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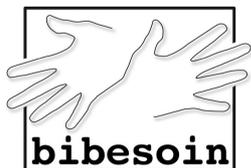
BIBESOIN

Better Inspection for better social inclusion

Report

Transnational project meeting

Ref.	BIBESOIN_TM_20191009_Tallinn
Attendances	Petr Drabek, Ludo Pottier, Liesbet Criel, Lieve Verheyden, Jacqueline Vanhear, Mamta Arnott, Mererid Wyn Williams, Agnes Pihlak, Elen Ruus, Frédéric Brévert, Caroline Grandpré, Magali Villain Lopes, Panayiotis Kyrou, Panikos Louka, Christos Papadopoulos, Ana Esteve and Erik De Bou
Theme	Report Transnational Project meeting - BIBESOIN
Date	07th – 10th October 2019 (07 th and 10 th October 2019 some optional events, but also travel days)
Reporters	Elen Ruus and Erik De Bou
Location	Tallinn, Estonia



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PROGRAMME

October 7, 2019

Optional visit to Collegium Educationis Revaliae (Old Town Educational College)

Location: Vene 22 Tallinn

- 08.15 Meet Estonian colleagues at the hotel lobby for a leisurely walk to the school
- 09.00 – 11.15 Meeting with Kersti Nigesen, the founder and headmaster of the school and support specialists of Collegium Educationis Revaliae (www.vhk.ee)
- 11.15 – 12.00 Walking around the school
- 12.00 – 12.30 Lunch at the school cafeteria
- 14.30 – 16.30 Meet Estonian colleagues at the hotel lobby for an optional Tallinn old town tour
- 18.00 – 18.15 Meet Estonian colleagues at the hotel lobby for a walk to the dinner venue
- 18:15 Dinner at Pööbel (Toompuiestee 16, 10137 Tallinn)

October 8, 2019

Transnational project meeting

Location: Tõnismägi 5a, Tallinn

- 08.30 Meet Estonian colleagues at the hotel lobby for a leisurely walk to the office
- 09.00 – 10.30 Presentation of the Estonian system: tools, strategies, practices and expertise
- 10.30 – 12.00 Presentation of the system Inspection 2.0 by the Flemish partner: tools, strategies, practices and expertise
- 12.00 – 12.30 Questions
- 12.30 – 13.30 Lunch
- 13.30 – 15.00 Discussing obstacles, the added value, the applicability in different contexts and the impact of the different systems. Summarising the valuable inputs for the toolbox.
- 15.00 – 16.30 One-year summary – SWOT analysis: observe and evaluate what we did in the first year, identify ways and tools to share ideas and information, to disseminate results. Update and follow-up the input. All stages will be overlooked again and evaluation reports will be prepared.
- 18.30 Meet Estonian colleagues at the hotel lobby for a leisurely walk to the dinner venue
- 19.00 Dinner at F-hoone (Telliskivi 60A, Tallinn)

October 9, 2019

08.30 Meet Estonian colleagues at the hotel lobby for a leisurely walk to the office

- 9.00 – 11.30 Discussing offer and practical information about the website: WordPress-based informational website from PRETICAL. Reflection and discussion about the creation and development of TESSIE-website
- 11.30 – 13.00 Lunch
- 13.00 – 16.30 Filling in the intermediate reports, update and follow-up of the input. End of the 'adaptation and development stage'.
- 18.45 Meet Estonian colleagues at the hotel lobby for a walk to the dinner venue
- 19:00 Dinner at Kuldmokk (Falgi tee 3, Tallinn)

October 10, 2019

Optional visit to Tallinn Jakob Westholm Secondary School

Location: Kevade 8, Tallinn



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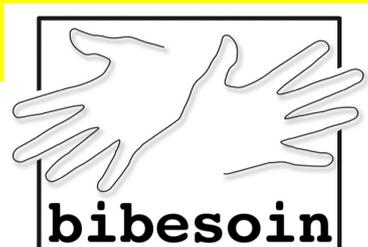


