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BIBESOIN

Better Inspection for better social inclusion

Report

Short-term joint staff training event 1

Ref.	BIBESOIN_STJSTE_20190301_Elda
Attendances	Gordana Čaprić, Yvan Ameye, Els Van Raemdonck, Carlos Grima, Robert Cassar, Elizabeth Miles, Dyfrig Ellis, Mike Hayes, Agnes Pihlak, Elen Ruus, Frédéric Brevart, Bénédicte Robert, Panayiotis Kyrou, Panikos Louka, Ana Esteve, Saturnina Rueda and Erik De Bou
Theme	Report short-term joint staff training event 1 - BIBESOIN
Date	27th February – 1st March 2019
Reporters	Bénédicte Robert, Elen Ruus, Robert Cassar and Erik De Bou
Location	Elda, Spain



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PROGRAMME

Wednesday 27th February 2019

VISITING SCHOOLS

9:00 RICARDO LEAL PRIMARY SCHOOL in Monovar

11:30 Job shadowing at the IES MONASTIL High School (teams of 4 people) with lesson observation:

-1^o ESO ordinary grouping (innovation programme)

-1^o ESO (special grouping: socially disadvantaged students)

13:30 Typical Lunch at the Monastil High School

14:30 Working Session: Education system in Spain and inclusion in the IES Monastil: weak points and challenges, preparing visit to other school and Alicante's Inspectorate

17:00 Visit of the shoe museum in Elda

Thursday 28th February 2019

VISITING SCHOOLS AND ALICANTE'S INSPECTORATE

09:00 IES LA CANAL SECONDARY SCHOOL in Petrer

11:00 INSPECTORATE HEADQUARTERS in Alicante: introduction in Inspectorate system of Spain

11:30 Meeting with Mr. Pablo Ortega (head of Inspectorate in Alicante): time for questions

13.30 Typical lunch in a restaurant in the centre of Alicante

15:00 Guided Tour in Alicante (Santa Bárbara's Castle, Town Hall, San Nicolás Church, etc.)

17:00 Coming back to Elda: visiting centre and shoe shop

Friday 1st March 2019

STICK TOGETHER PROJECT

9:15 Introduction of the Stick Together Project: presentations by Students and Teachers.

11:00 "Stick Together Game Board" presentation to the media and the county authorities. Delivery of certificates.

12:30 Discussion about Inclusion from different perspectives: external stakeholders, NGOs, teacher Assessment Centre

13.30 Typical lunch in IES Monastil School

14:30 – 17:00 Working session and discussion (deciding the next meeting agenda, VIR platform, final product & report, administration, project management...)

REPORT

Wednesday 27th February 2019

VISIT OF THE RICARDO LEAL PRIMARY SCHOOL IN MONOVAR



We could experience the cooperation between the school and the institution of people with special needs. This institution is in the neighbourhood. People with special needs are trained to give 'classes' to the pupils of the primary school.

We visited different classes of arts, handicraft, paintwork... in cooperation.



<https://www.lateuaradio.com/col-legis/un-grup-dexperts-internacional-visita-el-col-legi-ricardo-leal-i-el-molinet-dins-el-projecte-erasmus-per-la-inclusio-educativa/>

VISITING CLASSES, LESSON OBSERVATION AND JOB SHADOWING AT THE MONASTIL HIGH SCHOOL

Our team was divided in groups of three or four participants to visit and observe different classes of two different kinds: 1º ESO ordinary grouping with an innovation programme and 1º ESO, special grouping with socially disadvantaged students.

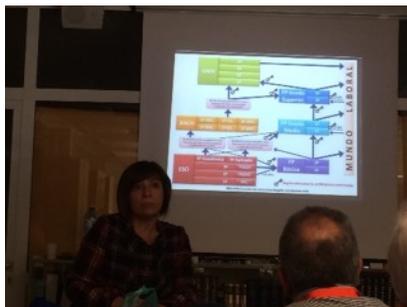


TYPICAL SPANISH LUNCH AT THE MONASTIL HIGH SCHOOL



WORKING SESSION

- Inclusion in the IES Monastil: discussion about weak points and challenges and introduction in the Spanish education system
- Link with our project 'BIBESOIN' project and preparing the next days of the training event



