



# USERS' GUIDE TO PREPARE FOR A STUDY VISIT AND THE ADAPTATION PROCESS IN THE FIELD OF SOCIAL INCLUSION

## INTRODUCTION

This Guide intends to support the preparation of experts to study visits abroad and also the adaptation phase in the field of social inclusion describing a 12-STEP process. It can be used during offline or online expert workshops. Although, study visits are unique occasions when experts get insight into the good practices of their partner countries, they are often limited in terms of duration. Therefore, it is essential to prepare participants to make the most out of the learning event. To maximise the learning experience, the participants of the study visit may come from different professional backgrounds representing different point of views, e.g. educational experts, school leaders, policy makers etc. This Users' Guide offers proven methodology and tips for implementing a successful study visit and the adaptation process for a group of experts who have been already selected to participate in study visits. Please, read this document through from the beginning to the end in order to understand every detail of the preparation process. The flow-chart in Annex 7 gives you an overview of the preparation process.

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## 1. RAISING AWARENESS OF THE FRAMEWORK OF ACTIVITIES IN WHICH THE STUDY VISIT TAKES PLACE

- National project teams provide information about the framework of activities/project to external experts or project members who intend to participate in the study visit.
- Study visit participants have a clear picture of the framework of activities/project, how it works and who the main actors are.
- Every study visit participant becomes familiar with the main goals, aims, the main activities and expected results.
- Experts provide information about their professional background to get to know one another before the study visit.

## 2. RAISING AWARENESS OF YOUR PERSONAL, TEAM OR NATIONAL LEARNING NEEDS

- Every study visit participant collects background information on their national context or reads their national country report (if available) and takes notes of their most important examination areas.
- A preparation workshop is organised for the study visit participants and other experts where they can discuss their learning needs. If they use the Country Report template provided in this Guide, they can focus, in particular, on Chapter 6 of the *Country Report (National Learning Needs; See Annex 1)*.
- National teams (national experts and national project team members) come to a conclusion together and fill in the *Matrix of Challenges, Mutual Learning, and Evidence Based Local Values in National Context According to the Country Report* (see Annex 3).

## 3. BE FAMILIAR WITH THE CASE STUDIES/GOOD PRACTICES PROVIDED

- Every study visit participant reads the description of case studies/good practices and takes notes of their most important examination areas.
- The *Matrix of Challenges, Mutual Learning, and Evidence Based Local Values in National Context According to the Country Report* (Annex 1.) can be useful again when taking notes of the case studies/good practices and structuring their thoughts.
- The description of case studies/good practices has to be made available and accessible for all study visit participants prior to the visit.

## 4. IDENTIFY YOUR EXAMINING AREAS

- The national team identifies their potential national learning outcomes of examining the good practices.
- Potential examination areas to be discussed:
  - examining the powers, the responsibilities and the tasks of institutional leaders and school governance in the sharing countries;
  - identifying the determining perceptions, competencies concerning inclusion and consequent in-service needs of teachers in partner countries to find the initial steps of facilitating effective communication, collaboration and professional standards and process management;
  - examining the role of specialists assisting teachers and processes inside schools;



- identifying stakeholders and authorities outside schools, analysing their powers and responsibilities, and studying the 'HOW-s' of effective communication;
- IT support, data collection and monitoring of collaborative processes in the field of social inclusion;
- engaging parents and families in the learner support process;
- collecting possible aspects for observation to be considered for the national adaptation plans;
- making potential points for upscaling to be focused on during the study visit.

## ***5. SHARE AND DISCUSS THE QUESTIONS WITH OTHER PARTICIPANTS ONLINE***

- National teams may use a Learning Content Management System (LCMS), such as Canvas. etc. which is a dedicated and safe online space to get prepared for the study visit.
- Technical implementation
  - The organiser of the study visit may offer to implement an online course. Canvas is an installed and IT supported online platform, safely closed and GDPR featured for participants
  - LCMSs are ready to launch this course with the following functionalities:
    - HTML environment (texts, videos, audios, embedding and etc. functions)
    - Course syllabus, Announcement options and Assessment options for course developers and educators
    - Discussion forums, Activities, Assignments, Collaborative activities, Self- and Peer Assessment opportunities for Participants
- Participants find a short introduction about the framework of activities/project and share information about their professional background and start a discussion about their personal, team or national learning needs and good practices online.
- Study visit participants pose their questions to good practice owners and collect the examining aspects in the LMS system discussions (e.g. policy conditions, stakeholders engagement, project management challenges, time frame, budget, etc.)
- Host country experts may join the preliminary online conversation and get prepared for their presentation according to previous questions based on the real needs and interests of participants.
- Study visit participants may submit their results to the dedicated LMS system course which can be made available for all experts involved in the study visit.

