



FINAL REPORT OF THE SICI WORKSHOP

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Inclusion, Equity, Quality and School Improvement

1. Introduction

First of all, the Basque Country Education Inspectorate would like to thank all the SICI members who participated in the event, both in person and remotely, for their interesting contributions and professional work.

The workshop was held in the city of **Vitoria-Gasteiz** on **23 and 24 June 2022**.

The theme of the workshop was “**Inclusion, Equity, Quality, and School Improvement**” (IEQaSI), and had these objectives:

1. Reach a common approach to inclusion, equity, quality, and school improvement.
2. Exchange international experiences in order to improve members’ knowledge about IEQaSI and identify good practices.
3. Draw conclusions and make recommendations to European Educational Inspectorates about the subject.
4. Share the different measures implemented by European Educational Systems in order to help Ukrainian students.
5. Strengthen professional and personal relationships among SICI members in the Basque Country.

During the workshop, we had the opportunity to listen to some of our partners’ experiences (Portugal, The Netherlands, and Basque Country), and to discuss about inclusion, equity, quality and school improvement. For that, participants worked in small groups to provide information about what each Inspectorate understands by IEQaSI, and to share good practice and recommendations related to these topics.

Given the actual Ukrainian situation, we had the opportunity to listen to our colleague from Ukraine through a video recording and we exchanged the different answers that each one of our institutions are giving to the Ukrainian students that are arriving to our schools.



Inclusion, Equity, Quality and School Improvement

2. Programme

WEDNESDAY 22 JUNE

18:30	Welcome to participants and optional cultural visit (old town)
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THURSDAY 23 JUNE

08:30-9:00	Registration
09:00-9:45	Official opening: Department of Education, presentation by local and regional authorities and central inspectorate (click here to see the video on YouTube)
9:45-10:45	Keynote speaker: Ms. Leonor Duarte, Portugal. <i>IGEC's input to ensure inclusive and quality education.</i> (click here to see the video on YouTube)
10:45-11:30	Coffee break
11:30-12:30	Workshop 1: group discussion about the definition of IEQaSI
12:30-13:15	Walk to the restaurant
13:15-14:45	Lunch
14:45-15:30	Healthy walk to the venue
15:30-16:30	Keynote speaker: Nienke Moolenaar, The Netherlands. <i>How the Dutch inspectorate aims to improve school quality through school board inspections.</i>
16:30-16:45	Conclusions workshop 1
16:45-17:45	Workshop 2: sharing good practices of IEQaSI
17:45-18:00	Group Photo
18:15-20:30	Free time (optional: visit to the old cathedral from 18:15 to 19:30)
21:00	Dinner

FRIDAY 24 JUNE

08:45-09:00	Musical welcome
9:00-10:00	Keynote speaker: Nekane Zabaleta and Martin Casado, Basque Country. <i>From data to decision making in order to Foster educational quality, equity, students' inclusion and school improvement.</i> (click here to see the video on YouTube)
10:00-10:15	Conclusions workshop 2
10:15-11:15	Workshop 3: recommendations for IEQaSI
11:15-11:45	Coffee break
11:45-12:00	Conclusions workshop 3
12:00-12:15	Ukraine inspectorate's presentation (click here to see the video on YouTube)
12:15-13:00	Sharing experiences: how do we take care of Ukrainian students?
13:00-13:30	Workshop evaluation
13:30-14:00	Final conclusions and closing
14:00-15:00	Lunch and farewell

SATURDAY 25 JUNE (optional) Visit to Rioja Alavesa

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3. Keynote speaker: Ms. Leonor Duarte, Portugal. IGEC's input to ensure inclusive and quality education. ([click here to see the video on YouTube](#))

Ms. Leonor talked about IGEC's inputs on inclusive practice implementation, data which comes from thematic activities in the scope of school evaluation and monitoring, oriented to school actions that contribute to equity and inclusion.

She underlined the relevance of a) Policies aiming at inclusion; and b) Overview of the inspectorate programmes.

Among the Policies aiming at inclusion, she mentioned the Legal Framework for Inclusive Education, the Pedagogical Assessment (she pointed out this aspect), the Curriculum Guidelines for Pre-School Education, the National Strategy for Citizenship, and the Curriculum Flexibility and Autonomy.

Related to Inspection input and Monitoring activities, Leonor emphasized the supervision of the schools' actions, identifying good practices and areas for improvement; the relevance of the Multidisciplinary Teams to Support Inclusive Education; the Curriculum Management; the Mentorship (Tutorial support); and once again the Pedagogical assessment as a key factor for quality and inclusion.

