you see as the main advantage of each step in the process, what are potential barriers to its successful implementation, and what would you do differently when implementing a similar project. **Task 2:** Write around 400 to 600 words. Carefully consider each step. Once finished upload it to the forum, compare and discuss it with other participants of the MOOC.

Task 3: Creating recommendations for the EU based on European Adaptation Guidelines

In the STAIRS National Adaptation Plans learning countries summarized their national lessons learned that can be adapted as considerations to the European level. Find their lessons learned below. Your task is to try and find common themes in these lessons and group them together to try to find commonalities that can be provided as considerations for the EU level. For example, both Slovenia and Hungary stated the importance of having an accepting attitude towards social inclusion.

Compare your result with considerations prepared in the STAIRS consortium (bottom of the page).

Recommendations from Slovenia:

- Strengthen sensitivity to social inclusion in education at the European level and develop guidelines for the education of diverse risk groups.
- Highlight which knowledge, skills, and competencies are helpful to students from high-risk groups to overcome social exclusion.
- Develop a set of core competencies that teachers and other educational professionals need to possess when working with at-risk groups.
- Continue efforts of networking and sharing of good practices of member states on a systemic level and practical level.

Recommendations from Croatia:

- Laws and regulations, politics, and procedures: Systematize, harmonize, systematically set and implement legislation and regulations, recommendations, politics and procedures related to inclusive education which are consistent, coherent, involve all informed stakeholders, it is tracked, and its results are measured for the purpose of enhancement.
- Educational system: Ensure an educational system that is flexible, adapted to the needs of all participants, “user friendly” and self-improving.
- Human resources: Build and support a strong and effective community / network of professionals (and institutions) that enable inclusive education.
- Education of SE professionals: Ensure education which provides more SE professionals equipped with competencies for work on inclusive education and strengthens the position of the profession in the society / public.
- Support: Ensure stable, continuous, and effective support for inclusive education.
- Quality assurance: Build a strong quality assurance system to maintain and constantly improve quality and effectiveness of inclusive education.

Recommendations from Czech Republic:

- with inclusive education in accordance with valid Czech and European legislation,
- the setting up of the education system, including both formal and non-formal education, lifelong learning, the permeability of

	the education system, permeability to the labour market, • ensuring the social integration of children, pupils and adults into society and increasing their employability on the labour market. **Recommendations from Hungary:** • Combining a top-down and bottom-up approach in development. • Ensuring autonomy and flexibility at local level with a well-designed, monitored and supported common professional framework. • Ensuring an important role for the meso level (local education administrations, professional networks, and regional development centres) in the implementation process in order to effectively translate the concepts into daily practice. • Involvement of all stakeholders in the planning and implementation of development programmes, in the feedback of experiences (reflection).
5	**Lesson Five: Summary** The module investigated the resources required for adaption and the link between successful adaption and multi-agency engagement. It provided a set of policy recommendations to enable initiatives to be upscaled to European level Adaption Guidelines. The European Adaption Guidelines documented the knowledge acquired and lessons learned throughout the cycle of the project, particularly in relation to adapting good practices based on the needs of countries. The module explored the obstacles and risks for successful adaption at either national or European level. The module also interrogated how the development of a change management mindset is critical component of successfully adapting initiatives. **Assessment of Module** Write an essay reflecting upon the main learnings obtained along with the development of the module.

Module Study Resources

Lesson One

- Becheikh, Nizar & Ziam, Saliha & Idrissi Fakhreddine, Moulay & Castonguay, Yan & Landry, Réjean. (2010). How to improve knowledge transfer strategies and practices in education? Answers from a systematic literature review. *Research in Higher Education Journal*. 7. In https://www.researchgate.net/publication/284489891_How_to_improve_knowledge_transfer_strategies_and_practices_in_education_Answers_from_a_systematic_literature_review
- Viennet, R. and B. Pont (2017), "Education policy implementation: A literature review and proposed framework", *OECD Education Working Papers*, No. 162, OECD Publishing, Paris, https://doi.org/10.1787/fc467a64-en. In https://www.oecd-ilibrary.org/education/education-policy-implementation_fc467a64-en

Lesson Two

- UNESCO (2015). 2030 Agenda for Sustainable Development. In https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E; a short presentation: https://www.youtube.com/watch?v=0XTBYMfZyrM&t=21s
- UNESCO (2021). Reimagining our futures together: A new social contract for education. In https://unesdoc.unesco.org/ark:/48223/pf0000379707
- Reimers, F.; Cooc, N. and Hashmi, J. (2012). Adapting Innovations Across Borders to Close Equity Gaps in Education. In Jody Heymann and Adele Cassola (eds) *Lessons in Educational Equality. Successful Approaches to Intractable Problems Around the World.* Oxford University Press. Retrieved January 9, 2022, https://www.researchgate.net/publication/287073056

Lesson Three

- Bates, P. (2021). *How to build a communications plan for a hybrid work*place. In www.poppulo.com

- Berkeley University of California (s/d). Change Management Toolkit. In https://hr.berkeley.edu/sites/default/files/change_management_toolkit.pdf Retrieved on April 12, 2021.

- Bridges, W. (2004). Managing Transitions. Cambridge, MA: Da Capo Press.