## ***6. ENRICH YOUR KNOWLEDGE AND MAXIMISE YOUR LEARNING EXPERIENCE***

- Participants are interested in other countries' educational systems and learning needs.
- Participants demonstrate interest, inquire, pose questions and participate in common work (group works).
- Experts interview host country representatives, owners of good practices, local experts and other professionals to get deeper information about the experience of sharing countries, about the presented good practices to reveal the points of cooperation and possible adaptation.
- Participants create Learning Diaries documenting all relevant experiences by taking notes, and taking pictures or videos.



- Usually, there are social activities during meetings, participants may be part of them, to share experiences and build network.

## ***7. WHAT TO LOOK FOR WHEN GETTING PREPARED TO PARTICIPATE IN A STUDY VISIT?***

- opportunities to gain access and broaden networks;
- creating links with experts, institutions and organisations with similar priorities and agendas and providing follow-up activities, such as creating cooperation projects under different programmes;
- establishing contacts, interacting and learning, sharing good practice with local professional counterparts, politicians responsible for education and training;
- opportunities to practise a foreign language.

## ***8. SUMMARISE LESSONS LEARNT IN NATIONAL AND INTERNATIONAL TEAMS***

- Every participant must participate in the whole meeting from the very beginning until the very end.
- Participants form national teams directly after the presentations and share their first thoughts on the good practices provided. This can be helpful to deeper understand the good practices in case the language of presentations is not the native language of participants.
- Participants share their first impressions, and consult in international teams focusing on the adaptability of lessons learnt.

## ***9. USE THE LEARNING DIARY FOR STRUCTURING YOUR THOUGHTS***

- Every participant knows the aspects and questions of the *Learning Diary* (see Annex 4) and takes a note by following those.
- After the study visit, participants take the time for putting down their *Individual Reflections*.
- Participants must create their Learning Diaries after the visit which contains their findings, thoughts and experiences about the study visit based on their notes taken during the visit. It can be decided whether the Learning Diary will be public amongst participants of the study visit or not.
- The *Learning Diary* is one of the most important input data for the adaptation process.

## ***10. FILL IN SELF-REFLECTION QUESTIONNAIRES***

- Following the study visit, participants reflect on their own practices in a self-reflection questionnaire to process their experiences and start to develop their plans for adaptation.
- The *Self-Reflection Questionnaire* (see Annex 5) helps to capture the first impressions by which the *Learning Diary* can be filled in with more details after the study visit.
- These can be filled in right after the study visits.



## *11. SUMMARISE LESSONS LEARNT IN NATIONAL TEAMS*

- After the study visit, participants will have the knowledge and conception how a well-balanced process, a coherent guidance system or a cross-sectoral cooperation operates in order to foster inclusive education. They will be able to compare the newly acquired knowledge with their own practice, and draw up their plans to adapt.
- The national teams meet again after the study visit and summarise their common national lessons learnt based on the individual reflections (see later: *National Jigsaw*). Ideally, they form a report which is an input data for their adaptation process.

## *12. CONTRIBUTE TO THE ADAPTATION PROCESS*

- The national summaries are compiled in a single document in a single structure to serve a base for their adaptation plan.
- In the adaptation plan the focus will have to be on applying a multi-agency approach and outlining a standard for communication and collaboration between multiple stakeholders.
- Experts must identify key conditions needed for collaborative approaches among stakeholders that help improving the issue.



## TIPS AND HINTS

### Tips for participants of study visits

- prepare for the visit by reading documentation provided by the organisers;
- play an active part in all activities at the times scheduled in the programme throughout the visit;
- try to establish professional contacts that might be used for developing new projects and creating networks;
- disseminate the knowledge and information acquired during the visit in your country, including policy-makers at local, regional or national levels;

### Tips for organisers of *onsite* study visits

It is advisable for a host institution to form a team responsible for organising a visit, with one individual appointed as a contact person.

To organise a good study visit, the team should:

- be familiar with the education system of the country and the subject matter of the study visit;
- have an open and positive social attitude;
- speak the working language of the visit;
- have time management, organisational and logistical skills;
- have or raise at least a small budget and be able to manage it.

Having a team not only makes the work easier, it can also contribute to the quality of the programme offered. It helps avoid problems if the contact person has to withdraw or is absent at the time of the study visit.

