



CEDEFOP

European Centre for the Development
of Vocational Training



Lifelong Learning Programme

Study visit group report

Group No	no. 187
Title of the visit	Inclusion is not illusion
Topic	Equal opportunities for disadvantaged groups
City, country	Klášteřec nad Ohří Czech Republic
Type of visit	Study visit
Dates of visit	2nd – 6 th may 2011 (arriving 1 st may)
Group reporter	Lorna Goodwin

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help Cedefop disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to Cedefop. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** read as a travel diary, describing every day and every session or visit.

Cedefop will publish extracts of your reports on its website and make them available to experts in education and vocational training. When writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to Cedefop's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.
Please do not include the programme or list of participants.

**The reporter should submit the report to Cedefop
(studyvisits@cedefop.europa.eu) within ONE month of the visit.**

I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme /initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/ programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
Support for gypsies/roma in Czech republic	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á Kláštorec nad Ohří zvlastni_skola@iol .cz	Jiřina Malastová	Traveller children	Flexible – catered for significant minority of local population –n 20% Good model because had teachers form traveller community who are now teachers and class assistants and this is inspiration for children in the schools.
Use of specially trained pets – Europe wide but seen in practice	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á Kláštorec nad Ohří zvlastni_skola@iol .cz	Jiřina Malastová	Disabled children	Pet assistant – for physically disabled pupil who went to all the classes
Facilities and range of special school settings	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á Kláštorec nad Ohří zvlastni_skola@iol .cz	Jiřina Malastová	Socially disadvantaged pupils	Special schools catered for whole range of special needs from socially disadvantaged to those with multiple disabilities including sensory rooms
Practical and physical activity in special school	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á	Jiřina Malastová	Socially disadvantaged pupils	Social inclusion of pupils helped by use of activities such as cycling

settings		Kláštorec nad Ohří zvlastni_skola@iol .cz			
Mainstreaming and inclusion	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á Kláštorec nad Ohří zvlastni_skola@iol .cz	Jiřina Malastová	Disabled and Socially disadvantaged pupils	Opportunity for parents to be in the classroom all the time – parental choice is key and can we visited a high school where parental choice existed to the extent that they could choose the child’s teacher when they go to mainstream (high) school
Assessment each year to ensure provision is correct	Czech republic	Z á k l a d n í š k o l a p r a k t i c k á Kláštorec nad Ohří zvlastni_skola@iol .cz	Jiřina Malastová	All pupils with special needs	Review of placement is part of assessment process
Integrated model (inclusive system)	Portugal	Regular schools all over the country	FIALHO MARQUES ALVES Maria Fernanda PIRES	All pupils with special needs	Units of reference at the mainstream school and allows pupil with multiple or other disabilities to join other pupils for lessons with additional support / resources including specialized teacher - schools must accept child at the request of the parent
Alternative provision	UK	Stoke on Trent City Council	Wesley WESTON www.stoke.gov.uk Tony Clifford Stoke on Trent City	Pupils excelling in education or pupils expelled for education.	For pupils with behavioural issues take vocational activities in work based learning including work placement and go to school for academic subject – flexible and personalised programme for

			Council, www.stoke.gov.uk		14+
Teacher training school	Finland	Joensuu Normaalikoulu University of Eastern Finland Teacher Training School	Pirjo LAATIKAINEN	Training of teachers and classroom assistants	Teacher training school – trainees all work with special needs children and learn about inclusion and how to work with other professionals and specialised teachers – attitude seen as key
Inclusive schooling	Finland	Joensuu Normaalikoulu University of Eastern Finland Teacher Training School	Pirjo LAATIKAINEN	all pupils in local school regardless of ability / disability	All pupils go to local school – if they are full they move the catchment area – more inclusive approach and encourages integration of immigrants
Similar not different	Finland	Joensuu Normaalikoulu University of Eastern Finland Teacher Training School	Pirjo LAATIKAINEN	children understanding how similar they are	In Finland aim and intent is to have more similarities than differences
Inclusive system with no special schools	Italy	Regular schools	Marco Carrera	all children	It is usual for all pupils to go to the nearest school – everyone attends the same school – inclusive system – no special schools
Flexibility of the system	France	Inspection Académique du Rhône	Gilles GABILLET	Disabled children	System made more adaptable for each disabled pupil even without right level of financial support
Parent – school liaison	France	Inspection Académique du	Gilles GABILLET	Parental involvement	Work more closely with parents working with liaison – between parents / schools

