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BIBESOIN

Better Inspection for better social inclusion

Report

Short-term joint staff training event 2

Ref.	BIBESOIN_STJSTE_20190713_Cardiff
Attendances	Tommy Lagergren, Els Van Raemdonck, Lucrece Matthijs, Lieve Verheyden, Ann-Marie Bartolo, Dorianne Cachia, Mamta Arnott, Dyfrig Ellis, Mererid Wyn Williams, Alan Edwards, Elen Ruus, Katrin Ohakas, Frédéric Brévert, Caroline Grandpré, Panayiotis Kyrou, Genethlis Genethliou, Ana Esteve, Saturnina Rueda, Angela Vidal and Erik De Bou
Theme	Report short-term joint staff training event 2 - BIBESOIN
Date	09th – 13th July 2019
Reporters	Mamta Arnott and Erik De Bou
Location	Cardiff, Wales



PROGRAMME

Wednesday 10th July 2019

AGENDA DAY 1 - BIBESOÏN SHORT TERM STAFF TRAINING EVENT ESTYN, WALES	
Location: Estyn offices, Anchor Court, Keen Road, CF245JW	
Meet Estyn colleagues at 7.15 for breakfast and/or	
Meet Estyn colleagues at 8.00 am in Hotel Indigo lobby to walk to the office (20 minutes)	
08:30	Registration and coffee
Morning session:	Session 1 <ul style="list-style-type: none"> • Welcome & introductions • Brief outline of educational context of Wales • Agendas for the day
	Session 2: Common Inspection Framework (CIF) <ul style="list-style-type: none"> • Introduction to the CIF
	Session 3: Reducing the impact of deprivation <ul style="list-style-type: none"> • Policy • Reducing the impact of deprivation in school and Local Authority inspections
	Refreshment break
	Session 4: Special Educational Needs ("SEN") <ul style="list-style-type: none"> • Policy • SEN in school and Local Authority inspections
	Session 5: Pre-inspection information <ul style="list-style-type: none"> • Contextual information • Data analysis task for secondary • Questionnaire analysis • Self-evaluation, improvement planning and the Pupil Development Grant ("PDG")
	Lunch
Afternoon session:	Session 5: Inspection activity training <ul style="list-style-type: none"> • Learning walks • Lesson observations • Listening to learners with their work • Refreshment break • Interview with SEN / PDG coordinator • Meeting teachers to discuss their work
17:30	Arrangements for Day 2 and close
Evening 19:30	Relaxed evening dinner at Giovanni's Park Place. Note day 2 is an early start! Meet 19.15 Hotel Indigo lobby



Thursday 11th July 2019

AGENDA DAY 2 - BIBESOIN SHORT TERM STAFF TRAINING EVENT ESTYN, WALES POSSIBLE PROGRAMME – THIS WILL VARY FROM SCHOOL TO SCHOOL	
7:00 Breakfast	
7.30: Meet Estyn Colleagues for transport to schools	
08:15	Teams arrive at school
08:30-08:45	Session 1: Welcome and introductions. HT provides H&S briefing and overview of context of the school
Reg & lesson 1 08.45 – 10.00	Session 2: Led by HMI as RIs Team meeting to discuss and review <ul style="list-style-type: none"> • Context of the school and pre inspection information • Arrangements for the day
Lesson 2	Session 3: Activities <ul style="list-style-type: none"> • Group 1: Learning walks (interventions) • Group 2: Meeting with pupils to discuss their work
Break	
Lesson 3	Session 4: Activities <ul style="list-style-type: none"> • Group 1: Lesson observation focus: how well teaching meets the needs of all learners, including use of learning support • Group 2: Learning walk focus: how well teaching meets the needs of all learners, including the use of learning support
Lesson 4	Session 5: Activities <ul style="list-style-type: none"> • Group 1: Interview with leaders responsible for SEN/ PDG • Group 2: Interview Leadership on standards of groups / PDG spend & evaluation / Care Support and Guidance for groups
Working lunch at school including review of any documentary evidence	
Lesson 5	Session 6: Activities <ul style="list-style-type: none"> • Group 1: Meeting with pupils and their work • Group 2: Meeting with main scale teachers about their planning to meet pupils' needs
After school	Session 7: Team meeting <ul style="list-style-type: none"> • Feedback on standards & teaching • Feedback on meetings with pupils • Strengths and areas for development across Inspection Areas focus SEN and FSM <ul style="list-style-type: none"> ○ Standards ○ Wellbeing ○ Teaching