### Tips for for organisers of *online* study visits

- Pre-visit communication with participants should include a Technical Guide and „Wellness tips“



## *Annex 1*

### *Country Report Template*

#### Structure and Main Focuses of the Country Reports

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

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

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

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

Main chapters:

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





## **Annex 2**

### *Good Practice Template*

TITLE OF GOOD PRACTICE:

TARGET GROUP:

COUNTRY OF GOOD PRACTICE:

#### **SHORT SUMMARY**

**Lead paragraph outlining main problems, target group, resolution and results with core elements of good practice (main aim, participants, activities, results)**

GOOD PRACTICE DETAILS

#### **CONTEXT OF GOOD PRACTICE**

Basic information about institution and its environment at national / regional / local level (responsibilities, staff, short description of local circumstances, main characteristics)

#### **MAIN CHARACTERISTICS OF CHALLENGE, DESCRIPTION OF TARGET GROUP**

How would you describe the challenge itself? (e.g. lack of governmental / social / etc. support, capacity problem, lack of staff, lack of evidence-based approach, outdated mindset, etc.)

#### **SUCCESS FACTORS AND PROCESSES**

Detailed, transparent and practical description of preconditions; success factors; requirements for resources; processes; involvement of collaborators, etc.

*Step-by-step description of main activities from beginning to end, and conclusions:*

1. Preparation: identifying problem and outlining resolution (necessary tools, etc.)
2. Description of main activities; approach used (necessary tools, timeframe, etc.)
3. Useful competences of problem solving team to reach main aim (necessary tools, etc.)
4. What is the estimated timeframe of implementation? Is this a quick solution or a long-term investment? When is it recommended to be carried out?

#### **5. How is this a systems change?**

#### **IMPACT OF MEASURES TAKEN**

Main changes and their impact on target groups (e.g.: changes in mindset, attitudes, etc.)

#### **LESSONS LEARNED**

Risks, failures (if relevant).

Recommendations: probable risks, decision-making points, probable scenarios.

#### **RESOURCES NEEDED**

Necessary resources (financial and human) as well as estimated time to see impact.

#### **ANY OTHER INFORMATION**



## **Annex 3**

### *Matrix of Challenges, Mutual Learning, and Evidence-based Local Values in National Context According to the Country Report*

#### *Creating a map of challenges and values as an example in Hungarian context according to the Country Report*

The aim of this document is to support the preparation of a matrix in 5 steps that provides a map of challenges and values about the national context of social inclusion.

In this document, we created an example of mapping the challenges and values in the Hungarian context of social inclusion.

By following the steps and using the matrix template described below will enable learning country partners to clarify their current learning needs and to prepare for the elaboration of their adaptation plans.

#### **Step one**

Collect challenges in four different dimensions of the issue: social dimension, systemic legislation, education professionals, and social environment. Also, collect the decisive examples or values of existing good practices or models matching these challenges.

We collected as an example in the Hungarian context challenges in the four different dimension of the issue: social dimension, systemic legislation, education professionals, and social environment. We also collected the decisive examples or values of existing good practices or models matching these challenges. See in the following steps how we continued the work with this document.

#### *1. Essential challenges concerning social dimension (democracy, human rights, the rule of law)*

- How to provide adequate governmental policies?
- How to increase awareness of the importance of poverty and discrimination issues?
- How to increase awareness of the role of covert racist and other stereotypes towards learning, children, and parenting in the field of education?
- How to reach a higher level of awareness of the importance of inter-sectionalism and empowerment in the case of disadvantaged groups?

#### **Related fields of mutual learning**

- models or examples of how to influence both the policymakers and broader society, and shifts educational and social policies toward evidence-based approaches and adequate strategies in a supportive environment for social inclusion
- political endeavours that affect and shape the attitude of the majority of society
- development of social sensibility, tolerance and critical thinking appear at various levels of education
- political endeavours that affect and shape the attitude of the majority of society
- development of social sensibility, tolerance and critical thinking appear at various levels of education
- models for transversal attitudes, skills, and knowledge for living in a democracy, and competences for how to develop these competences in the education context



## 2. *Essential challenges concerning systemic legislation (education system and institutions)*

- How to build a stable vision prevailing over governmental cycles?
- How to provide systemic interventions which guarantee adequate budgetary and time frame?
- How to provide subsidiarity support for and autonomy of educational institutions? I
- How to build guarantees for autonomy and social responsibility of educational professionals?

### Related fields of mutual learning

- models for high-quality education for all
- models for efficient systemic interventions
- conditions for maintainable education policies for social inclusion, like
  - structurally guaranteed autonomy and responsibility in decision making for education professionals (curricula, methods, materials),
  - an extensive repertoire of services through cooperative network learning opportunities,
  - subsidiarity of the resources, supports (provided in institution level and individualized to the given context) (Arató, 2019)
- extension of the learning path
- vivid models for supportive school culture like the models of the learning organization, learning community, the community of practice, or innovative school community
- models for effective, efficient, and fair institutional autonomy and subsidiary systems
- models for effective, efficient, and fair autonomy of educational professionals
- models for networks assisting professional learning effectively and efficiently
- models for educational policy, realizing a decisive change took place in the social acceptance through quality education for all