4. Keynote speaker: Nienke Moolenaar, The Netherlands. How the Dutch inspectorate aims to improve school quality through school board inspections.

Nienke explained how the Dutch inspectorate conducts school board inspections using an integral inspection framework for all types of education. She elaborated on the Dutch focus on school boards and the principles, goals and mechanisms guiding these inspections. As a senior inspector in primary education, she shared examples from practice, including the benefits and pitfalls of taking a school board perspective. To conclude, she offered insights in the effect of these inspections on the quality of schools.

5. Keynote speaker: Nekane Zabaleta and Martin Casado, Basque Country. From data to decision making in order to foster educational quality, equity, students' inclusion and school improvement. ([click here to see the video on YouTube](#))

Nekane and Martin pointed out that the inspectorate can be an improvement agent in schools by promoting the reading and interpretation of results from school internal and external evaluations. For that, the inspectors can, on the one hand, use the descriptors of assessment by competences;

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on the other hand, they can promote the implementation of inclusive methodologies and cooperative learning, among equals, by using projects, self-assessment, co-assessment, peer assessment of students; and, also, they can emphasize the implementation of mechanisms regarded by research as highly effective: formative feed-back, personalized improvement aims, metacognitive strategies, multiple intelligences, etc. to increase equity, quality and justice. All the above, under experts' guidance from teacher training centres.

6. Conclusions of workshop 1: Definition of IEQaSI.

INCLUSION

Making sure that every pupil gets the education that fits! (without labelling it as mainstream or special provision).

Full inclusion is the ideal goal, but we should not aim for it at all costs.

It may not be full inclusion, but it could be an education system with an inclusive thought.

The best definition for the group is the one from Sweden: "Inclusion means that the education must be organized so that everyone can participate based on their conditions and succeed in learning."

EQUITY

Equity in education is achieved when every single child can thrive individually and collectively in a stimulating environment where authorities provide contextual funding and school teams provide challenging learning opportunities to offset any disadvantage and ensure the achievement of personal potential.

QUALITY

This is a holistic view of how the learners' needs are met, the child is at the centre.

Good quality education is the degree to which the equity, equality and inclusion of the child are supported. This should enable children to be the best they should be.

SCHOOL IMPROVEMENT

School improvement is an evidence-informed process through which a school realises its vision for its pupils so that those pupils achieve their full potential socially, culturally, and academically.

7. Conclusions of workshop 2: List of good practices

INCLUSION

Inspecting the following:

1. Whether a school has a **collective ambition for an inclusive culture**.
2. Whether a school **collaborates with external organisations** (and how) to achieve inclusion of every pupil.

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3. **Focus on specific pupils** by looking at documents, observing a lesson, speaking with staff, parents and pupils, doing case studies of specific pupils.
4. We control/supervise that **resources are being used to attend diversity**.
5. From a position of overall view, coordinate all accessible resources of the educational system to offer the ways to maintain in school students with, for instance, continuous disruptive behaviour.

EQUITY

6. **Staff, parent, and pupil questionnaire** (school and class level) from the age of 13 and 16, completed every two years to inform the risk-based inspection planning.
7. Government produces a **score for disadvantage** (a social index) for every child **based on four indicators: language, neighbourhood, state allowances, education level of the mother**. Impacts on funding with higher level of disadvantage receiving a higher premium. Must have a **School Plan** to set out actions to effect improvement.
8. **Partnership between Inspectorate and the National Pedagogical Institution** – chosen the most disadvantaged schools through data analysis. NPI then develop informal contact with the school and after a while they invite Inspectorate in to carry out an inspection to identify the next steps for the school (for example, support for the principal).
9. To support schools in addressing the heterogeneity of pupils they choose a topic from one of three: dealing with heterogeneity, digitalisation, all day school. **No formal judgement, formative feedback only**.
10. **Lesson observation** - equal opportunity across a range of classes – a focus on one child with specific learning needs.
11. **Pupil participation** - questionnaires and discussion groups to support how well are pupils engaged in their learning and feel they are making progress. Focus on harnessing the views of all pupils, irrespective of the nature of a potential disadvantage.
12. **Advice on transition to support pupils (aged 12) going to secondary schools**. A game made by the Inspectorate on different scenarios to support transition to reflect the level of bias relating to this advice.
13. Placing our **best teachers** in our schools with greatest levels of disadvantage.