		Rhône			/ children to coordinate provision – is also a teacher and works across range of schools
Dual enrollment	France	Inspection Académique du Rhône	Gilles GABILLET	Pupils with disabilities	Developing dual enrolment – mainstream for 1-2 days and then specialised setting or rest of the week - eg. for those with SLD could include therapy and specialised education programme where have both special education teacher and subject specialist for key subjects as well as therapy
Centre developed by Eduard	Romania	Centrul pentru Recuperare, Reabilitare si Educatie Speciala	Eduard NICOLESCU Corneliu	Children with disabilities	Unique and first in Romania – works with local and government provision of special school and school for VI and HI - good example of use of local/government resources to provide local and flexible support inspired by individuals – is a response to financial issues as well
Developing integrated model – from a separate special school system	Germany	Axel FRIEB-PREIS	Elisabeth-Selbert-Gemeinschaftsschule, Bad Schwartau http://www.elisabeth-selbert-gemeinschaftsschule.de	Inclusion for all children as an aim	Issues still remain from division of mainstream and special education provision – in the most schools in Schleswig-Holstein integration and is showcase exemplar of how this can be done but recognises that special (separate) schools still exist – seeking to develop more flexible system

Expanding teacher education and continuing professional development for inclusive practice	Ireland	Bray, Ireland	Mary Diskin	Teachers	Opportunities for teachers to up skill in relation SEN through paid release from teaching duties to engage in diploma or masters courses
Outreach links between special schools and mainstream	Ireland	Bray Ireland	Mary Diskin	Students with special needs	Outreached programmes have been developed at both primary and second level whereby young people from special schools spend time each week in mainstream education and students from mainstream with SEN attend special schools for periods each week
Centralised system for referral	Turkey	University of Gaziantep	Mehmet Semih SUMMAK	Disabled children	In cities there are Provincial Guidance and Counselling Centres (RAM) for evaluation of SEN pupils and then referred to either special or mainstream school. Schools must accept pupils that are referred to them Rehabilitation centres – disabled individuals and funded by the state - for socially deprived for education.
Enhancing Initial teacher education and continuing professional	UK	St Mary's University College Twickenham www.smuc.ac.uk	Lorna Goodwin	Beginner teachers and in service teachers	Special educational needs (SEN) training resources for ITT and induction http://www.tda.gov.uk/teacher/developing-career/sen-and-disability/sen-training-

development for inclusive practice					resources.aspx
---------------------------------------	--	--	--	--	----------------

** You can describe as many good practices as you find necessary. You can add rows to the table.*

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?

Life skills are a key focus of special schools and to a lesser degree mainstream schools in the Czech Republic. The system also provides lifelong learning opportunities for those who have not previously had such educational opportunities. The examples we have seen present a good model for SEN.

In mainstream schools the question remains to be answered whether the excellent approaches to vocational and life skills schooling that were observed during the visit could still be provided if a fully inclusive schooling system was adopted?

By having a segregated system children with SENs in Czech Republic are viewed as more likely to be fully integrated into the community when they have learned their skills in special school setting. This remains a strength of a developing system. Other EU countries have adopted a more inclusive system but, as in the UK, have lost a focus on such key and often fundamental skills for some groups in society.

In mainstream schools such vocational education is being advocated at second level for UK and Ireland - thereby placing more and renewed emphasis on vocational skills. In Finland, Portugal, France, Germany, Ireland, UK and some schools in Italy similar approaches are being started with links to local businesses being established to provide work based skills within the work community for pupils with SEN and regular pupils.

2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT WHY NOT?

Funding and resources are a problem for everyone. We feel that all of the EU countries represented have good policies that are developing provision but we have no money. In addition human resources are scarce including psychological support.

2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.

Staff work overtime - working beyond hours expected is a common theme across all participating countries. Other common points include social support projects that are found in UK, Ireland and Turkey for those in socially deprived areas. Life skill classes exist in special education and adult learning centres in the UK while in Turkey schools can also use funding to develop resources for SEN in their own projects. In Italy schools in socially deprived areas receive some extra money to purchase equipment etc. In Ireland the DEIS (developing equality in schools) programme provides support for schools in socially deprived areas. In France schools in socially deprived areas are allocated additional teachers - although there is not enough additional staffing it does provide some extra support. In some areas teachers are teaching beyond their initial training or specialisms to provide the necessary teaching for pupils.

2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?

All the participants felt that the educational systems in their home countries should be more flexible if they are to meet the needs of individual children. Participants also felt that the number of children in each class was important - it is seen as good practice where students - staff ratio are reduced when a child with SEN was present as exists in some of the member countries.

