STAIRS MOOC - Book of Modules

Learn to do more - How to foster policy-related learning to achieve meaningful change towards inclusive education?

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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

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"?

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

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?

Srei is nine years old and is excited to go to school for the first time.
But when she gets to class, she has a hard time understanding the teacher. She also struggles with reading.

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.
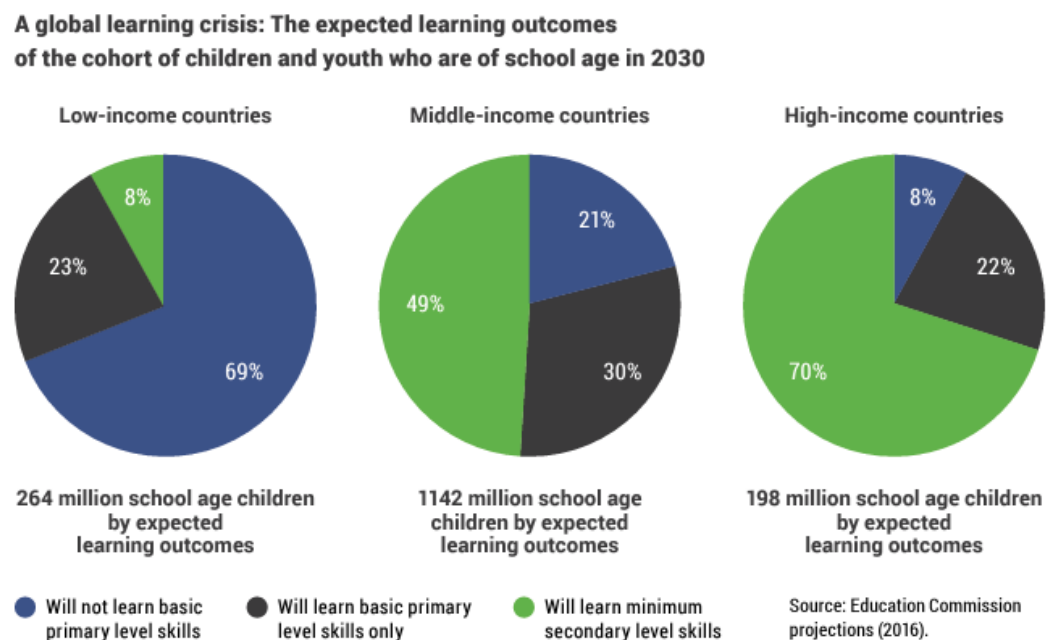
"In 2030 in low-income countries, under present trends, only one out of 10 young people will be on track to gain basic secondary-level skills."

"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!

A global learning crisis: The expected learning outcomes of the cohort of children and youth who are of school age in 2030

Low-income countries	Middle-income countries	High-income countries
8%	21%	8%
23%	49%	22%
69%	30%	70%

264 million school age children by expected learning outcomes

1142 million school age children by expected learning outcomes

198 million school age children by expected learning outcomes

● Will not learn basic primary level skills   ● Will learn basic primary level skills only   ● Will learn minimum secondary level skills

Source: Education Commission projections (2016).

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)!

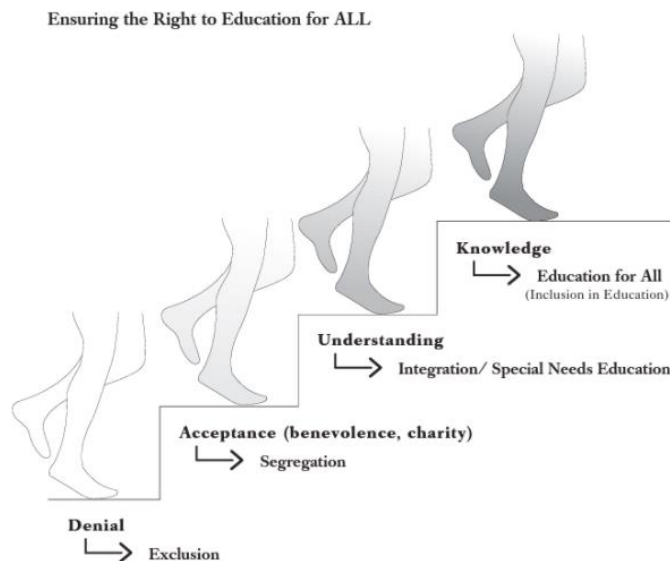**Do you really understand the meaning of the following expressions?**