QUALITY

14. All of our inspectorates **use available data, triangulate this** and use this to support our evaluation of quality.
15. When there are areas which schools need to improve, some of us conduct follow through inspections, or **repeat inspections**.
16. **Investigating and resolving bullying and complaints**. The inspector follows up closely these practices observed in school.
17. **Reporting** on inclusion, equality, and wellbeing **in order to influence policy** at national and local level.
18. Risk based approaches, and approaches which **use available evidence** were also identified as good practice.
19. **Children's rights control** and collaboration with other stakeholders (children who are missing from education or are educated at home) is also a good practice.
20. The **use of data and evidence** to achieve high-quality evaluations.

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SCHOOL IMPROVEMENT

21. Use a school's self-evaluation as the opening discussion point to determine the inspection. Support schools generally through **dissemination of good practice around self-evaluation**.
22. **Sharing good practice** generally, publicly, about pedagogy, curriculum design, what our research findings are.
23. Pupils' care or guidance:
 - a. **Observations** in classrooms
 - b. **Conversations** with pupils, parents, therapists
 - c. Conversations with teachers
 - d. Looking at school vision, policy and PDCA
 - e. Conversations with personal who has oversight of special needs about policy, data analysis, goals.These five levels should be combined to give advice.
24. Ask school and curriculum leaders in depth about the school's curriculum intent, implementation, and impact. How does the school know that **all children receive all the opportunities** that are appropriate for them to access all areas of the school's curriculum.
25. Assessment is aligned with the curriculum. **Check the procedures that teachers follow for evaluating pupils' progress**. Are they robust, consistent and transparent – and understood across the school and by pupils?
26. **Review the school planning**, analysing the objectives and helping the director to design how to evaluate objectively those goals, what evidence are going to be registered and what instruments are going to be used.
27. Ensure that the inspection reports place an **equal balance between social, cultural and academic outcomes**.
28. Focus on **effective curriculum leadership**, design and implementation.

8. Conclusions of workshop 3: List of recommendations

INCLUSION

SICI inspectorates should assess:

1. If there is a **collective ambition** for an inclusive culture on paper and through discussions with staff at different levels. As part of this, assess if the school has a **model of evaluation of inclusion**.
2. If a school has a structured and organised way of **identifying and evaluating pupils' additional needs**, planning and implementation of the plan as well as monitoring its impact.
3. Practices at individual pupils' level (case studies of some pupils) by inspecting documents, **talking with staff, parents and pupils themselves**.

SICI inspectorates should have:

4. **A model of evaluation** that focuses on inclusion in a thematic way.
5. **A model of engagement with pupils** that allows them to articulate views in a meaningful and safe way around their experiences at school (Article 12, UNCRC).

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EQUITY

6. Share and explore the **common definition of equity**. Does it need to be revised to meet your own context?
7. Consider the **examples of effective practice** to ascertain level at which they are currently being deployed and assess potential **ways to implement for impact**.
8. Assess the range of groups at risk of being in receipt of inequitable education experiences.
9. Challenging inequity must **focus on reading skills** (for example, higher level skills such as inference and authorial technique) for all.
10. **Harnessing the voice of the pupil** to capture their experiences of equitable education.
11. Exploring the **concept of unequal treatment for equity**.
12. Equity should be **assessed at all levels**. For example, at class level, at school level, at school board level, at system level.

QUALITY

13. Inclusion for all children, especially those who are not attending mainstream education settings. **Ensuring all children have the human right to education**.
14. Develop approaches to **really hear what children and young people have to say**, during, before and after inspections.
15. Develop a **clear strategy to communicate to parents and stakeholders** how they can make complaints about the quality of their child's education or if they have other concerns about child safeguarding, bullying.
16. **Strong communication of the findings from school inspection** which relate to wellbeing. High level reports, webinars, chief inspectors report for example.

Other conclusions:

17. Concern from members about children being educated at home, or who attend unregulated schools.
1. **All students are different – all have different needs**.

SCHOOL IMPROVEMENT

2. **Process**: Inspectors should take into account the school's processes that support pupil progress.
3. Expect the school to provide a response to the inspection report which outlines the actions it will take to **effect improvements**.
4. **Evidence informed**: Use a school's self-evaluation as the opening discussion point to contribute to the inspection.
5. Internal evaluation should be comprised of a range of **quantitative and qualitative evidence** and should reflect a continuum of progress over time
6. Encourage schools to **use national benchmarks** to confirm or question their own outcomes.
7. **Provide a framework** for self-evaluation but allow schools to modify or adapt it to their own circumstances or context.
8. Social, cultural and academic: Ensure that the inspection reports have an **equal balance between social, cultural and academic outcomes**.

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9. The situation of Ukrainian students and the treatment each SICI member is giving to them.