	<ul style="list-style-type: none"> ○ Care, support & guidance ○ Leadership
17:00	Thank you and depart
Evening 19.30	Dinner at Marco Pierre White's restaurant at the Hotel Indigo

Friday 12th July 2019

Time	Activity
09:00-	Tea & coffee on arrival at Estyn's office
Morning sessions:	Session 1: Reflection & discussion: <ul style="list-style-type: none"> • Estyn team present SWOT analyses • Visiting partners add to the SWOT analyses based on own experience from previous day
	Break
	Session 2: Sharing practice and discussion: <ul style="list-style-type: none"> • Project partners share own tools and SWOT analyses on approaches to inspecting SEN/ deprivation. • Group discussion on key differences
	Session 3: Forward planning <ul style="list-style-type: none"> • Agreements on what to be included in toolkit and division of project tasks amongst partners • Fine tuning Estonian programme • Final reflections on the visit
	Lunch
14:30 - 17:00	Walking tour of Cardiff City – pick up Estyn offices
Evening	Free time

School visits (click on name to view school website)

Name	School
Caroline Dorianne Lieve Panayiotis	Herbert Thompson Primary
Katrin Saturnina Lucrèce	Mount Stuart Primary
Frederic Ann-Marie Angela Erik Genethlis	Cardinal Newman Roman Catholic High School
Elen Tommy Ana Els	Cathay's High School



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REPORT

Wednesday 11th July 2019

Better Inspection for Better Social Inclusion
Strategic Partnership for school education

 **WELCOME** 

Short-term joint staff training event (C2)
CARDIFF – WALES
9 – 13 July 2019

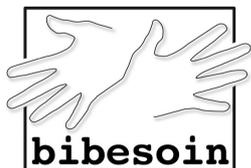
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SICI The Standing International
Conference of Inspectorates
Better Inspection, Better Learning



The focus of the visit was to provide inspectors, trainers and critical friends with an opportunity to

- learn about Welsh education policy on addressing disadvantage in schools arising from poverty and that which arises as a result of a learners' special educational needs
- receive training on Estyn's inspection framework and tools
- try out these methods first-hand in schools and experience how some schools address disadvantage
- discuss the strengths and areas for development of each partners' approaches to evaluating how effectively schools address disadvantage



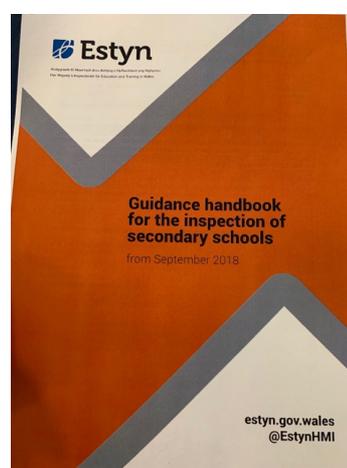
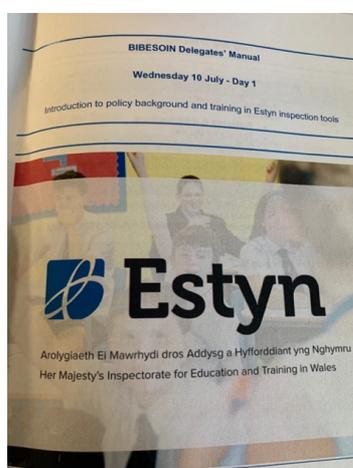
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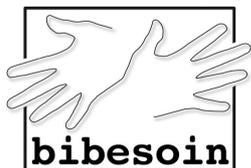


The participants experienced how Estyn's framework distinguishes between provision (the things that the school does) and the standards of education and wellbeing achieved as a result. They learnt how school leadership is judged by the effectiveness of leaders and management systems in bringing about high quality provision and standards.