08:20	Meet Estonian colleagues at the hotel lobby for a leisurely walk to the school
08.45	Meeting the headmaster
08.55	Observing lessons at the Tallinn Jakob Westholm Secondary School
09.45	Meeting with the headmaster and the support specialists working at the school
ca 11.00	Lunch at the school cafeteria (students usually have one or two options to choose from at school cafeterias, there is no special menu for our visit)
11.30	Farewell and back to the hotel

REPORT

Better Inspection for Better Social Inclusion

Strategic Partnership for school education



WELCOME



Transnational project meeting (M2)

TALLINN – ESTONIA

7 – 10 October 2019

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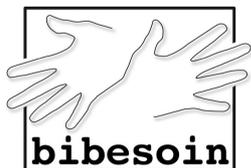
SICI The Standing International
Conference of Inspectorates
Better Inspection, Better Learning

Monday 07th October 2019

Optional visit to Collegium Educationis Revaliae. It is a basic and upper secondary school (both in one institution) that belongs to the City of Tallinn. The school defines itself as an “educational–cultural” institution under Tallinn City municipal government. According to the school, its main characteristics are integration of general and art education as well as integration of education and cultural activity of musicians, artists and actors.

The aim of the visit was to give the participants who arrived to Tallinn early an optional opportunity to experience school life in Estonia. The school staff gave a presentation about the school. There was also a discussion about possible tools for the TESSIE toolbox, the school presented the participants their ideas.

The meeting was chaired by Kersti Nigesen, the founder and headmaster of the school and support specialists of Collegium Educationis Revaliae (www.vhk.ee).



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In the afternoon, all participants who arrived early had an opportunity to participate in the optional **Tallinn Old Town tour**. The aim of the tour was to give the participants some insights into Estonian history and culture that have formed the system of education of Estonia. In order to understand the inspection system of Estonia, it is important to know something about the educational system. However, all educational systems are closely connected to the culture and history. The tour was lead by Elen Ruus, chief expert of the external evaluation department of the Ministry of Education and Research of Estonia.

Tuesday 08th July 2019

Experts of the external evaluation department of the Ministry of Education and Research of Estonia gave a presentation about the Estonian system: tools, strategies, practices and expertise of inspection.

Since the Ministry of Education and Research of Estonia took over the inspection from County Governments in 2017, many changes in the system have been made. One of the biggest changes has been a decrease in the number of inspectors. There are just 6 inspectors in Estonia and thus, no regular supervision is carried out in schools and pre-schools. The different types of supervision carried out by the Ministry of Education and Research were introduced. In addition, the inspection approach in the field of special educational needs and inclusion were presented.

Inspectors from The Flemish inspectorate explained how and to what extent their organisation supports inclusion. The inspectorate is an independent body under direct jurisdiction of the Minister of Education. It's main role is to monitor educational quality and act as a lever for improvement of educational quality. The tasks of the inspectorate are granted by decree. Often, the inspectorate is consulted when new legislation is being prepared (e.g. pupil guidance is since 01/09/2018 a condition for recognition of schools) or when Parliament asks questions related to quality in education. A recent change in the inspection system is that the main focus is on the school's quality development and assurance. Quality standards are set out in the reference framework for quality of education 'OK'. This framework is the result of co-creation with different stakeholders and it connects the internal quality assurance of schools with the supervision by the inspectorate of education. The principles of the new inspection system of Flanders 'Inspection 2.0' and the inspection framework (inspection design, scenario and evaluating quality within development scales) were presented. The presentation of the Flemish partner focused on the inspection approach in the field of special educational needs and inclusion in particular the quality areas 'pupil guidance' and 'dealing with diversity'.

Wednesday 09th October 2019

The meeting started with discussing offer and practical information about the possible BIBESOIN/TESSIE website. After a presentation about different possibilities for building websites, breakout sessions were held to discuss the best options for building BIBESOIN/TESSIE website. Group was divided into smaller groups and every smaller group gave a presentation about their ideas for the possible website.



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After lunch, breakout sessions were held to concentrate on 3 different topics: the structure of the toolbox, the structure of the possible website (layout of the toolbox) and practical matters concerning the project, future of the BIBESOIN project.
Presentations were held by all groups.

Thursday 10th October 2019

Participants whose flights were later in the day, had an option to visit the Tallinn Jakob Westholm Secondary School in the morning. It is a basic and upper secondary school (in one institution) belonging to the City of Tallinn.