EXCLUSION

SEGREGATION

EQUALITY vs EQUITY

INTEGRATION

INCLUSION

EDUCATION FOR ALL

Ensuring the Right to Education for ALL

Knowledge
└─➤ Education for All
(Inclusion in Education)

Understanding
└─➤ Integration/ Special Needs Education

Acceptance (benevolence, charity)
└─➤ Segregation

Denial
└─➤ Exclusion

Steps from Exclusion to Inclusion

Source: Guidelines for Inclusion: Ensuring 2005. (page 22)

Access to Education for All, UNESCO

APPROACHES TO PLACEMENT OF CHILDREN WITH DISABILITIES

EXCLUSION

SEGREGATION

INTEGRATION

INCLUSION

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
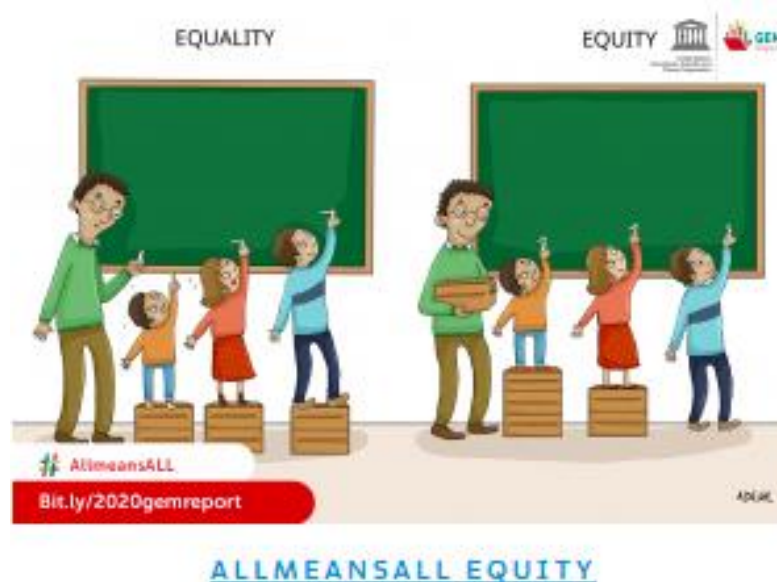
Source:
https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000373718&file=/in/rest/annotationSVC/Downl
oadWatermarkedAttachment/attach_import_d3682741-8fe5-4012-98c6-
66d2bb13b7f0%3F_%3D373718eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000373718/PDF/373718eng.pdf#p29