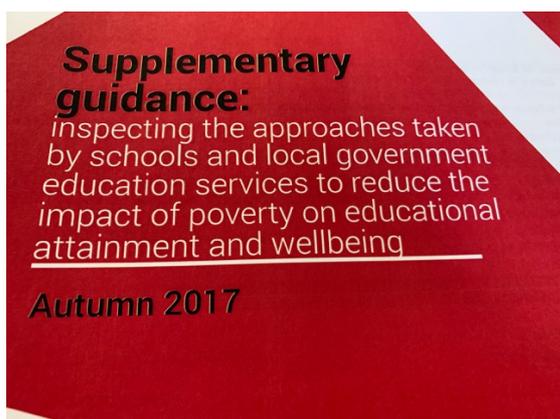
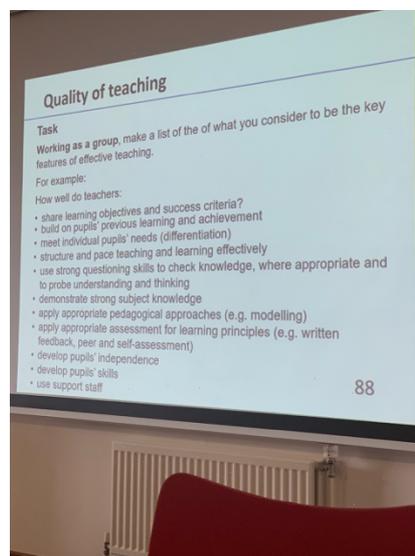
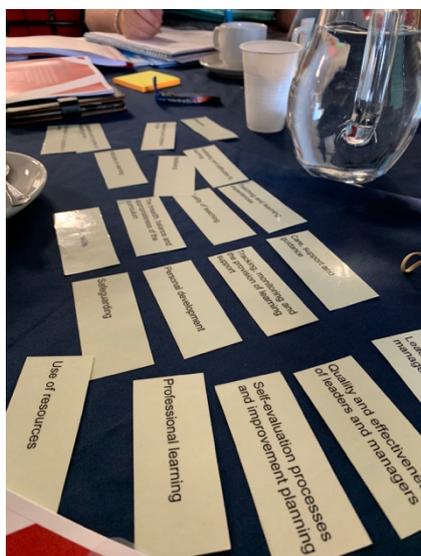
Visitors were introduced to the range of information that inspectors have available to them on inspection, such as contextual information on the levels of disadvantage at the school, data on attendance, on standards achieved at the end of compulsory education, information on wellbeing and the effectiveness of the school's work from pre-inspection questionnaires of parents, learners, school staff and governors, and the approaches used by Estyn to inspect schools' self-evaluation and improvement planning processes.

In the afternoon, participants took part in training on inspection tools. They experienced how Estyn observes lessons, always judging teaching by its impact on standards. They learnt how "learning walks" are used on inspection to "feel the temperature of a school", for example learners' attitudes to learning, or to follow up on cross-cutting themes such as provision for literacy. Visitors also had an opportunity to evaluate a school's plans for addressing disadvantage and explore how interviews with leaders, learners and teachers inform inspection outcomes.





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Link to document: [BIBESOIN Delegates' Manual](#)

Thursday 12th July 2019

Day two was an opportunity to see the theory in practice! Participants were split into groups to visit 4 primary and secondary schools with very diverse contexts. Here they observed lessons and evaluated these through an “Estyn lens”. They conducted or observed interviews with teachers, learners and leaders and reviewed learners’ work. They experienced an insight into how Estyn evaluates a school’s provision based on its impact on learners. Some inspectors took an opportunity to discuss with schools whether and what influence Estyn’s approaches had on their practice in schools.

Visit ‘Cardinal Newman Catholic School & Sixth Form Centre

Cardinal Newman Catholic Comprehensive School is located in Rhondda Cynon Taf local authority. The school is an English-medium 11-18 mixed school serving Catholic and other communities of the central valleys of south east Wales. It has a very wide catchment area that extends from Gilfach Goch



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in the west to Bargoed in the east and includes Rhondda, Cynon, Ely and much of the Taff and Rhymney valleys.

In 2017, the school reintroduced onsite provision for the sixth form after the termination of previous partnership arrangements. There are currently 770 pupils on roll, including 80 pupils who are in the sixth form. Around 13% of pupils are eligible for free school meals, which is below the Welsh average of 16% for secondary schools. Approximately 24% of pupils live in the 20% most deprived areas in Wales.