The headmaster of the school gave a presentation about the school. There was also a discussion about how the school approaches inclusion and a discussion about possible tools for inspecting inclusion. Every participant had an opportunity to observe a lesson.

The aim of the visit was to give the participants some more insights about the Estonian educational system.

WORKING SESSIONS AND DISCUSSION

1. Reflection and discussion about the creation and development of TESSIE (Toolbox for Evaluating and Stimulating Social Inclusion in Education in mainstream schools) and the website (we need to ensure that the website is accessible and readable)

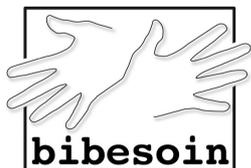
The following topics will be included in TESSIE

TESSIE = RESOURCE + FORMATION

- European vision on inclusion
- The national systems of the partners and 'swots'
- Reports of the training events and meetings with reflections and discussion
- Formation:
 - o theoretic part about inclusion
 - o Thematic systems
 - o Tools in regular inspection

Questions (what can be written about the training events in TESSIE)

- *Which are the good practices that we've seen or heard during the visits or in the meetings, that inspectorates can promote?*
- *How can Inspectorates adapt their system for stimulation or evaluate these good practices?*
- *How can the professional development of Inspectors be adapted?*



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The website

From BIBESOIN button on SICI – not a separately designed website??

Introduction (each bullet is a button after the introductory text)

- Partners (explaining who we are)
- Purpose of the project
- The European Vision on Inclusion
- Events
- TESSIE toolbox

Content under each button

Partners (all information other than each organisation's icon)

- paragraph explaining who we are and what we are doing together and why
- logo of each organization (to take to each organization website) and brief paragraph introducing the work of each partner (we need guidance for each partner on what topics to include in the section as sub-headings - TBC) and the motivation to be a partner in the project

Purpose of the project

- who is it for and its aims and what is BIBESOIN, explain that this is the picture of 2020 (refer to project plan)

The European Vision on Inclusion

- Introduction how this influenced us/how this was important to us in developing this project
- Explain the vision

Events

- Timeline of events (we'd like this to be interactive if possible)
- Report from each event

TESSIE (in full) (design a website for TESSIE only or it could be a webpage)

- Introduction to the toolbox (to learn from each other and resource for inspectors), including the index of inclusion. Could have a visual representation – a triangle, or circle with the child and its learning at the centre.

Buttons to each of the following:

- Policy – focus on leadership, ensuring that inclusion permeates the school's work (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)



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- Culture – ethos, support, acceptance, collaboration, accessibility, attitudes (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)
- Practices – teaching and learning, support and guidance (consider 5 questions or prompts – possibly linked to the fingers on the BIBESOIN hand)
- The child – outcomes/learning (could be at the centre of the triangle)

Things to consider:

- Do we want to involve children in developing or testing out our tool?
- Do we need a separate button on the website for training? Setting out an example of how the toolbox could be used in training (need to be explicit that this isn't the definitive training for using the toolbox)

REMINDER: In the application form is written:

*The expert teams of all partners will work approximately with two participants (teachers/trainers/researchers/inspectors) for a period of 5 working days each project year to create the toolbox TESSIE (desk research, interview, publications, guidelines...) That means for the budget for the intellectual output will be 20 working days for each partner.
The coordinator will organise the website and the application online.*

Please use the document 'timesheet Erasmus+ KA2' (which you can find on the VIR) for the administration of the working days! (use one timesheet/staff member - total/day can be max. 1 daytime (example 4h = 0,5)).