We sent several questions to all partners, and these are the answers:

FLANDERS

- 1. What is the approximate number of students enrolled? What is the number in Compulsory Education?**
I estimate the number at several hundred learners.
- 2. Do they have official registration in your own system?**
The learners are enrolled in a school and in this way we gain insight into the data after some time during a school audit.
- 3. How are they distributed in the schools?**
The learners live in host families or reception villages spread across Flanders and attend a school near their place of residence, provided there is space. Flanders has registration procedures in densely populated areas, sometimes requiring a few schools to be chosen. Only after some time do the parents know whether there is an effective place for their child in the school of their preference. This applies to every child from that area, so no discrimination is possible.
- 4. What kind of care are they receiving? Do they have an individual plan?**
They can count on language support in schools with teachers who teach Dutch to newcomers who speak no Dutch. The minister has also created the possibility of involving Ukrainian teachers in some schools.
- 5. How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**
The learners are evaluated by their school, just like the Flemish students. If necessary, they follow an adapted trajectory in secondary education, tailored to their learning needs and possibilities. Those who achieve the learning standards will of course receive the corresponding degree. Some learners engage additional learning support and hire a personal coach. There are also many Flemish volunteers who support the learners.

IRELAND

- 1. What is the approximate number of students enrolled? What is the number in Compulsory Education?**
Over 6,700 enrolled, all in primary and post-primary schools.
- 2. Do they have official registration in your own system?**
Yes, they are enrolled in schools and enjoy the benefits of the Temporary Protection Directive.
- 3. How are they distributed in the schools?**
Our education system is responding to accommodation arrangements. We have established Regional Education and Language Teams to co-ordinate school capacity with accommodation arrangements.

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4. **What kind of care are they receiving? Do they have an individual plan?**

Advice from our National Educational Psychological Service: pupils with Special Educational Needs (SEN) is that children should not be assessed for SEN too early after their arrival. Medium-term approach for next academic year is being worked on.

5. **How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**

Ukrainian authorities have asked all Ukrainian schools to give students a school completion certificate at the end of this academic year. An online University entrance exam will be run for those seeking to access Ukrainian higher Education and Ireland along with other European countries is facilitating Ukrainians in Ireland to sit this exam.

LITHUANIA

1. **What is the approximate number of students enrolled? What is the number in Compulsory Education?**

More than 3000 students enrolled in schools of general education.

2. **Do they have official registration in your own system?**

Yes, they need to be added into Students' Register.

3. **How are they distributed in the schools?**

According to the municipality where their parents or guardians have settled.

4. **What kind of care are they receiving? Do they have an individual plan?**

Besides having an individual plan, we also provide them with assistance of individual / special educational needs (if necessary). Teacher assistants from Ukraine are also being employed.

5. **How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**

Graduate students from Ukraine who have been granted asylum are able to take maturity exams and obtain a secondary education in Lithuania.

SWEDEN

1. **What is the approximate number of students enrolled? What is the number in Compulsory Education?**

According to the latest report from May 9th, 10 820 children and young people from Ukraine between the age of 3 and 17 are registered in Sweden. But we do not have exact information about the number of enrolled students. This is the case as in Sweden the school-system is decentralized, pupils can enrol into education institutions governed by municipalities or by private owners. The education institutions publish the number of children enrolled in different grades at their respective entity once a year, in autumn, and this information is available to the public each consecutive spring. Nevertheless, based on contacts with the schools, we estimate that less than a quarter of the children are enrolled in educational institutions in Sweden.

2. **Do they have official registration in your own system?**

(No answer)

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3. How are they distributed in the schools?

Ukrainian children and youngsters have the right to attend Swedish schools practically directly after entering the country. In Sweden the school-system is decentralized, pupils can enrol into education institutions governed by municipalities or by private owners. The education institutions publish the number of children enrolled in different grades at their respective entity once a year, in autumn, and this information is available to the public each consecutive spring. Nevertheless, based on contacts with the schools, we estimate that less than a quarter of the children are enrolled in educational institutions in Sweden.

4. What kind of care are they receiving? Do they have an individual plan?

Sweden advocates for Ukrainian refugee children and young people to enter the Swedish school-system. In addition to providing them with education, attending schooling also fulfils an important function by offering children and young people structure and meaning in their everyday life. Furthermore, being at school gives all pupils an opportunity to meet other peers within a safe environment. Regulation in Sweden gives these pupils rights and provides them with tools for maintaining their knowledge in Ukrainian, as well as developing their skills in Ukrainian language, literature, culture, and history with help of mother tongue education.

5. How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?

(No answer)

PORTUGAL

1. What is the approximate number of students enrolled? What is the number in Compulsory Education?

The approximate number of students enrolled is 4,736 (end of May).

2. Do they have official registration in your own system?

Yes.