### Evidence-based values in the country context

- ✓ **Inclusive System of Education model** (IPR, 2003-2013): isolated examples of successful city de-segregation programs (Fejes – Szűcs, 2018), isolated examples of successful institution development programs for inclusion (K. Nagy, 2015), a cooperative model for systemic reforms in the field of inclusion gaining deeper engagement of schools, teachers, and stakeholders (Arató – Varga, 2005, 2012)
- ✓ **National Competence Test** (since 2004?): in the field of literacy and mathematics all 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades (between 2004 and 2013, 4<sup>th</sup> graders included), this system provides comparable data in the fields of these key competences, for exploring the differences of accessing to key competences.
- ✓ **Recording and supporting disadvantaged and multiple disadvantaged families and learners** (since 2003), although the covered population narrowed by legislation the number of the target population increases (Varga, 2018), this system provides more or less comparable data for exploring social inclusion.
- ✓ **Support for Prevention of Early School Leaving model** (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens to primary and secondary grammar schools (EFOP 3.1.5)

## 3. *Essential challenges concerning education professionals (teachers, assistants, school psychologists etc.)*



- How to convince education professionals to find their ways to the evidence-based theories and practices? How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion?
- How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion? How to increase awareness of competence-based and criterion-oriented approach in improvement of learners' achievement in any fields?
- How to build a consistent, non-discriminative practice, evaluation, and qualification in the field of everyday practice?
- How to build real cooperation among different educational professionals?

#### Related fields of mutual learning

- adequate theoretical and practical preparation of teachers in the field of inclusion
- effective, efficient, and fair competence development for teachers (and education professionals) in the field of inclusion
- effective, efficient, and fair models for evaluation and qualification
- models for effective, efficient, and fair cooperation among educational professionals targeting inclusion
- models for effective, efficient cooperation between the university and public education targeting inclusion

#### Evidence-based values in the country context

- ✓ **Inclusive System of Education model** (IPR, 2003-2013): a cooperative model for school improvement, examples of effective institution management competences targeting inclusion (Arató – Varga, 2005, 2012a, b, Radics, 2012)
- ✓ **Teacher training programs of different universities** like in the EFOP 3.1.2 program (Bárdossy, 2015, Varga és Tsai, 2018)

#### 4. *Essential problems concerning the social environment of education institutions (families of learners, neighbourhood etc.)*

- How to guarantee the effective, efficient, and fair involvement of the families of the learners in education
- How to provide opportunities for articulating the family values of each family (language, culture, customs, religion etc.)?
- How to provide support for partnership development from the side of the stakeholders, NGOs, communities?
- How to provide pathways to empowerment through school communities?

#### Related fields of mutual learning

- models for community and family involvement (like the community of learners model etc.)
- models for nonviolent, assertive communications
- models for partner involvement in community building

#### Evidence-based values in the country context

- ✓ **Inclusive System of Education model** (IPR, 2003-2013): isolated good practices based on cooperative partnership approach (Arató – Varga, 2012a, b, Radics, 2012), and community involvement (Szűcs – Fejes, 2018)
- ✓ **Isolated good practices of community involvement programs** like step by step program in kindergarten and schools



## Step two

In the next step, we created a table as a form that could help to clarify the complex map of challenges and values. It is a simple list of leading questions and the aspects of the investigation, mutual learning we have extracted from the Country Report.

<b>LEADING QUESTIONS AND ASPECTS FOR MUTUAL LEARNING</b>	
<b>1. Essential challenges concerning social dimension (democracy, human rights, the rule of law)</b>	<b>SOCIAL DIMENSION</b>
<ul style="list-style-type: none"> <li>• How to provide adequate governmental policies?</li> </ul>	<ul style="list-style-type: none"> <li>• adequate policies</li> </ul>
<ul style="list-style-type: none"> <li>• How to increase awareness of the importance of poverty and discrimination issues?</li> </ul>	<ul style="list-style-type: none"> <li>• poverty and discrimination</li> </ul>
<ul style="list-style-type: none"> <li>• How to increase awareness of the role of covert racist, and other stereotypes towards learning, children, parenting etc. in the field of education?</li> </ul>	<ul style="list-style-type: none"> <li>• education and stereotypes</li> </ul>
<ul style="list-style-type: none"> <li>• How to reach a higher level of awareness of the importance of inter-sectionalism and empowerment in the case of disadvantaged groups?</li> </ul>	<ul style="list-style-type: none"> <li>• inter-sectionalism and empowerment</li> </ul>
<b>2. Essential challenges concerning systemic legislation (education system and institutions)</b>	<b>SYSTEMIC LEGISLATION</b>
<ul style="list-style-type: none"> <li>• How to build a stable vision prevailing over governmental cycles?</li> </ul>	<ul style="list-style-type: none"> <li>• longitudinal development</li> </ul>
<ul style="list-style-type: none"> <li>• How to provide systemic interventions which guarantee adequate budgetary and time frame?</li> </ul>	<ul style="list-style-type: none"> <li>• adequate interventions</li> </ul>
<ul style="list-style-type: none"> <li>• How to provide subsidiarity support for and autonomy of educational institutions?  </li> </ul>	<ul style="list-style-type: none"> <li>• subsidiarity and autonomy</li> </ul>
<ul style="list-style-type: none"> <li>• How to build guarantees for autonomy and social responsibility of educational professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• guaranties and responsibilities</li> </ul>
<b>3. Essential challenges concerning education professionals (teachers, assistants, school psychologists etc.)</b>	<b>EDUCATION PROFESSIONALS</b>
<ul style="list-style-type: none"> <li>• How to convince education professionals to find their ways to the evidence-based theories and practices? How to help in-service and pre-service teachers to understand the</li> </ul>	<ul style="list-style-type: none"> <li>• evidence-based approach</li> </ul>