2. Information and discussion about the organisation of the next meetings

SHORT TERM STAFF TRAINING EVENT 3 (C3) - MALTA

Date 21-25 April 2020

SHORT TERM STAFF TRAINING EVENT 4 (C4) - CYPRUS

Date 08-12 June 2020



3. SWOT 'Adaptation and development stage' (December 2018 – October 2019)

STRENGTHS	<ul style="list-style-type: none"> • Diversity of the approach (different systems) • Diversity of the participants • Opportunity to network • Invited to reflect on our own system by peers • VIR • Focused and guided schoolvisits 	WEAKNESSES	<ul style="list-style-type: none"> • The number of participants in terms of efficiency to make decisions • Lack of common vocabulary
OPPORTUNITIES	<ul style="list-style-type: none"> • Critical partner: usefulness and effect of our work on schools • Continuity of the network beyond the project • Dissemination of what we experienced • Use of the VIR 	THREATS	<ul style="list-style-type: none"> • Policy and changes in policies

4. Agreements, expectations and tasks

REMINDER: In the application form is written:

- **Desk research and interviews** with key persons, publications and information about the impact of different and best practices and ongoing innovations in evaluation and stimulation, in the countries of the partners, concerning 'social inclusion' in mainstream schools. Hereby they gain insight into legislation and policy rules and how the educational systems are organized regarding social inclusion. **Every partner will organise this work at local level.**

- **The guidelines and minutes of the short-term joint staff training events** and thematic transnational project meetings will be published to be shared by all inspectorates and school organisations. They will also be available to other stakeholders (mainly school heads and policy makers at national or regional levels). **The organising partner of the training event or meeting will make this part of the output.**

- **Guidance materials and tools on effective stimuli and inspection practices** that successfully promote and evaluate the impact of actions to reduce disparities in educational outcomes as a result of social disadvantage. These materials will help support mutualisation of approaches across Europe and will provide support to adapt practices to different contexts where possible. They could also be used by schools, national inspectorates, national educational leadership academies and inspector training organisations and teacher training organisations as training materials and self-evaluation tools. **All partners will work together with the coordinator SICI. SICI will organise the website and the application online.**



AGREEMENTS

- Receiving partner will pay for local transports
- Receiving partners will pay for lunches
- Dinners will be paid by participants
- SICI will organise the website and the application online for TESSIE.
- SICI will organise in cooperation with IH2EF the multiplier event (going to Paris, Poitiers...)
- One month prior to the visit, the host country should publish information about the educational system and the inspection, on the online platform. Visitors will review this information and prepare questions.

Task for each country

- The legal framework and policy framework
- The inspection approach
- SWOT analysis of the inspection approach

5. Administration

Signing participants list

Signing certificate of attendance

Completing and/or controlling 'expert team list' (on VIR)

Everybody can put extra's in report (on VIR)!

Putting pictures in folders on VIR.

TO DO

Point of agenda	What	Who	Until when	✓
Desk research and interviews	The legal framework and policy framework of your country/region	Each partner		
	The approach of your organisation	Each partner		
	SWOT analysis of the approach of your organisation	Each partner		



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Project Management and Implementation

Start of the 'Realisation and implementation stage' (November 2019 – October 2020)

O1 November 2019 – September 2020

- Creation of website (application) of TESSIE

A7 November 2019 – January 2020

- Publishing intermediate reports
- Creation of the newsletter by SICI secretariat
- Preparing SJSTE 3

C3 February 2020

SJSTE 3 in Malta:

Innovative practices of inspection and their impact on schools to support and assess new approaches to reducing disparities in access to and engagement with digital technologies in formal and non-formal education. Attention will be given to addressing gender differences in relation to ICT.

A8 March – April 2020

- Discussion of the reports and feedback on the SJSTE 3 with the different expert teams of the partners.
- Gathering information for TESSIE.

A9 April 2020

- Preparing for C4 which helps Cyprus to prepare the SJSTE's content

C4 May 2020

SJSTE 4 in Cyprus

Internal quality assurance of inspectorates to foster in schools the development of social inclusion in all his aspects by putting the first tangible outcomes of the Toolbox into practice.

A10 June - July 2020

- Discussion of the reports and feedback on the SJSTE 4
- Gathering information for improving TESSIE

A11 August – September 2020

- Update and follow-up of the input, adjustment and finalisation of TESSIE
- Preparing the final transnational project meeting and the multiplier event.

M3/E1 October 2020 in France

- Putting the first tangible outcomes of the TESSIE into practice
- Start of the final dissemination and sustainability plan

A12 November – December 2020

- Completing dissemination plan.
- Website update.



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- Organizing further dissemination and sustainability plans

A13 December 2020

- Creation of the Christmas newsletter by SICI secretariat for dissemination
- Finishing the end report