

## BUILDING AN INCLUSIVE SCHOOL FOR ALL 2022

Time	Sunday 20 <sup>th</sup>	Monday 21 <sup>st</sup>	Tuesday 22 <sup>nd</sup>	Wednesday 23 <sup>rd</sup>	Thursday 24 <sup>th</sup>	Friday 25 <sup>th</sup>	
9-9.15am		<b>Introduction to inclusive education</b> <i>Wolfgang Plaute</i>	<b>Daily Evaluation</b> <i>Marleen Clissen</i>	<b>School Visit to Biotechnical Educational Centre Ljubljana TO see inclusion in practice</b>	<b>Daily Evaluation</b> <i>Marleen Clissen</i>	<b>Daily Evaluation</b> <i>Marleen Clissen</i>	
9-15-11am		-UN Convention on the Rights of Persons with Disabilities -The Barometer of policies and practice of inclusive education in Europe	<b>Universal Design for Learning</b> <i>Andreja Klančar and Jezerka Beškovnik</i> -Practical Application		<b>Teaching &amp; Co-Teaching in inclusive settings</b> <i>Annemie Jennes</i> - Introduction to 6 models of co-teaching	<b>Change Management</b> <i>Annemie Jennes and Marleen Clissen</i>	
11-11:30		Break	Break		Break	Break	
11:30-1pm		<b>Introduction to inclusive education</b> <i>Wolfgang Plaute</i> -Inclusion': what's in a name	<b>Universal Design for Learning</b> <i>Andreja Klančar and Jezerka Beškovnik</i> -Practical Application	Lunch at the school	<b>Teaching &amp; Co-Teaching in inclusive settings</b> <i>Annemie Jennes</i> - Introduction to 6 models of co-teaching	Presentation of the inclusive schools	
1-2pm		Lunch	Lunch	<b>Reflection of School Visit</b>	Lunch	Lunch	
2pm-4pm		<b>5pm Start: Welcome Session</b> -Introductions -Multicultural Cafe	<b>Index for inclusion</b> <i>Wolfgang Plaute</i> -Introduction of the instrument -Application of the Index	<b>Universal Design for Learning-</b> <i>Marleen Clissen</i> -Theoretical introduction	<b>Support models and different roles of a support teacher'</b> <i>Annemie Jennes</i>	<b>Change Management</b> <i>Annemie Jennes and Marleen Clissen</i>	Presentation of the inclusive schools
4-4:30			Break	Break	Break	Break	Evaluation of the course, certificates
4:30-5:45pm			<b>Building an Inclusive School for All: professional dialogue</b>	<b>Building an Inclusive School for All: professional dialogue</b>	<b>Building an Inclusive School for All: professional dialogue</b>	<b>Building an Inclusive School for All: professional dialogue</b>	End of course



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## **Building an Inclusive School for All: What is professional dialogue?**

Professional Dialogue is a process which encourages peer learning and reflection by participants. During the final session of each day, participants will work in a fixed group to apply what they have learnt while designing their own 'dream school.' These dream schools will be presented by each group in the final session of the course. These sessions are an important part of the course for your understanding and application of the courses content, your participation and attendance are compulsory.

## **School Visit: Biotechnical Educational Centre Ljubljana**

Today the [Biotechnical Educational Centre Ljubljana](#) represents one of the ten biggest educational centres in Slovenia.

Its nine secondary school and two further education programmes enable secondary and further education students, as well as adult learners, to gain not only general but also professional knowledge and competencies in the fields of veterinary practice, food technology and nutrition, biotechnology, nature protection, hospitality and tourism.

There are four units within the school centre:

- General Upper Secondary School and Veterinary Technician School,
- School of Food Processing,
- Vocational College, and
- Inter-Company Training Centre.

The school centre provides in-company training for professional workers in companies, food and catering establishments. It also runs confectionary, bakery, cookery, veterinary and computer courses, as well as culinary workshops for children. The quality of education and performance is their main mission. BIC Ljubljana actively participates in the local and wider community through numerous activities and various projects.

Address:

Ižanska cesta 10, 1000 Ljubljana



## **EASPD's Member Forum on Education**

Access to education and lifelong learning programmes in mainstream schools and other educational facilities are still far from being the reality for many pupils and learners with disabilities. This is often due to a shortage of qualified staff, a lack of appropriate accessible buildings, facilities/equipment and widespread and persistent prejudice about the skills and potential of persons with disabilities.

The European Association of Service providers for People with Disabilities (EASPD) however is convinced that the goal of inclusive education is real and achievable. A strong leadership from member states and European institutions must provide the legislative framework to encourage local and community actors to shift their attitude and approach towards inclusive settings.

EASPD launched the Member Forum on Education in 2004 to support the work of the organization in the field of education. Consisting of teachers, school staff, service providers, experts in the field of education and/or training, etc the Member Forum cooperates in projects dealing with education and follows-up the political developments in the field.

Working alongside other important stakeholders the Member Forum uses its know-how and contacts to support the development of an open educational system in Europe. In particular the Member Forum and EASPD commit to:

- Collaborate with networks of other vulnerable groups to present a stronger common position;
- Contribute to a European policy position on inclusive learning, consistent with the obligations of the UNCRPD;
- Provide information, models of good practices and support to member organisations;
- Promote positive attitudes towards inclusion, diversity, partnership and network opportunities;
- Organise and promote training for teachers, educators and other training professionals on inclusive education.

To find out more about the Member Forum on Education and the work that we do contact Rachel Vaughan at [rachel.vaughan@easpd.eu](mailto:rachel.vaughan@easpd.eu).