competences what they need for enhancing social inclusion?	
<ul style="list-style-type: none"> <li>• How to help in-service and pre-service teachers to understand the competences what they need for enhancing social inclusion? How to increase awareness of competence-based and criterion-oriented approach in improvement of learners' achievement in any fields?</li> </ul>	<ul style="list-style-type: none"> <li>• competences and criteria</li> </ul>
<ul style="list-style-type: none"> <li>• How to build a consistent, non-discriminative practice, evaluation, and qualification in the field of everyday practice?</li> </ul>	<ul style="list-style-type: none"> <li>• practice and evaluation</li> </ul>
<ul style="list-style-type: none"> <li>• How to build real cooperation among different educational professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• real cooperation</li> </ul>
<p><b>4. Essential challenges concerning the social environment of education institutions (families of learners, neighbourhood etc.)</b></p>	<p><b>SOCIAL ENVIRONMENT</b></p>
<ul style="list-style-type: none"> <li>• How to guarantee the effective, efficient, and fair involvement of the families of the learners in education</li> </ul>	<ul style="list-style-type: none"> <li>• community involvement</li> </ul>
<ul style="list-style-type: none"> <li>• How to provide opportunities for articulating the family values of each family (language, culture, customs, religion etc)?</li> </ul>	<ul style="list-style-type: none"> <li>• value articulation</li> </ul>
<ul style="list-style-type: none"> <li>• How to provide support for partnership development from the side of the stakeholders, NGOs, communities?</li> </ul>	<ul style="list-style-type: none"> <li>• partnership support</li> </ul>
<ul style="list-style-type: none"> <li>• How to provide pathways to empowerment through school communities?</li> </ul>	<ul style="list-style-type: none"> <li>• school community and empowerment</li> </ul>

### Step three

Following the decisive aspects, we found in the Country Report; we developed an investigation matrix. By this matrix, we could analyze what a country context can offer for mutual learning. In the first column, we listed the aspects, so in the next column, fields of mutual learning can be displayed, or evidence-based values could be articulated. (See the template below.)

GENERAL	COUNTRY CONTEXT: <i>country</i>	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
<b>SOCIAL DIMENSION</b>		
• adequate policies		
• poverty and discrimination		
• education and stereotypes		
• inter-sectionalism and empowerment		
<b>SYSTEMIC LEGISLATION</b>		
• longitudinal development		
• adequate interventions		
• subsidiarity and autonomy		
• guaranties and responsibilities		
<b>EDUCATION PROFESSIONALS</b>		
• evidence-based approach		
• competences and criteria		
• practice and evaluation		
• real cooperation		
<b>SOCIAL ENVIRONMENT</b>		
• community involvement		



GENERAL	COUNTRY CONTEXT: <i>country</i>	
• value articulation		
• partnership support		
• school community and empowerment		



### Step four

We run through the aspects of our matrix, analyzing our country report, and indicated the fields of mutual learning, and the needs of mutual learning identified by green colour. (See the completed template for Hungary below.)

GENERAL	COUNTRY CONTEXT: HUNGARY	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
<b>SOCIAL DIMENSION</b>		
<ul style="list-style-type: none"> <li>adequate policies</li> </ul>	models or examples of how to influence both the policymakers and broader society, and shifts educational and social policies toward evidence-based approaches and adequate strategies in a supportive environment for social inclusion	<i>Needs for mutual learning<sup>1</sup></i>
<ul style="list-style-type: none"> <li>poverty and discrimination</li> </ul>	political endeavours that affect and shape the attitude of the majority of society development of social sensibility, tolerance and critical thinking appear at various levels of education	<i>needs for mutual learning</i>
<ul style="list-style-type: none"> <li>education and stereotypes</li> </ul>	political endeavours that affect and shape the attitude of the majority of society development of social sensibility, tolerance and critical thinking appear at various levels of education	<i>needs for mutual learning</i>

<sup>1</sup> Indicate with green background in the prior fields, where someone would like to realize mutual learning. You can indicate fields green where you already have some good practices!