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.
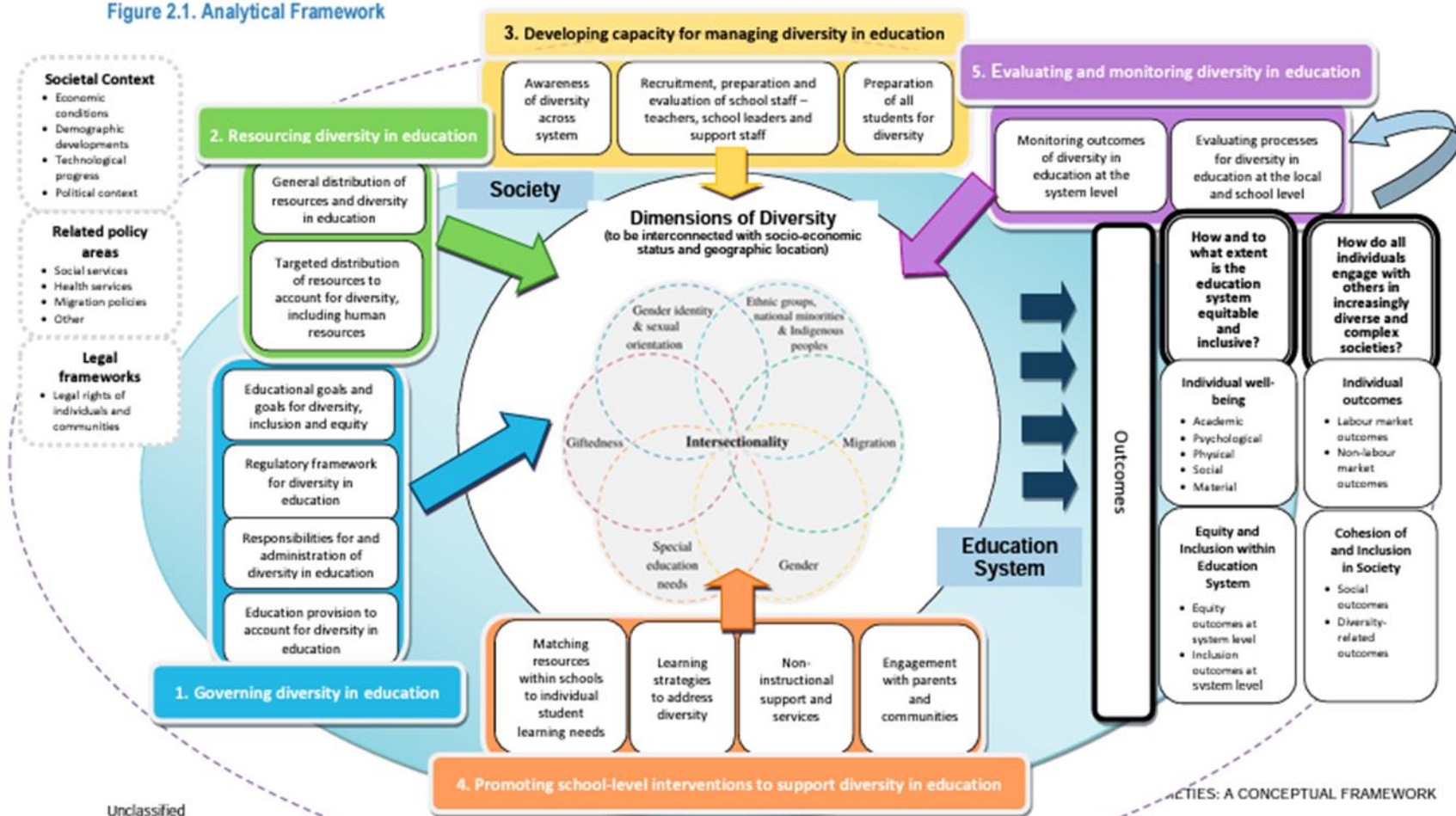
4. **School-level Interventions:** That schools provide effective interventions to support diversity, inclusion, and equity in education.

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

3. Developing capacity for managing diversity in education
- Awareness of diversity across system
- Recruitment, preparation and evaluation of school staff – teachers, school leaders and support staff
- Preparation of all students for diversity

5. Evaluating and monitoring diversity in education
- Monitoring outcomes of diversity in education at the system level
- Evaluating processes for diversity in education at the local and school level

2. Resourcing diversity in education
- General distribution of resources and diversity in education
- Targeted distribution of resources to account for diversity, including human resources

Societal Context
- Economic conditions
- Demographic developments
- Technological progress
- Political context

Related policy areas
- Social services
- Health services
- Migration policies
- Other

Legal frameworks
- Legal rights of individuals and communities

Society

Dimensions of Diversity
(to be interconnected with socio-economic status and geographic location)

- Gender identity & sexual orientation
- Ethnic groups, national minorities & Indigenous peoples
- Giftedness
- Intersectionality
- Migration
- Special education needs
- Gender

1. Governing diversity in education
- Educational goals and goals for diversity, inclusion and equity
- Regulatory framework for diversity in education
- Responsibilities for and administration of diversity in education
- Education provision to account for diversity in education

4. Promoting school-level interventions to support diversity in education
- Matching resources within schools to individual student learning needs
- Learning strategies to address diversity
- Non-instructional support and services
- Engagement with parents and communities

Education System

Outcomes

How and to what extent is the education system equitable and inclusive?

Individual well-being
- Academic
- Psychological
- Physical
- Social
- Material

Equity and Inclusion within Education System
- Equity outcomes at system level
- Inclusion outcomes at system level

How do all individuals engage with others in increasingly diverse and complex societies?