3. How are they distributed in the schools?

According to the vacancies and residence area.

4. What kind of care are they receiving? Do they have an individual plan?

They attend Portuguese foreign language and have other educational support when needed.

5. How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?

The answer will be given later.

OFSTED

1. What is the approximate number of students enrolled? What is the number in Compulsory Education?

We have no information about this. That's held, if at all, by the Ministry of Education.

2. Do they have official registration in your own system?

We have no information about this. That's held, if at all, by the Ministry of Education.

3. How are they distributed in the schools?

We have no information about this. That's held, if at all, by the Ministry of Education.

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4. **What kind of care are they receiving? Do they have an individual plan?**

We have no information about this. That's held, if at all, by the Ministry of Education.

5. **How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**

We have no information about this. That's held, if at all, by the Ministry of Education.

BAVARIA

1. **What is the approximate number of students enrolled? What is the number in Compulsory Education?**

About 25,000 Ukrainian pupils are currently educated in Bavarian schools.

2. **Do they have official registration in your own system?**

The steering groups at the state education authorities assign the pupils to one of the school-independent bridge classes. Registration takes place directly with the local steering groups. A directory of steering groups is available under Pedagogical Welcome Groups in Bavaria: Directory of Steering Groups.

3. **How are they distributed in the schools?**

Through specially set up steering groups, the first educational offers for people from the Ukraine at their new places of residence in Bavaria are made possible quickly and unbureaucratically and the refugee children and young people are distributed evenly among the schools throughout Bavaria at the level of the districts and district-free cities. More than 2,500 welcome staff work in the welcome groups, around 900 of whom also have Ukrainian language skills.

The assignment to a school takes place via the so-called Sprengelprinzip. This means that the assignment to a school usually depends on the place of residence of the students. However, children who have already attended a regular class or a welcome group at a Bavarian primary school in the school year 2021/2022 should be able to stay at this school if possible.

4. **What kind of care are they receiving? Do they have an individual plan?**

The focus is always on language acquisition first, so that the children and young people can participate in regular lessons together with their Bavarian classmates in the future. Which school offer is suitable for the respective child is determined in a first step according to the age of the pupil and according to the knowledge of German.

In grades 1 to 4, the children take part in the regular lessons of the primary schools and learn the German language relatively quickly. Additional offers for language support as part of the DeutschPLUS concept make it possible for students to follow lessons quickly and expand their skills.

Grades 5-9: For pupils who are just learning the German language or have so far only little knowledge of German, an offer of integration will be set up in the school year 2022/2023, the so-called "bridge classes" where the children and young people attend up to 30 lessons a week, e.g., German, English and Maths. In addition, they take part in compulsory electives amounting to four additional hours per week. Up to seven additional hours per week can be chosen on a voluntary basis to deepen German language skills or for individual interest- and talent-based development. Since many Ukrainian families want to return home as soon as possible, they are often interested in the fact that the children not only learn German and find a connection in Bavaria but can also participate in the (digital) teaching offer in

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Ukraine. In such a situation, participation in 23 hours of lessons is enough. Participation in Ukrainian schooling offers takes place outside the responsibility of the school.

5. **How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**

From grade 10: If a Ukrainian has reached the age of 15, he or she has various options for school and, if necessary, extracurricular education. A distinction must be made as to whether he or she is still required to attend school in Bavaria or not. Compulsory education in Bavaria no longer exists for pupils (without an apprenticeship) who have already achieved an intermediate school leaving certificate. Students who have attended 9.5 or 10.5 school years in Ukraine, have (formally) a secondary school leaving certificate in Bavaria and therefore no longer must attend a Bavarian school, but can take advantage of further offers. If a pupil has not yet achieved an intermediate school leaving certificate, he or she is required to attend school in Bavaria. This compulsory education can be fulfilled in Bavaria by attending a secondary school or a vocational school.

BASQUE COUNTRY

1. **What is the approximate number of students enrolled? What is the number in Compulsory Education?**

The approximate number of Ukrainian students is around 650.

In Compulsory Education there are around 400.

2. **Do they have official registration in your own system?**

Yes, they do. They are enrolled the same way as the rest of the local students.

3. **How are they distributed in the schools?**

They are distributed taking into account the address where they are living.

4. **What kind of care are they receiving? Do they have an individual plan?**

They have an individual Plan. They have been included in their age groups. If they need a complementary educational response, they can connect to the Ukrainian educative network in order to receive the needed information.

5. **How are they being evaluated? Is your Department of Education offering an official academic degree for those students who finish compulsory education?**

They are being evaluated taking into account the continuous evaluation of students. But they don't receive any academic degree when finish compulsory education.