Around 18% of pupils have a special educational need, and of these around 1% have statements of special educational needs. Both are lower than the average figures for Wales, which are 23% and 2% respectively. Around 89% of pupils are from a white, British background. A very few pupils speak English as an additional language and a very few pupils are fluent Welsh speakers.

The headteacher has been in post since 2011.

The school was last inspected in May 2018.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to professional learning.

Activities

Introduction by the headteachers, school visit, exchanges and class observation. Teachers have open door policy. Interview with teachers and students (Special week: primary students who will come next year, visit the school).

Related documents:

Cardinal Newman Input JFs

Cardinal Newman RC Data Summary

ICF Cardinal Newman 1.7.19

Questions for the visit

Team Meeting Agenda





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Visit Herbert Thompson Primary School

Herbert Thompson Primary School serves the Ely area of Cardiff. There are 526 pupils on roll. The majority of pupils are of white ethnic background, the remainder of mixed ethnic groups. There are 12% of pupils with English as an additional language. No pupils speak Welsh as a first language. About 51% of pupils are entitled to free school meals, which is much higher than the average for the local authority and Wales.

The school has identified about 39% of pupils as having additional learning needs. The number of pupils with additional learning needs is much higher than the national average.

Activities

Introductions to school's headteacher and senior team. Inspectors reviewed the school's self-evaluation reports, the school's plans for addressing disadvantage and their analyses of these plans. They were divided into teams to meet pupils, teachers, and leaders and used questions that are often used on inspection. They observed lessons and intervention programmes, using Estyn methodology. Inspectors also met with pupils from year 6 with a range of abilities including pupils who are in receipt of free school meals.

Related documents:

Team meeting agenda and briefing note
Group activities for visit
Questionnaire headlines
Questions for visit
Prompts for lesson observations#
ICF Herbert Thompson
Virtual Inspection Room Herbert Thompson

Visit: Cathays High School

Cathays High School is near the centre of Cardiff and serves the Cathays and Roath areas. However, 61% of pupils come from other parts of Cardiff; with 27% of these pupils living in the city's more deprived wards. Around 31% of pupils are entitled to free school meals, which is much higher than the national average of 16.4%.

There are currently 847 pupils on roll, including 203 in the sixth form. The school has a very high turnover of the pupil population of around 26%. Around 100 of the current Years 7 to 11 pupils were new arrivals to the UK on entry to the school. A significant minority of all pupils are functionally illiterate when they start at the school.

Three quarters of pupils are from ethnic backgrounds other than White British, mainly Somali, Czech or Slovak Roma, Bangladeshi or Pakistani. There are currently 63 different languages spoken as a first language in pupils' homes. Around 64% of pupils have English as an additional language, with around 25% having a level of acquisition in English that is less than competent. No pupils speak Welsh at home.



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Around 25% of pupils have special educational needs which is higher than the Wales average. Four per cent of pupils have statements of educational needs compared to 2.2% nationally. The school provides specialist provision for pupils with autism.

The headteacher has been in post since September 2001. The school's senior leadership team also consists of a deputy headteacher and two assistant heads.

Activities

Inspectors met with school leaders. Estyn HMI presented the school context and an overview of the school's performance data. Inspectors reviewed the schools special educational needs provision maps and pupils' individual education plans, the schools plans for addressing disadvantage and evaluations of these and specific aspect of the school's self evaluation report. They observed interventions for pupils with special educational needs, observed a lesson in mathematics. They also interviewed leaders about pupils' standards and the care, support and guidance they receive. A group of inspectors met with main scale teachers to discuss how they adapt their lessons to meet the needs of pupils. Inspectors met with pupils from each year group to discuss their work. The group included pupils eligible for free school meals and with special educational needs. The team evaluated the school's strengths and areas for development using an Estyn approach.

Related documents:

Team meeting agenda and briefing note
Data summary of pupils' performance at the age of 16
Questions for visit
ICF Cathays High School
Virtual Inspection Room Cathays High School
Cathays initial thoughts
INPUT JFs Cathays High School

Visit: Mount Stuart Primary School

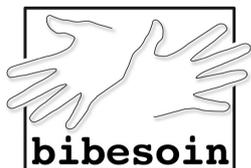
Mount Stuart Primary School is in the Butetown area of Cardiff. There are around 477 pupils on roll, aged from three to eleven, including 78 nursery children who attend part-time. There are 16 single-age classes in the school. The rolling average for the past three years means that about 26% of pupils are eligible for free school meals. This is above the national average (18%).