Individual outcomes
- Labour market outcomes
- Non-labour market outcomes

Cohesion of and Inclusion in Society
- Social outcomes
- Diversity-related outcomes

...ETIES: A CONCEPTUAL FRAMEWORK

Unclassified

41

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](https://allmeansall.org.au/portugals-new-school-inclusion-law-small-country-taking-big-steps-spirit-means/Education2030), 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.
- Ball, S. (1994) Education Reform. Buckingham, Open University Press.
- Ball, S. (1998) Big Policies/Small World: an introduction to international perspectives in education policy. Comparative Education, 34(2): 119-130.
- 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

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

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?

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?

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

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- 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/

- Higgins, A. et al. (2020) 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: Curriculum Development Unit, MIC. https://www.mic.ul.ie/sites/default/files/uploads/140/EDNIP%202020%20Full%20Report.pdf

- 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

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- OECD (2020) Education Policy Outlook: Portugal, Paris: OECD.
- OECD (2020) Review of School Resources: Portugal, Paris: OECD.
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- Information on TEIP (https://eacea.ec.europa.eu/national-policies/eurydice/content/support-measures-learners-early-childhood-and-school-education-53_en
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- UNESCO (1994) Salamanca Statement on principles, policy and practice in special needs education.
- National Council for Special Education (2011) Inclusive Education Framework, https://ncse.ie/researches/InclusiveEducationFramework_InteractiveVersion.pdf
- 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

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."

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: _____

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

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

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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 <u>to watch a short video</u>, 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.

School factors

Teachers lack skills to work with disengaged students

Lack of training opportunities for teachers

School admission policies

Insufficient career advice and guidance

Teacher/student relationships

Low status of vocational education

Curriculum Factors

Perceived irrelevance of curriculum

Lock in to inappropriate vocational/academic courses

Reduction in pastoral time as a result of curriculum pressu

Incompatible learner and school norms

Lack of alternative education provision
with formalised accreditation

Family factors

Education not valued – limited support to remain un school

Household problems, processes and dynamics

Contradictory social, behavioural and cultural expectations

Individual factors

Issues with self-esteem, confidence, social skills and resilience

Relationship with peers:

● Outsider/loner/bullying

● Alpha female/male high degree of autonomy
behaviour problems and actively influencing
others disengagement

● Friends beyond school
attracting out of school

● Colluder/disputant– nonattendance influence
by truanting peers

Boredom, alienation, discouragement, health problems includir
mental health problems leading to absence and substance misu

(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.
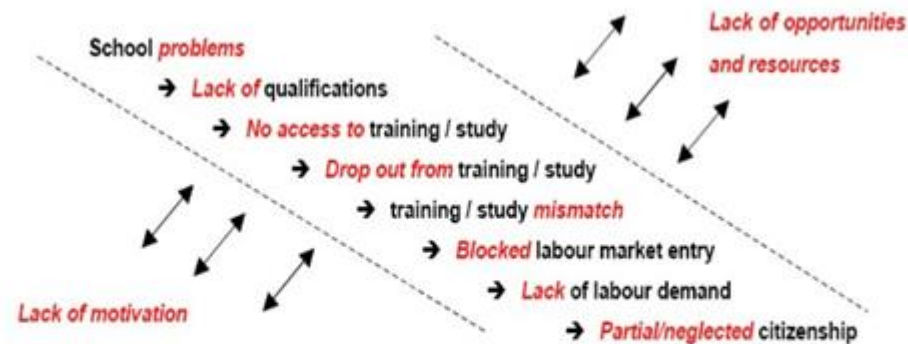

Figure 4. 1: Thwarted Trajectories (from Walther and Pohl, 2005, p. 35.

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:

1. the causes of possible ESL for M.:

2. early distress signals, that could lead to discover hidden causes:

3. consequences of possible ESL for M. and society in general:

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.
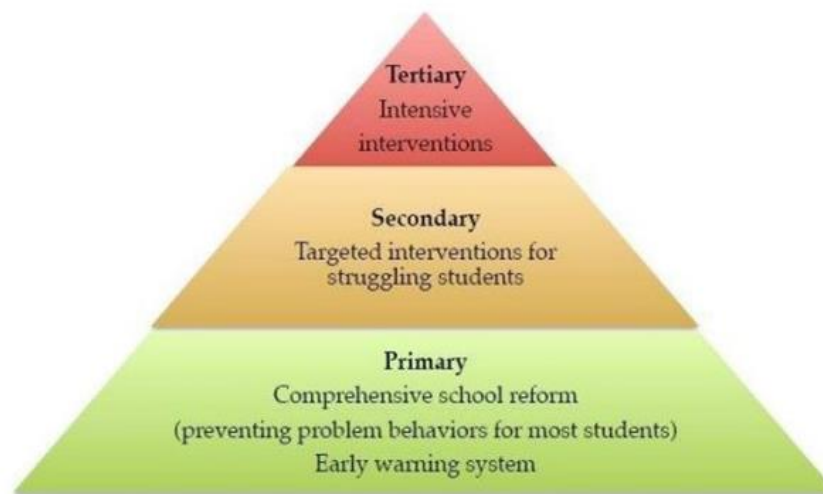
Source: Iver, M. A., Mac Iver, D. J. 2009 14.

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)

The plan-do-check-act cycle diagram with quadrants ACT, PLAN, CHECK, DO.
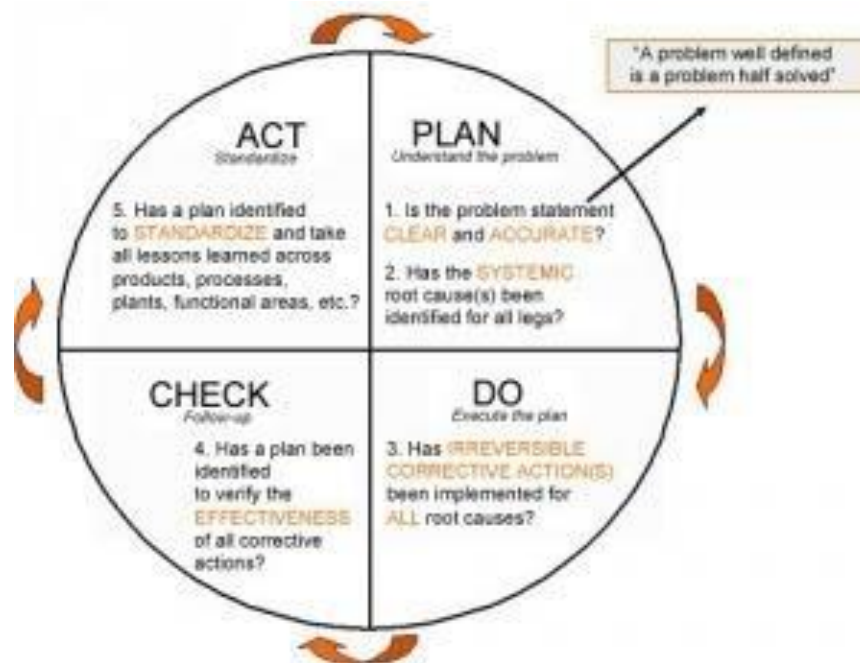
Bognar, M., Gyorik, E., Horvath, A. (2014-2017).

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

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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

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:

<u>**Portugal:**</u>

- 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](#)

<u>**Slovenia:**</u>

- Project learning for young adults (PLYA): [Project Learning for Young Adults | Andragoški centre Republike Slovenije](#)

<u>**Ireland:**</u>

- Learning Course Youthreach programme: [Youthreach Programme](#)

- <u>Watch the video</u>: 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.

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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:

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.

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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

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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.

Research
Many studies over the past three decades have found that students with disabilities have higher achievement and improved skills through inclusive education

Parents
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.

Teachers
Teachers with more experience — and, in the case of teachers, more training with inclusive education — were significantly more positive about it.

Strategies
- Use a variety of instructional formats
- Ensure access to academic curricular content
- Apply universal design for learning

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
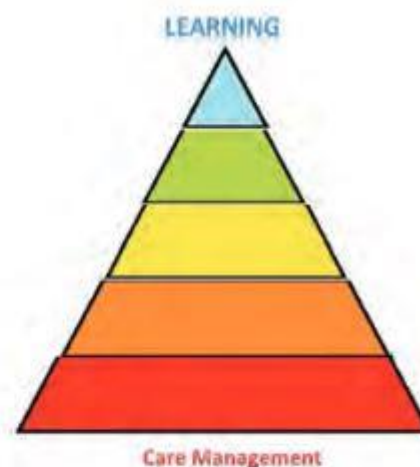
As we have seen so far, professionals work together both within and between services. Early childhood services are also increasingly diverse, and most children attend several different educations, health, and other services during their early development. This diversity can result in fragmentation for 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.