GENERAL	COUNTRY CONTEXT: HUNGARY	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
<ul style="list-style-type: none"> <li><b>inter-sectionalism and empowerment</b></li> </ul>	models for transversal attitudes, skills, and knowledge for living in a democracy, and competences for how to develop these competences in the education context	<i>needs for mutual learning</i>

GENERAL	COUNTRY CONTEXT	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
<b>SYSTEMIC LEGISLATION</b>		
<ul style="list-style-type: none"> <li>• <b>longitudinal development</b></li> </ul>	models for high-quality education for all	<b>Recording and supporting disadvantaged and multiple disadvantaged families and learners</b> (since 2003), although the covered population narrowed by legislation the number of the target population increases (Varga, 2018), this system provides more or less comparable data for exploring social inclusion
<ul style="list-style-type: none"> <li>• <b>adequate interventions</b></li> </ul>	models for efficient systemic interventions	<b>National Competence Test</b> (since 2004?): in the field of literacy and mathematics all 6 <sup>th</sup> , 8 <sup>th</sup> , and 10 <sup>th</sup> grades (between 2004 and 2013, 4 <sup>th</sup> graders included), this system provides comparable data in the fields of these key competences, for exploring the differences of accessing to key competences.
<ul style="list-style-type: none"> <li>• <b>subsidiarity and autonomy</b></li> </ul>	conditions for maintainable education policies for social inclusion, like <ul style="list-style-type: none"> <li>– structurally guaranteed autonomy and responsibility in decision making for education professionals (curricula, methods, materials etc.),</li> <li>– an extensive repertoire of services through cooperative network learning opportunities,</li> <li>– subsidiarity of the resources, supports (provided in institution level and</li> </ul>	<b>Inclusive System of Education model</b> (IPR, 2003-2013): isolated examples of successful city de-segregation programs (Fejes – Szűcs, 2018), isolated examples of successful institution development programs for inclusion (K. Nagy, 2015), a cooperative model for systemic reforms in the field of inclusion gaining deeper engagement of schools, teachers, and stakeholders (Arató – Varga, 2005, 2012)



GENERAL	COUNTRY CONTEXT	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
	individualized to the given context) (Arató, 2019)	
SYSTEMIC LEGISLATION		
<ul style="list-style-type: none"> <li>• <b>guaranties and responsibilities</b></li> </ul>	<ul style="list-style-type: none"> <li>– extension of the learning path</li> <li>– vivid models for supportive school culture like the models of the learning organization, learning community, the community of practice, or innovative school community</li> <li>– models for effective, efficient, and fair institutional autonomy and subsidiary systems</li> <li>– models for effective, efficient, and fair autonomy of educational professionals</li> <li>– models for networks assisting professional learning effectively and efficiently</li> <li>– models for educational policy, realizing a decisive change took place in the social acceptance through quality education for all</li> </ul>	<p><b>Support for Prevention of Early School Leaving model</b> (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens to primary and secondary grammar schools (EFOP 3.1.5)</p>

GENERAL	COUNTRY CONTEXT	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
EDUCATION PROFESSIONALS		
<ul style="list-style-type: none"> <li>• <b>evidence-based approach</b></li> </ul>	<p>effective, efficient, and fair models for evaluation and qualification</p>	<p><i>needs for mutual learning</i></p>
<ul style="list-style-type: none"> <li>• <b>competences and criteria</b></li> </ul>	<p>adequate theoretical and practical preparation of teachers in the field of inclusion</p>	<p><b>Inclusive System of Education model</b> (IPR, 2003-2013): a cooperative model for school improvement, examples of effective institution management competences targeting inclusion (Arató – Varga, 2005, 2012a, b, Radics, 2012)</p>
<ul style="list-style-type: none"> <li>• <b>practice and evaluation</b></li> </ul>	<p>effective, efficient, and fair competence development for teachers (and education professionals) in the field of inclusion</p>	<p><b>Teacher training programs of different universities</b> like in the EFOP 3.1.2 program (Bárdossy, 2015, Varga és tsai, 2018)</p>
<ul style="list-style-type: none"> <li>• <b>real cooperation</b></li> </ul>	<p>models for effective, efficient, and fair cooperation among educational professionals targeting inclusion</p> <p>models for effective, efficient cooperation between the university and public education targeting inclusion</p>	<p><b>Support for Prevention of Early School Leaving model</b> (since 2017): a pilot program for creating a systemic model for supporting the prevention of early school leaving, from kindergartens, to primary and secondary grammar schools (EFOP 3.1.5)</p>