A very few pupils are of white British ethnicity. Most pupils are from various ethnic backgrounds and many speak English as their second language. Almost half of these pupils have little or no English when they enter the school. There is a notable degree of pupil transience, with pupils entering or leaving the school at other than normal times. Very few pupils speak Welsh at home.

The school identifies around 22% of pupils with additional learning needs. This is slightly higher than the national average (21%). A few pupils have a statement of educational needs.

Activities

Inspectors observed intervention lessons with pupils with specific educational needs, such as language and literacy intervention lessons. They met with pupils to discuss their work and the



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support they receive. Inspectors also interviewed the school's leadership on the standards of groups of learners, care support and guidance and how effectively the school uses their pupil development grant. They met with main scale teachers to discuss how they adapt their planning to meet the needs of pupils with special educational needs

Related documents:

INPUT JFs Mount Stuart
Team meeting agenda
Team briefing note
Prompts for lesson observations
Virtual Inspection Room Mount Stuart
Questions for visit

Friday 13th July 2019

WORKING SESSION AND DISCUSSION

(THE NEXT MEETING AGENDA, VIR PLATFORM, AGREEMENTS, TASKS, FINAL PRODUCT & REPORT...)

The final day was set aside for reflection and discussion of the strengths and limitations of methods used by Estyn and that of other inspectorates to evaluate and influence practice and policy on addressing disadvantage.

There was also an opportunity to learn about Welsh history and culture.

While the programme was jam-packed, it led successfully to open and honest discourse amongst peers around the effectiveness of inspection practices across several nations in this policy area.

It is fair to say that all those involved were excited to share what they had experienced and this led to some lively debate about different approaches.

The training therefore made an important contribution to achieving the aims of the project as a whole.

Approval of the 'tessie' logo by the participants





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WELCOME



Short-term joint staff training event (C2)

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Demonstration of the use of the virtual platform by the participants of Estyn, the Welsh partner (how to use the VIR and how to share and use the documents?)

Information and discussion about the organisation of the next meetings

**TRANSNATIONAL MEETING 2 - HARIDUS-JA TEADUS MINISTEERIUM,
EXTERNAL EVALUATION DEPARTMENT, IN TALLIN**

Date 7-10 October 2019

Draft agenda

October 7

9.00-12.00 optional school visit in Tallinn

12.00-13.00 optional lunch

15.00-17.00 optional Tallinn old town tour

October 8

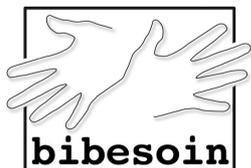
9.00-17.00 meeting (lunch provided on site)

19.00 dinner

October 9

9.00-17.00 meeting (lunch provided on site)

19.00 dinner



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October 10
9.00-12.00 optional school visit in Tallinn
12.00-13.00 optional lunch

REMINDER: In the application form is written:

'The inspection of Estonia will share the experiences that they have gained from their current and existing processes. This second meeting is also placed in the project to observe and evaluate what we did in the first year. The multi-national team will prepare the SWOT analysis, update and follow-up the input. They will reflect on the development and evolution of the 'Toolbox for Evaluating and Stimulating Social Inclusion in Education' (TESSIE). The partners will prepare all outputs which they will have to complete as stated under the specific tasks in the application form. All stages will be overlooked again and evaluation reports will be prepared. It will be the end of the 'adaptation and development stage'.'

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

REMINDER: In the application form is written:

About the tasks

During the short-term joint staff training events (STJSTE) (with job-shadowing) the multinational teams will be introduced in the national inspection system of the host as 'friendly consultants'.

The contact person of every partner organisation, the national coordinator, will analyse the possibilities of the participation of their colleagues. Every short-term joint staff training events focuses on a specific topic (year theme of SICI) and different sub objectives of 'social inclusion' in regular education. It is important to involve the 'specialists' on these selected themes.

We firmly believe that partners send a team of two participants to each of the activities. This has two advantages: professionalization in a team has a greater impact than individual professional development. In addition, a team of two people will have greater influence in the dissemination of learning outcomes with colleagues.