CULTURAL VISIT: the local shoe museum in Elda





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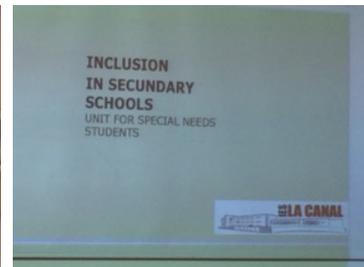


Thursday 28th February 2019

'IES LA CANAL' SECONDARY SCHOOL IN PETRER

The school visit and exchanges were focused around the unit for special needs students, which is operational since September 2017. It involves 7 students. We attended a special education class, as well as ordinary classes where students were integrated.

We also had a discussion with the staff (vice-principal, special education teacher, psychopedagogues) involved in the inclusion experience to help us understand the inclusion process and its challenges.



INSPECTORATE HEADQUARTERS IN ALICANTE, MEETING WITH MR. PABLO ORTEGA (HEAD OF INSPECTORATE IN ALICANTE)

Mr. Ortega presented the Spanish educational system, before moving on to presenting the approach in terms of inclusion. The approach is broader than special needs education.

This presentation was followed by a lively discussion with the project partners.





As the difficulties grow, the path becomes wider

1 Shared classroom

1



The students take 30 hours a week, 10 at the school and 20 at a workshop learning a job. The students must be between 14 and 16, reluctant to academic work and willing to join the labour force.

2 Improved learning and performance

2



Devised for those students with learning difficulties but high commitment. All the subjects are organised in areas, mainly the socio-linguistic area and the science-maths area.

3 Reinforcement 4th

3



For students with learning difficulties during the final year of compulsory education so that they can achieve the goals and obtain their diploma. Same areas as the previous one.

4 Additional measures

4



Repeaters cannot just stay one more year in the same level. They must have a set of individualised measures to help them succeed.

5 Teachers at home

5



For those students that cannot come to school for certified reasons, we provide teachers that visit their homes and work there.

6 Hospital classrooms

6



For those students that are in hospital because of a serious illness, we have classrooms in the five biggest hospitals in our province.

7 Basic vocational training

7



For students between 15 and 17 that are not doing well. They take a vocational course and some traditional subjects. This is the jumping board to vocational training.

TYPICAL LUNCH IN A RESTAURANT IN THE CENTRE OF ALICANTE



CULTURE OF A SOCIETY IMPACTS ITS EDUCATIONAL SYSTEM

We learned about the cultural background of the Spanish educational system and saw how culture reflects the educational system. A certified tour guide introduced the history and culture of Alicante and the Valencian region.



Alicante town hall square



That helped the participants to better understand the origins and the nature of the Spanish education system and gave lots of background information about the culture.

We visited the port of Alicante, the promenade Explanada de España, co-cathedral of St. Nicholas of Bari, Barrio de la Santa Cruz, the Bonfires Museum with a presentation of Saint John festival and other objects that have had a significant role in the history of the region.





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We learned about the history of the region and Spain in general, the different events in the history that have shaped their culture.



We also saw Mount Benacantil and the castle of Santa Bárbara.



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Friday 1st March 2019

INTRODUCTION BY THE MAYOR

Presentation of the Mayor of Elda by the Head of School. The Mayor is an ex-student of the Monastil school. The Head of the school explained to the present audience the rationale behind the 'Bibesoin' project. There was the presence of media for the event.



Elda is an important city with a long history in the shoe industry. The city has a strong European identity/dimension and invests a lot of time and energy in European projects. Indeed, inclusion is an issue which the city and the whole Eldan community have at heart. The Mayor believes that projects funded by the Erasmus+ are important for the whole of Europe due to the possibility of sharing good practices and experiences. Connecting is also important to strengthen each country's European dimension.

PRESENTATION BY STUDENTS

Students carried out a presentation titled 'Stick Together'. The presentation marks the end of another European project the the school has participated in during the past three years.