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.
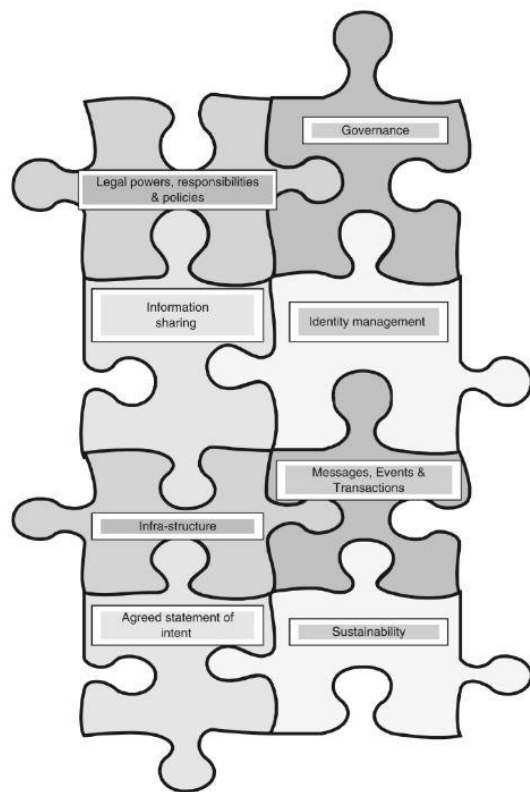
Photo 3. Framework for working in a multi-agency partnership showing

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

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).
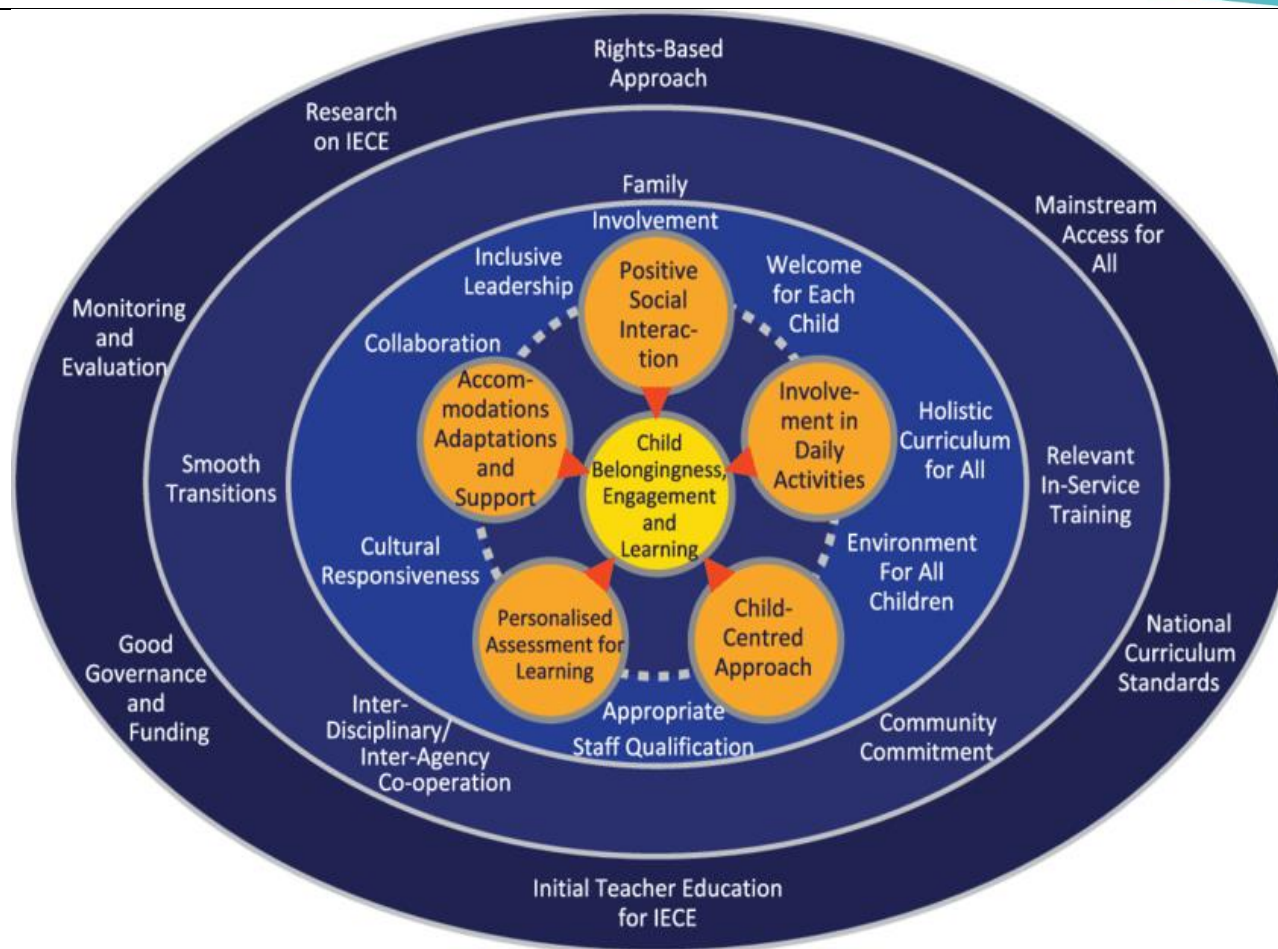
Photo 5. An adapted ecosystem model for Inclusive early childhood education. From inclusive early childhood education: new insights and tools -contributions from a European study (p. 37) Source?