Where behavioural and emotional problems exist small classes were also considered important. In addition having the opportunity to withdraw temporarily for alternative curriculum in small classes, where pupils learn academic and practical skills on a more one to one basis, was seen as a positive and transferable approach. In addition such withdrawal are viewed as a temporary management tool and when behaviour improves pupils can return to a mainstream setting making a safe and secure learning environment for all.

In addition participants felt that parental choice of provision was important. Some of the shared experiences of the group indicated that placing all pupils in local schools may reduce parental choice yet in the Czech Republic high school choice was maintained by choice of class teacher.

Another area of good practice was a teacher training programme for young and less experienced teachers up skilling to meet behavioural issues in the

classroom - this could be transferred to other nations and contribute to continuing professional development in an area of concern in many school settings.

3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

1/ Forum for linking participants – yahoo group – Eduard is going to set up this – everyone to have yahoo address and send to him – by 16th may send Eduard yahoo email address.

Focus areas to include

a/ everyone to share what and how they have disseminated this study visit to their own organisation

b/ further sharing of good practice and information on areas of discussion including:

- behaviour management
- research on attitude of teachers and how to create positive attitudes with colleagues
- funding issues
- linking/developing vocational education
- resources for working with SEN pupils

TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

To politicians (local and national), trainee teachers and in post teachers, to the media, parents, external agencies and other pupils in school community.

Recognising/embracing difference as being part of community -- that we all have more similarities than differences

Change is important to ensure diversity of need is met. Learning from other systems can help generate innovative and creative solutions to our own schooling issues. Educators/providers are promoters of social justice and leaders in the field. As an international group we highlight the importance of and work with the UN Convention on the Rights of the Child (1989) and of the Right of Persons with Disabilities (Article 24).

We feel appropriate resources should be provided for all children to ensure equal support/provision is made for children of all needs. One aspect of this is that the group feel that all countries should allocate/provide special needs assistants (paraprofessionals) for all children that need this support in all schools to assist with both their care and learning needs.

II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and Cedefop to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group	<input type="checkbox"/> x	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	was good.					
1.1.	The programme of the visit followed the description in the catalogue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.	government and policy-makers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2.	social partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.	heads of institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	teachers and trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	students/trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.4.6.	users of services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	The organiser accompanied the group during the entire programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	participants with diverse professional backgrounds.					
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The Cedefop study visits website provided information that helped to prepare for the visit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

ONE COLLEAGUE FOUND IT HARD TO ACCESS THE CEDOFOP SITE
 ORGANISER WAS BRILLIANT - VERY KNOWLEDGEABLE AND ENTHUSIASTIC AND WARM AND WELCOMING - HOSPITALITY WAS ABOVE AND BEYOND EXPECTATION. VISITS TO THE MANY SCHOOLS PROVIDED AN EXCELLENT OPPORTUNITY TO UNDERSTAND THE CZECH SYSTEMS AND DEVELOP DIALOGUES WITHIN THE GROUP

III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied

Very satisfied Satisfied Somewhat satisfied Not satisfied Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

Stay a little longer in a classroom to participate in an activity with teachers and pupils.

Formalise links with Comenius exchange programme as part of study visit provision

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

The opportunity to see the local countryside and visit the capital city was appreciated by the group helping to contextualise the schools and pupils we have met. We were able to meet a broad range of staff and members of the community in social and formal settings which was a good opportunity to exchange ideas and further collaboration. The reception of the study visit group by both the town and the mayor and deputy (Mr. Houška - the mayor, Mr. Homolka - the senator) was appreciated and we felt welcomed by the local community of Klášterec and representatives of the Regional Authority of the Usti Region

The chance to visit Charles University, Prague and experience the rich history of the education of educators was appreciated by the group as was the opportunity to meet ministry officials. The discussion with the [department of Special Education representative - Mrs. Kaprová and Mrs. Teplá, the Education Minister for Special Education Needs, was considered important by the group, indeed we would have liked to extend this dialogue. The organiser went to great lengths to ensure participants had a valuable and engaging experience. The opportunity to discuss initiatives that have a global context with speakers such as Ivo Vykydal, President Inclusion Czech Republic provided stimulating discussion points.

The size of the group made for a very engaged dialogue throughout the study visit and ensured that strong collaborative opportunities were established.

THANK YOU!

Please submit the report to Cedefop (studyvisits@cedefop.europa.eu) within one month of the visit.