'Stick Together' was a huge project for Monastil school focusing on students' mobility and inclusion. The group of students travelled to Hungary, Italy and Germany. The students explained to the audience the outcome of the Stick Together project. The aim of the project was to raise awareness on disability, ethnic minorities, sexism/gender violence and migration/racism. The final product of the project is a board game on the four topics selected for this project. Students explained the outcomes and programme of each one of the four meetings. The Head of the school presented a sample copy of the board game. The game is in the process of being professionally manufactured by a board game company. Once finished the game will be sent to different school and entities all over Europe. Students also developed a comic (Cindirello - a huge different point of view) detailing the life of a discriminated person. Students also showed a video they had produced to accompany the games and the comic. The Head of the school introduced Samuel Caballero, a physically disabled high school student at Monastil who was central to the Stick Together project. During the project, a movie has been producing following the life and tribulations of Samuel. The movie shows Samuel training for a triathlon, practicing different types of sports and engaging with his friends at school, during family time and in



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the wider community. Following the video, Samuel addressed the audience and told them that he is playing basketball professionally.

The Head of the school presented students who participated in the Sticking Together project with their Erasmus+ participation certificate.

<http://www.intercomarcal.com/noticias/ELDA/clausura-de-las-jornadas-organizadas-por-el-ies-monastil-de-elda-en-torno-al-proyecto--stick-together-/96849.html>



DISCUSSION ABOUT INCLUSION FROM DIFFERENT PERSPECTIVES: EXTERNAL STAKEHOLDERS, NGO'S, TEACHER ASSESSMENT CENTRE

The Head of the school introduced members from the Elda civic society who work with minority groups. The Head of school introduced a representative from an NGO operating in the Valencian region which works with minority Gypsy groups. This NGO assists schools such as Monastil who have a large population of gypsy learners. The Head of school also introduced a civil servant who works on gender equality programmes, a police officer with a lot of experience with domestic violence cases and a senior officer from an organisation who works to develop women's empowerment. Following that, the Head of school introduced three officers (Gender Equality Agents) from city town hall who work primarily on social causes. She also pointed out that these officers assist the school with long absentees and difficult social issues.



Participating partners discussed with the Spanish guests the rise in awareness by the public of the issue of domestic violence in the surrounding areas. Related issues – gender balance/equality, minority

rights amongst others are also being discussed more openly and treated more seriously by the civic society.

The representative from the NGO working with gypsy groups highlighted the difficulties faced by social workers when working with young gypsy mothers. The NGO representative also mentioned the problem of poverty and equality amongst the gypsy community. She claimed that equality remains on paper, i.e. not practised when it comes to the gypsy community. The main objective of the NGO is to help young gypsy mothers to get educated as these in turn will help the rest of their communities to get out of the vicious cycle of poverty.

The Spanish guests also discussed how cultural barriers are being overcome to improve the academic and employability opportunities of the gypsy community. Schools need to build links/contacts with families of minority groups. This is required to consolidate the work done by schools.

Partners discussed the need of inspectors to look into these matters. Nevertheless, it is teachers who have to implement support strategies at school and in their planning to aid minority groups.

TYPICAL LUNCH IN IES MONASTIL SCHOOL



<http://www.intercomarcal.com/noticias/ELDA/quince-inspectores-de-siete-pa%C3%ADses-de-la-uni%C3%B3n-europea-se-re%C3%BAnen-en-el-ies-monastil-de-elda-para-hablar-de-inclusi%C3%B3n-educativa/96791.html>





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WORKING SESSION AND DISCUSSION

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

Approval of the 'bibesoïn' logo by the participants

Better Inspection for Better Social Inclusion
Strategic Partnership for school education



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

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

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.



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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.

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.

SHORT TERM STAFF TRAINING EVENT 2 (C2) - ESTYN, KEEN ROAD, CF24 5JW, CARDIFF, WALES

Flights to Cardiff (Birmingham, Bristol, London)

Delegates arrive **Tuesday 9th July**

3 days training: **10 – 12th July 2019** (Wednesday, Thursday, Friday)

Agreed national system focus on Additional Learning Needs (ALN)/ Poverty and preparation for ALN

Draft programme

The suggested programme accords with the agreements we made in Brussels during the Transnational project meeting (Kick off).