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?

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/
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- 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.
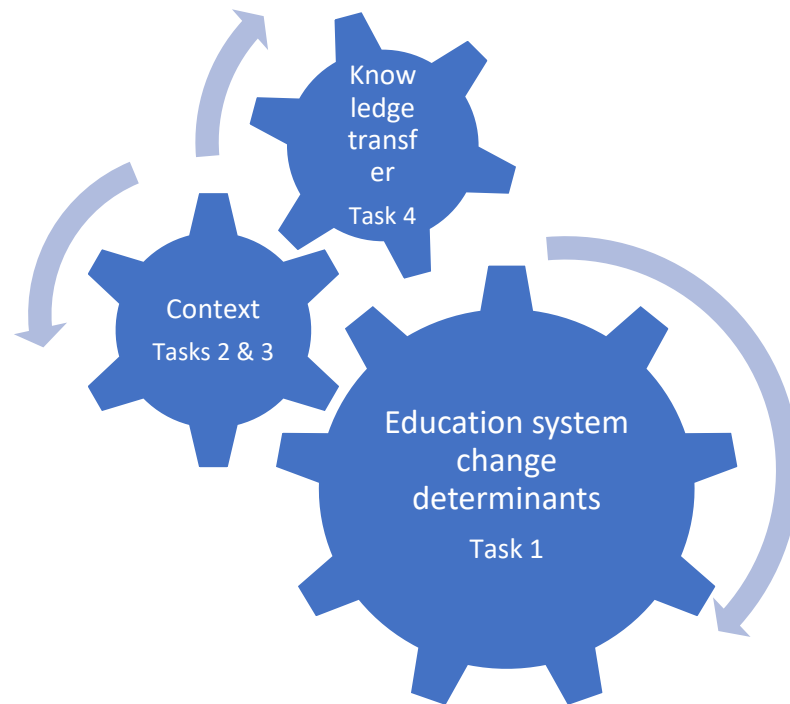
Figure: Structure of Lesson One
Source: the author of module 6

Assessment – Lesson One

<u>Task 1.</u> 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. It 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