CZECH REPUBLIC

The Czech Inspectorate presented an interim report on the integration and education of Ukrainian students.

Number of students currently enrolled (15 May 2022): **3,800 (3-5 years old) and 26,000 (6-14 years old)**. Total numbers according to the Ministry of the Interior: 19,301 (3-5 years old) and 68,983 (6-14 years old). Almost 1/2 of BSs and 20% of NSs have internal capacity problems, be it space or staffing.

Only a minimum of schools, namely 6% of NSs and 10% of BSs, educate Ukrainian children exclusively or mainly separately.

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20% of Basic Schools have created adaptation groups in which children learn Czech and socialise before they are integrated into standard classes, and 7 % have not taught Czech for personnel or financial reasons (the Czech School Inspectorate has ensured support from META and the National Pedagogical Institute), there are significant differences among schools in the extent of education in Czech as a second language. 14% of the Ukrainian pupils participate in distance learning with their home school in Ukraine.

2/3 of BSs and 1/2 of NSs have appointed a coordinator and 1/2 of both types of schools have a Ukrainian-speaking person different from the coordinator.

Schools provide support to students related to: school supplies, teaching materials, extracurricular activities and lunches, often through sponsorship or collections.

Some of the measures introduced by the school management to support teachers' work include:

- recommendations and support for communication with the legal representatives of Ukrainian pupils
- instructions on how to conduct assessment of newly arrived Ukrainian pupils
- filtering out unnecessary tasks from teachers educating Ukrainian pupils
- providing teachers with support from the school psychologist or an external psychologist
- organising regular meetings to share information and experience of educating Ukrainian pupils
- offering consultations on the education of Ukrainian pupils

There is uncertainty in schools related to: Future numbers of pupils in classes, funding of newly formed needs (including staffing and numbers of increased workloads), relations between the Czech and Ukrainian curricula, and opportunities to involve Ukrainians in teacher, specialist and support positions.

Recommendations:

Establish the **rules of taking records** of Ukrainian children and pupils leaving one school and entering another so that it is clear where the children and pupils concerned are in their education throughout the integration process.

Enter into an **agreement with the Ukrainian authorities** on abolishing the requirements for the participation of Ukrainian children and pupils educated in schools in the Czech Republic in parallel distance education provided by their home school in Ukraine.

Identify pedagogical workers among adult Ukrainian refugees residing in the Czech Republic and enable them to operatively enter the education system under acceptable conditions in various positions (teacher, teaching assistant, educator, leisure activities specialist, etc.).

Set a **deadline for the enrolment of pupils** for education for the period from **1 September 2022**.

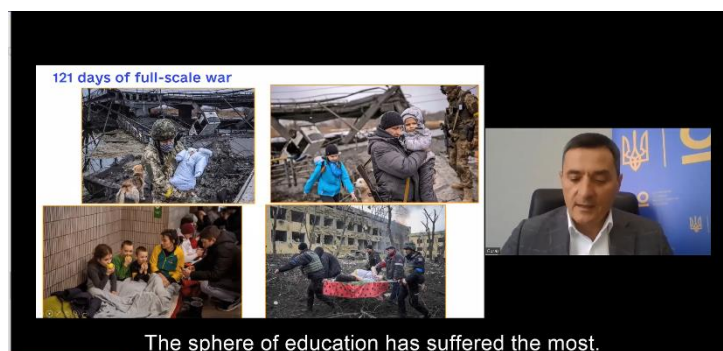
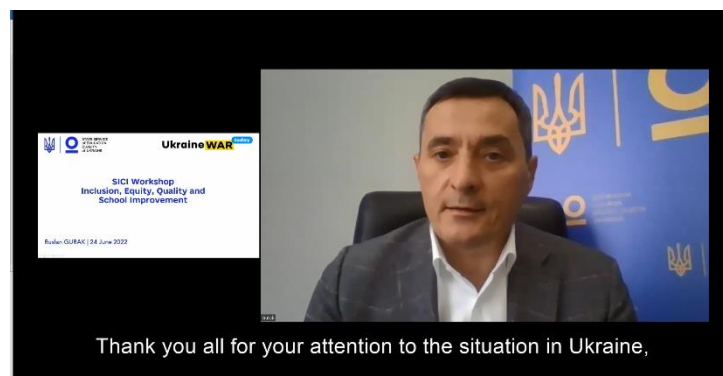
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Set up a **system of financial support for schools** to cover the costs arising in connection with the education of newly enrolled Ukrainian children and pupils (e.g. activities of adaptation groups, teaching Czech as a second language, support for teaching pupils with a different mother tongue by an assistant or specialist, diagnostics), while respecting the administrative simplicity of such a system. The financial support system should also reflect issues such as school supplies, lunches for children and pupils, opportunities for participation in both school and extracurricular activities, etc.