GENERAL	COUNTRY CONTEXT	
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES
<b>SOCIAL ENVIRONMENT</b>		
<ul style="list-style-type: none"> <li>community involvement</li> </ul>	models for community and family involvement (like the community of learners)	<b>Inclusive System of Education model (IPR, 2003-2013):</b> isolated good practices based on cooperative partnership approach (Arató – Varga, 2012a, b, Radics, 2012), and community involvement (Szűcs – Fejes, 2018)
<ul style="list-style-type: none"> <li>partnership support</li> </ul>	models for community and family involvement (like the community of learners)	
<ul style="list-style-type: none"> <li>value articulation</li> </ul>	models for nonviolent, assertive communications	<b>Good practices of community involvement programs</b> like step by step program in kindergarten and schools, or Roma student involvement programs at Universities
<ul style="list-style-type: none"> <li>school community and empowerment</li> </ul>	models for partner involvement in community building	

## Step five

We have analyzed the materials of the good practice from Ireland, and run it through the matrix, to find out where are the real matching points between the offer for the learning of the host country, and the needs of learning of the partner country.

MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
GENERAL	COUNTRY CONTEXT: SHARING COUNTRY: <b>IRELAND</b> LEARNING COUNTRY: <b>HUNGARY</b>		
CHALLENGES	MUTUAL LEARNING	EVIDENCE-BASED VALUES	MATCH
<b>SOCIAL DIMENSION</b>			
• adequate policies	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• poverty and discrimination	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• education and stereotypes	Hungary		
• inter-sectionalism and empowerment	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
<b>SYSTEMIC LEGISLATION</b>			
• longitudinal development	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• adequate interventions	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• subsidiarity and autonomy		Limerick DEIS Primary Schools' Literacy Initiative	
• guaranties and responsibilities		Limerick DEIS Primary Schools' Literacy Initiative	



MATRIX FOR MATCHING MUTUAL LEARNING NEEDS AND OFFERS			
<b>GENERAL</b>	<b>COUNTRY CONTEXT:</b> <b>SHARING COUNTRY: IRELAND</b> <b>LEARNING COUNTRY: HUNGARY</b>		
<b>EDUCATION PROFESSIONALS</b>			
• evidence-based approach	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• competences and criteria			
• practice and evaluation		Limerick DEIS Primary Schools' Literacy Initiative	
• real cooperation		Limerick DEIS Primary Schools' Literacy Initiative	
<b>SOCIAL ENVIRONMENT</b>			
• community involvement	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• value articulation	Hungary	Limerick DEIS Primary Schools' Literacy Initiative	√
• partnership support		Limerick DEIS Primary Schools' Literacy Initiative	
• school community and empowerment		Limerick DEIS Primary Schools' Literacy Initiative	





## Next steps

As we saw from the Hungarian perspective, we were able to identify the real learning interests based on the County Report and the detailed materials of the example from Ireland. So we could calibrate the focuses of our shared learning, according to both the host countries and the partner countries. It could help us to split the complex issue of social inclusion to the different interests of different partner countries. We also could broaden our horizon of understanding, to what extent we need to expand the list of leading questions, various aspects, and the contents of mutual learning.

## ANNEX 4

### LEARNING DIARY

NAME	ORGANISATION	COUNTRY

TOPICS/GOOD PRACTICE (GP) INITIATIVE	WHAT HAVE I OBSERVED? (FACTS) WHAT KEY FACTS/INFORMATION HAVE I LEARNED ABOUT THE GP INITIATIVE	WHAT ARE MY INITIAL IMPRESSIONS OF THE GP INITIATIVE? (THOUGHTS OR QUESTIONS)	PROMPTS (INDIVIDUAL LEARNING NEEDS MATCHING TO WHAT I HAVE OBSERVED)

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## Notes



### Individual reflection

What key messages from the Good Practice initiative am I going to discuss with the other visitors?

What information was of most relevance (from the Good Practice initiative) from the perspective of my (or of my organisation) learning needs?

What aspects of the Good Practice initiative can I take home and possibly adapt with ease?

Are there similar projects /initiatives/ endeavours in my country? Are there any aspects of the observed Good Practice initiative that could be weaved into these projects /initiatives /endeavours?

What aspects of the Good Practice initiative that are of interest but will not be adapted with ease in my home country and why?

How much influence do I have in enabling the adaption of the Good Practice initiative?



## *National JIGSAW*

National groups are split. Each visitor works individually, each learns based on their personal interest (as well as the learning needs previously defined in the country reports, if available). Next, national groups reconvene. Each member presents their observation experience to the group using the Learning Diary. Members of national groups synthesise information, and ideally, create a final report ensuring that each group member has an understanding of their material, as well as the findings that have emerged from group discussion.