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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.
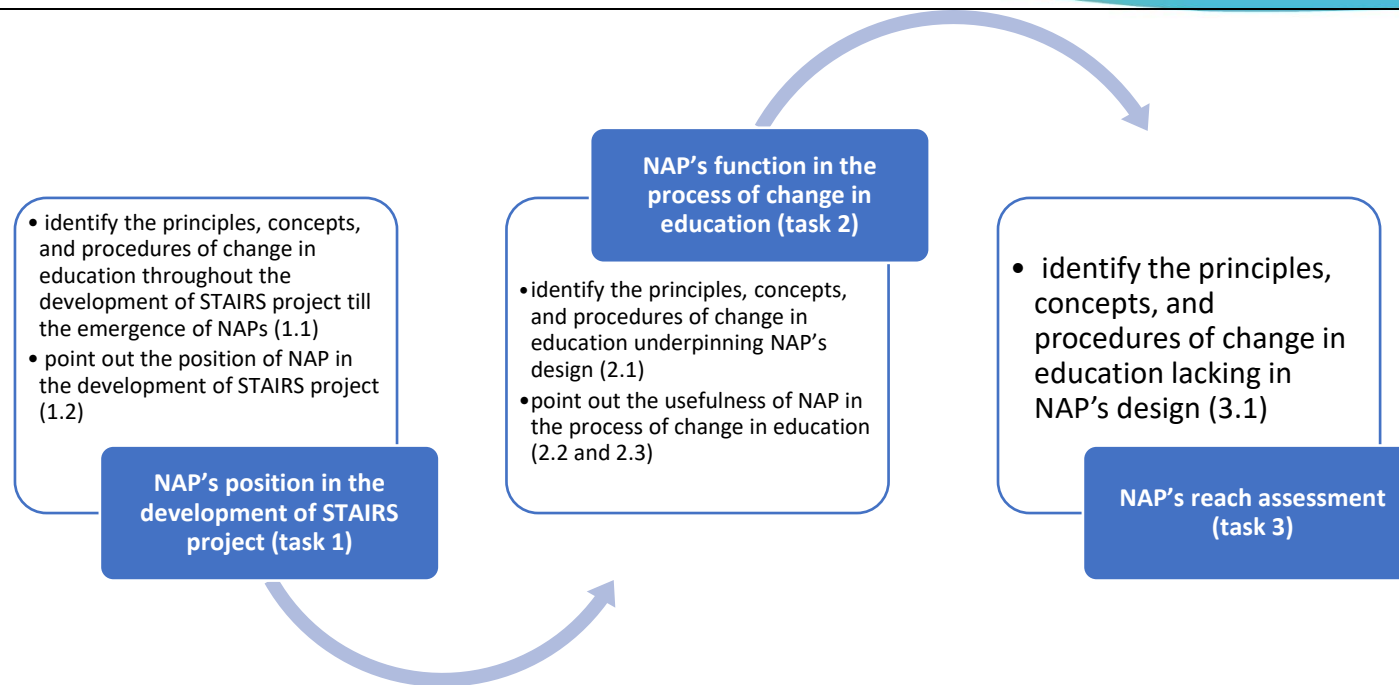
Figure: Structure of Lesson Two
Source: the author of module 6

Assessment - Lesson Two

<u>**Task 1**</u>. 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.
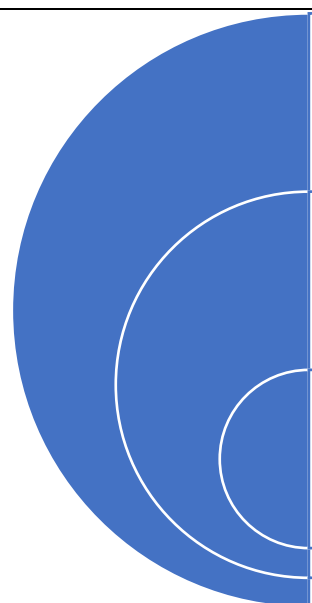
Task 3. Change Management Tools	• get to know the tools of Change Management Toolkit (3.1) • point out the usefulness of each tool (3.2)	
Task 2. Change Management Toolkit conceptualization	• get to know key concepts of STAIRS' CMT (2.1) • recognise that change management in education is carrying for people (2.2)	
Task 1. From theory to practice – policy meaning	• get to know key components of agency in education change (1.1) • identify the meaning of a policy in action and a shared vision in the voices of several actors (1.2)	

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.

	POSITIVES TO BE EXPLOITED	NEGATIVES TO BE MINIMIZED
INTERNAL TO ORG	Strengths 👍	Weaknesses 👎
EXTERNAL TO ORG	Opportunities 💎	Threats 🗡️

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.

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 workp*lace. 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.