Think about and provide **systematic support for the implementation of leisure activities** for mixed groups of Ukrainian and other children and pupils, both for the summer holiday months (e.g. activities similar to summer camps during the Covid-19 pandemic) and for staying at school during the school year, with the understanding that an essential part of these activities should be physical activities and the development of children and pupils' physical skills.

UKRAINE

Mr. Ruslan Gurak made a touching presentation about the situation in Ukraine. ([click here to see the video on YouTube](#))



[Web page for governments and schools in countries hosting children displaced from Ukraine](#)

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10. Evaluation of the workshop.

ATTENDANCE

SICI members who attended the workshop **on site**: Sweden, Spain, Scotland, Portugal, Northern Ireland, The Netherlands, Lithuania, Ireland, Germany, Estonia, England, Czech Republic, Belgium and the Basque Country.

Streaming: 52 people (23 June), 26 people (24 June)

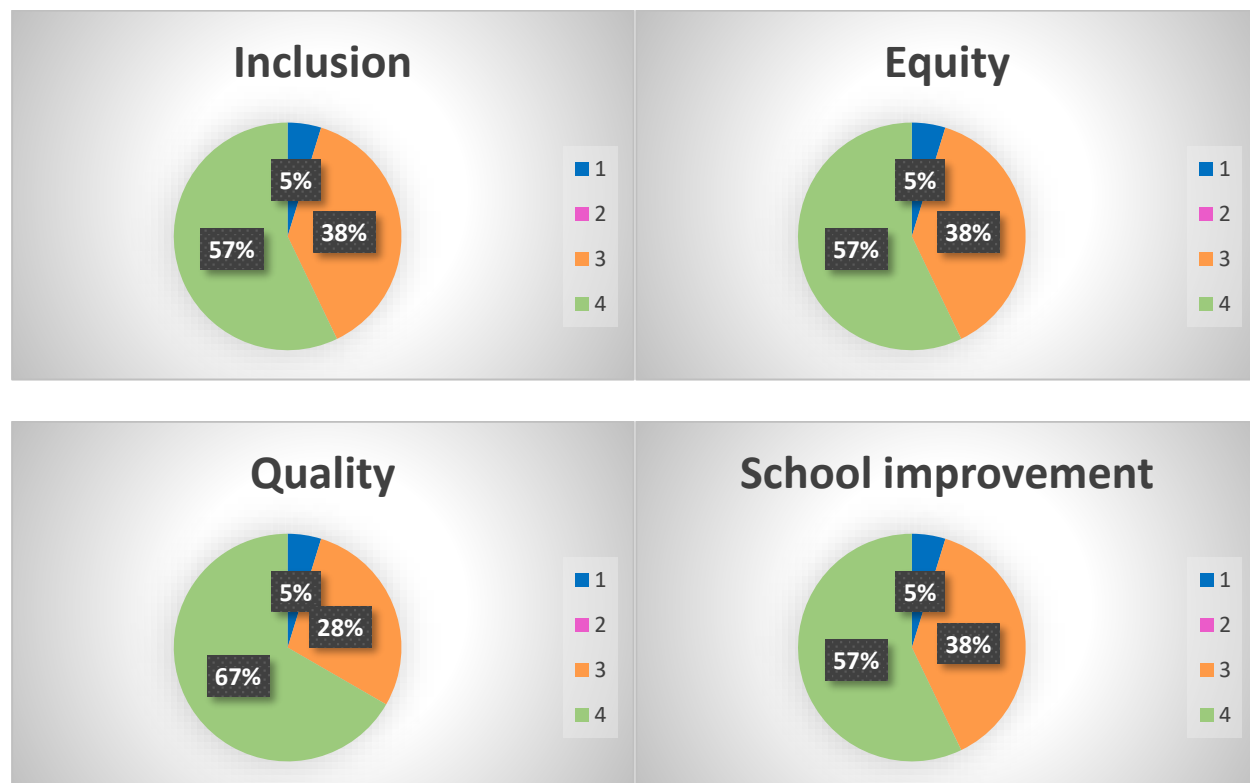
EVALUATION METHOD

A four-point scale was used to evaluate the workshop's objectives. 21 people answered the evaluation questionnaire.