Day 1

Introduction to background and inspection tools

Introduction to policy background

- Poverty
- ALN – including the ALN transformation bill



- Possible input from Welsh Government

Introduction to inspection tools

- Possibly in groups or/and by sector

Focus (tbd)

- Pre-inspection information such as questionnaires, data analysis, school self-evaluation
- Inspection tools such learning walks, lesson observations, book scrutiny, interviews with those i/c (ALENCO/ FSM champions etc/ HT), review of documentary evidence. The session would mirror our initial peer inspector training and provide opportunities for delegates to undertake 'training' with regards to learning walks, meeting with pupils and staff. This activity would prepare participants for their visits to schools
- Time for delegates to formulate questions for schools about our approaches

Day 2

School visits and inspection activity

Morning

School visits in teams of 4/5 international inspectors each with a Her Majesty Inspector (HMI) lead as Reporting Inspector to carry out mock inspection activities

- Team meeting to start lead by HMI as Reporting Inspector – overview of pre-inspection information
- Inspection activity to include (paired?) learning walks and pupil/staff interviews with time to record findings
- Questions for schools about inspection process

Afternoon

- Team meeting to feedback on inspection activity
- Impact of evidence on our work and judgements (triangulation)

The benefit of this approach is that it gives the school visits a clear focus.

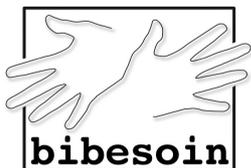
Day 3

Critical reflection

Friday – critical evaluations of our processes and systems of other participants (based on SWOT analyses)

Compilation and further development of TESSIE

Fine tuning Estonian programme



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

Date 8-9 October 2019

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'.'

Draft programme

Day 1

Morning

Starting up, present local system, SWOT of local systems made by Estonia and Flanders

Afternoon

Compilation and further development of TESSIE

Day 2

Morning

Compilation and further development of TESSIE

Preparing Intermediary report Erasmus+

Afternoon

Practical organisation next training events In Malta and Cyprus

Day 3 (optional)

School visits

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



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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 ESENER 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

The following topics will be included in TESSIE

- European vision on inclusion
- The national systems of the partners
- Experiences during the training events
- Discussions and SWOT
- Advice on resourcing

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)!
Making folders for pictures (on VIR).



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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)).

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?

There were three different levels:

- Visit of the cooperation between primary school and daycentre for adults with special needs
- Students with special needs in IES La Canal participating in mainstream classes (with a co-teacher)
- Special classes in mainstream school for dropout students as extra opportunity (IES Monastil)

Three strenghts:

- Strong working relationships between teachers and other adults
- Partnerships internal and with external stakeholders
- Leadership support in terms of physical and financial resources

The importance of the community, the role of families as a major stakeholder in the education of vulnerable groups.

In parallel there is also an innovation in mainstream education that also has a positive impact on the welfare of all pupils.

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?



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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	
<i>Desk research and interviews</i>	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

<http://www.intercomarcal.com/noticias/ELDA/quince-inspectores-de-siete-pa%C3%ADses-de-la-uni%C3%B3n-europea-se-re%C3%BAnen-en-el-ies-monastil-de-elda-para-hablar-de-inclusi%C3%B3n-educativa/96791.html>

<http://www.intercomarcal.com/noticias/ELDA/clausura-de-las-jornadas-organizadas-por-el-ies-monastil-de-elda-en-torno-al-proyecto--stick-together-/96849.html>

<https://www.lateuaradio.com/col%C2%B7legis/un-grup-dexperts-internacional-visita-el-col%C2%B7legi-ricardo-leal-i-el-molinet-dins-el-projecte-erasmus-per-la-inclusio-educativa/>

Project Management and Implementation

A3 March - April 2019

- Discussion of the reports and feedback on the SJSTE 1 with the different expert teams.
- Gathering information for the toolbox.

O1 April 2019 – September 2020

- Creation of the 'Toolbox for Evaluating and Stimulating Social Inclusion in Education' (TESSIE)

A4 April 2019

- Preparing C2

C2 May 2019

SJSTE 2 in Wales:



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Innovative practices of inspection and their impact on schools to enhance the access, participation and learning performance of disadvantaged learners, reducing disparities in learning outcomes

A5 June - July 2019

- Discussion of the reports and feedback on the SJSTE 2
- Gathering information for the toolbox.

A6 August - September 2019

- Preparing M2

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 Christmas 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



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- 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