## ANNEX 5

### SELF-REFLECTION QUESTIONNAIRE

**Note: 1 --- lowest; 5 --- highest**

1. Do you think the study visit has shifted anything in your mindset about collaborative approaches that tackle social exclusion and educational disadvantage?

1  2  3  4  5  N/A

Please, comment on your answer: (Specify!)

2. Were you satisfied with the quantity of the information you gained during the study visit?

1  2  3  4  5  N/A

Please, comment on your answer: (Is there anything else you would have wanted to see/hear/talk about?)

3. Were you satisfied with the quality of the information you gained during the study visit?

1  2  3  4  5  N/A

Please, comment on your answer:

4. Has the experience helped you to reflect on your professional practice? YES/NO and please indicate reasons for your answer (E.g. professional competences, quantity and quality of input; communication and social skills; time/crises/conflict competences)

Please, comment on your decision:



5. Has the study visit facilitated you to learn something new or think about an existing practice in a different way? YES/NO and please indicate reasons for your answer

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Please, comment on your decision:

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6. Looking ahead to the next steps of the project, do you feel there will be positive or negative developments arising from what was discussed during the study visit?  
(E.g. risks, threats, problems as well as chances, opportunities)

What do you expect to be positive:

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What do you expect to be negative:

--

7. How do you think you can apply knowledge and experience gained during the study visit in your organisation in the future? What key messages are you taking home?  
(What can you learn from the study visit and how can it be applied to your context: professional competences ...)

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8. What would you change in the programme or the methodology to further enhance the next study visit?

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9. Anything else you want to share regarding the visit:  
(things you liked, things you did not like at all, things you missed, things that could be improved next time, etc.)

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## QUALITY ASSURANCE QUESTIONNAIRE

NOTE: It is very important that participants provide feedback regarding the structure and the programme of the study visit. This part is relevant for offline study visits.

1. Were you satisfied with your accommodation? (E.g. location, rooms, etc.)?	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> N/A <input type="checkbox"/>	
Please, comment on your decision:	

2. Were you satisfied with the facilities? (E.g. seminar room, equipment, internet connection)?	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> N/A <input type="checkbox"/>	
Please, comment on your decision:	

3. Were you satisfied with the catering?	
1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> N/A <input type="checkbox"/>	
Please, comment on your decision:	

**Thank you very much for your cooperation!**



## Annex 6

### *National Adaptation Plan Template*

Main chapters of the National Adaptation Plan:

1. Summary of the country local focus as evident in the Country Report (see Country Report template in Annex 1.)
2. Study visits summary
3. National Adaptation Plans

*Note: the template is provided in English language for your convenience. However, as the National Adaptation Plans are to be used in your own country context, each country's National Adaptation Plans may be written in their own language. Therefore, please adapt the following template to your language.*

#### **1. Summary of the country local focus as evident in the Country Report**

*In this section, we recommend writing a brief summary of your country's local focus based on the work done already in your country report, if available. If you do not have a country report, you have to read background material on your national context, collect information on available policies and also your needs and challenges in the field of social inclusion.*

#### **2. Study visits summary**

*In this section please provide a summary of the study visits you participated in. The section is further divided into two subsections.*

The questions below can serve as a starting point to prepare your summary and they represent the minimum requirement to reflect on.

- What are the **lessons learnt by each individual participant** based on the national/individual focus during the study visits?
- What are the **lessons learnt** that you can synthesise **at the national level**? Which of these lessons can be adapted to your specific national context? Which of these lessons cannot be adapted and why?
- Please **compare your newly acquired knowledge with your practice identifying similarities and differences.**
- Please formulate your **preliminary plans for adaptation.**

Please, feel free to add any other aspects that you feel relevant in your national context.

##### 2.1. Most relevant individual points from specific good practices

*Elaborate which individual points from good practices presented you found useful and would like to further work on.*

##### 2.2. Summing up the learning experience and lessons learned



*Sum up the lessons learned you can agree on as a national team.*

### **3. National Adaptation Plans**

3.1. Reflecting on national needs based on the lessons learned and examining starting points of good practices

*In this subsection, elaborate on how the lessons learned correspond to your country's learning needs. Moreover, elaborate on which aspects of good practices can work and be successful in your country context.*

*It is essential to try and include steps/ideas on how to implement the lessons learned in your national context.*

3.2. Recommendations for different stakeholders

*In this subsection, provide specific recommendations (messages) for key stakeholders. The recommendations are to be based on the lessons learned from the good practices presented.*

*If applicable to your county context and specified needs, this subsection can also include an action plan.*

3.3. Emphasizing the role of your institution in the adaptation

*In this subsection, plan how your organization can play a role in upscaling/delivering recommendations and lessons learned on a local/national level.*

## Annex 7

### Flow chart of the preparation process