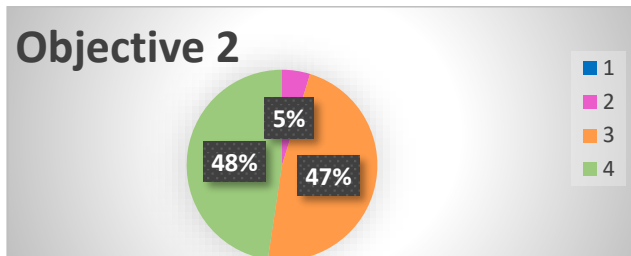
FULFILMENT OF OBJECTIVES

1. Reach a common approach to inclusion, equity, quality, and school improvement.

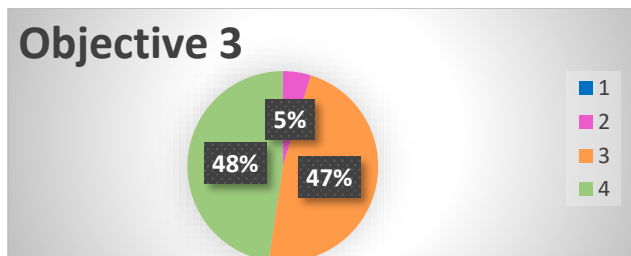


Inclusion, Equity, Quality and School Improvement

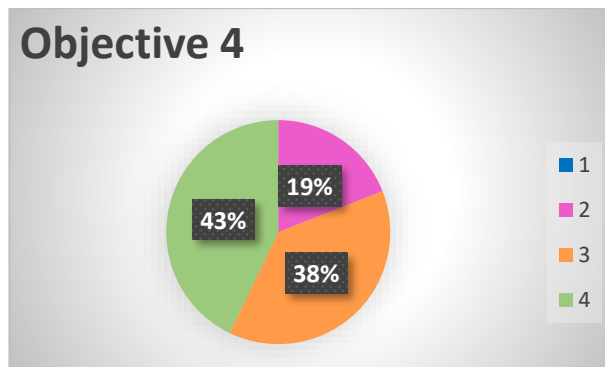
2. Exchange international experiences in order to improve members' knowledge about IEQaSI and identify good practices.



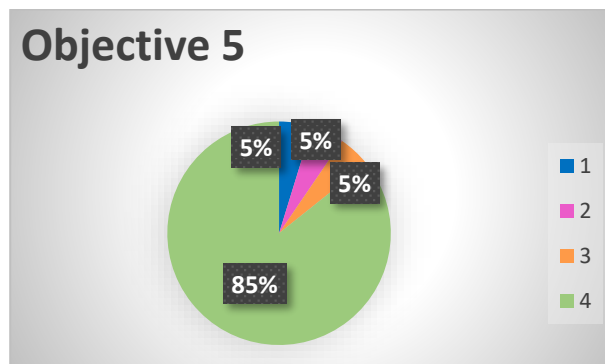
3. Draw conclusions and make recommendations to European Educational Inspectorates about the subject.



4. Share the different measures implemented by European Educational Systems in order to help Ukrainian students.



5. Strengthen professional and personal relationships among SICI members in the Basque Country.



Inclusion, Equity, Quality and School Improvement

ADDITIONAL OBSERVATIONS AND COMMENTS ON EVALUATION BY PARTICIPANTS

Among the program activities of the workshop, identify one of them that has most contributed to the fulfilment of this objective:

“Clarity of roles and good facilitation by Basque inspector”

“Very difficult to answer this. All inputs and workshops were excellent”

“Very focused workshops and long lunch breaks”

“Group sessions”

“The presentations were very good”

“Group discussions”

“Workshop in groups.”

“Sharing experiences in the different groups”

“The conferences and workshops”

“New SICI workshop proposal – complaints”

“The work sessions in which we worked together to discuss and come to a common understanding of the themes of the conference”

“The conference with the Ukrainian educational department”

“From my opinion the program as a whole was a treasure chest of exchange and strengthened professional and personal relationships in so many ways. To pick out single aspects, the different workshops which gave opportunity of talking to each other in a smaller group was very effective in both ways. And - seriously - every minute spent talking while having lunch or dinner together or visiting the winery - brought along numerous opportunity of sharing ideas, thoughts and concepts both professionally and personally which took me days to kind of sort all the new input that I got. I want to thank you all so very much for the excellent workshop and the wonderful time together!”

“Discussions in small groups”

“I thought the Cultural Tour helped immensely in the fulfilment of this objective. The warm welcome, hospitality and attention to detail of our Basque counterparts were outstanding”

“Gaining knowledge about how other countries go about inclusion and equity and strengthening professional relationships”

“The whole workshop, with its various balanced parts, was an excellent way to exchange information and experiences. It is therefore difficult to single out one activity as particularly valuable, but it was the mix of various interesting activities/parts that together created an excellent workshop”