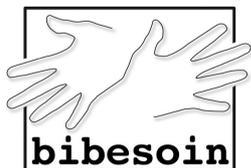
About organising a 'short-term joint staff training event'

The coordinator can share good practice from previous travel arrangements on the practical arrangements that need to be put in place. All partners will get information about: the preparations for the trip, the European Health Insurance Card, accommodation agreements and attendance certificates issued by the organizing partner.

Organizing partners will offer a list of accommodations but visiting partners will book the accommodation themselves unless the organizing partner offers to do so, e.g. when price offers or other special arrangements are involved.

Organizing partners publish the best way to travel.

Organizing partners will publish the program well in advance by email and on the virtual document platform.



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All participating partners know they will have to write about their mobility's. Report models are available.

All travelling participants must keep track of their boarding passes and send the scanned documents to the coordinator.

The participants will receive a training certificate which can count as an official certificate of attendance and proof of participation to an official training course.

About the content

Part one: workshop with the highlights of the (national) educational and supervisory system of external evaluation by the hosting partner with specific focus on the organization of inclusive education in mainstream schools.

Part two: 'job-shadowing' by visiting local regular schools during evaluation and/or stimulation where possible. This will be organised to exchange experiences by peer learning activities.

Part three: discussion around the consequences, the strengths and the weaknesses and impact in reflection sessions.

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.**

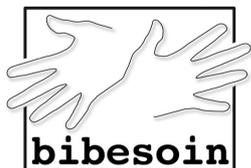
- The **guidelines and minutes of the short-term joint staff training events** and thematic transnational project meetings will be published to be shared by all inspectorates and school organisations. They will also be available to other stakeholders (mainly school heads and policy makers at national 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.**

This is also the reason why SICI is requesting for more working days 'for organisations' staff resources' to use in the production of outputs.

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...)



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- 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

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.

Starting the compilation of TESSIE (Toolbox for Evaluating and Stimulating Social Inclusion in Education in mainstream schools)

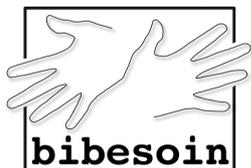
REMINDER: In the application form is written:

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. This resource is essential to enable partners to organise staffing and resources for the purpose of the production of the outputs over and above the preparation of and participation in meetings and training events.

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)).

The tangible outputs will be the provision of (online) resources for the professional development of inspectors, evaluators, directors and inspector and teacher educators to evaluate and stimulate social inclusion. All information and outputs will be integrated in the common 'Toolbox for Evaluating and Stimulating Social Inclusion in Education' (TESSIE), for example it will include:

- Desk research and interviews with key persons, publications and information about the impact of different (and hopefully best) practices and ongoing innovations of 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.



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- 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).
- 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.

The following topics will be included in TESSIE

TESSIE = RESOURCE + FORMATION

- European vision on inclusion
- The national systems of the partners
- Experiences during the training events
- Discussions and SWOT
- Formation:
 - o theoretic part about inclusion
 - o Thematic systems
 - o Tools in regular inspections

-

In France: Multiplier event - dissemination of the gathered information

QUESTIONS (what can be written about the training event in TESSIE)

Which are the good practices that we've seen or heard during the visits or in the meetings, that inspectorates can promote?

Questions For the following training events:

How can Inspectorates adapt their system for stimulation or evaluate these good practices?

How can the professional development of Inspectors be adapted?



TO DO

Point of agenda	What	Who	Until when	✓
	Sending logo of your organisation to the coordinator (erik.debou@onderwijsinspectie.be)	Each partner	April 2019	
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		

Weblinks about this training event

Project Management and Implementation

M2 October 2019 in Estonia

- One-year summary - SWOT analysis
- Update and follow-up of the input
- Reflection and adjustment about the creation and evolution TESSIE
- Filling in the intermediate reports

Realisation and implementation stage (November 2019 – October 2020)

O1 November 2019 – September 2020

- Creation of website (application) of TESSIE

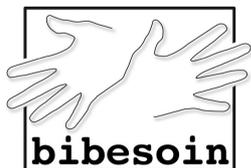
A7 November 2019 – January 2020

- 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.



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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.
- Organizing further dissemination and sustainability plans

A13 December 2020

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