

Everyone has
the right for high
quality education

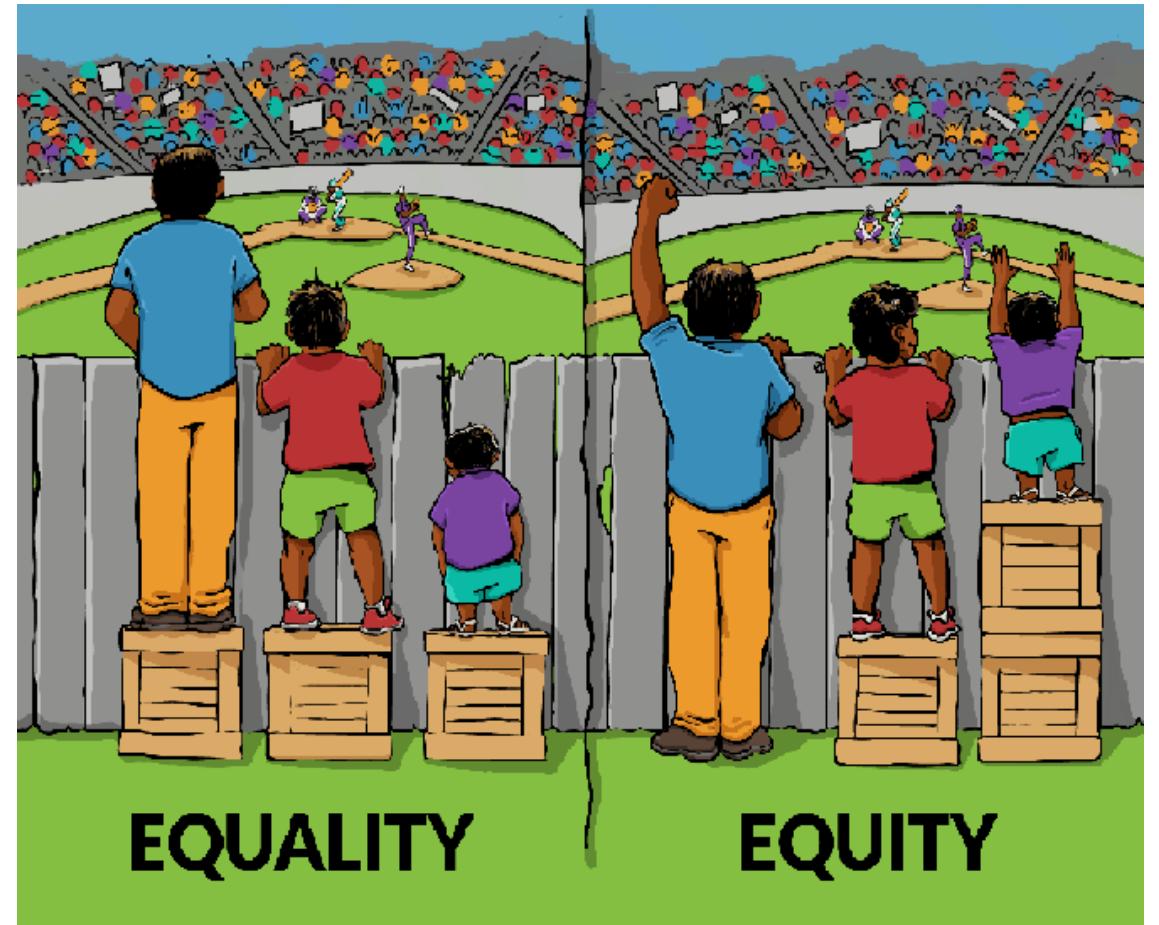
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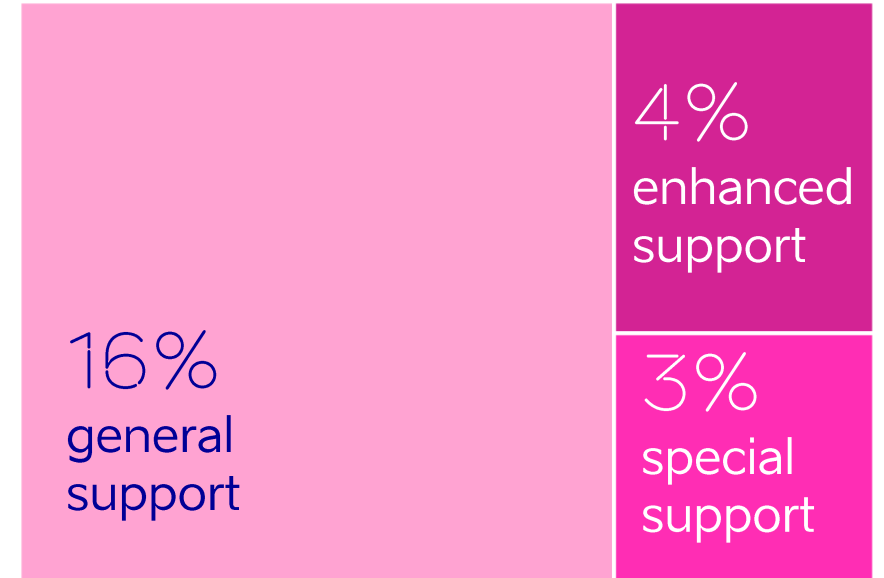
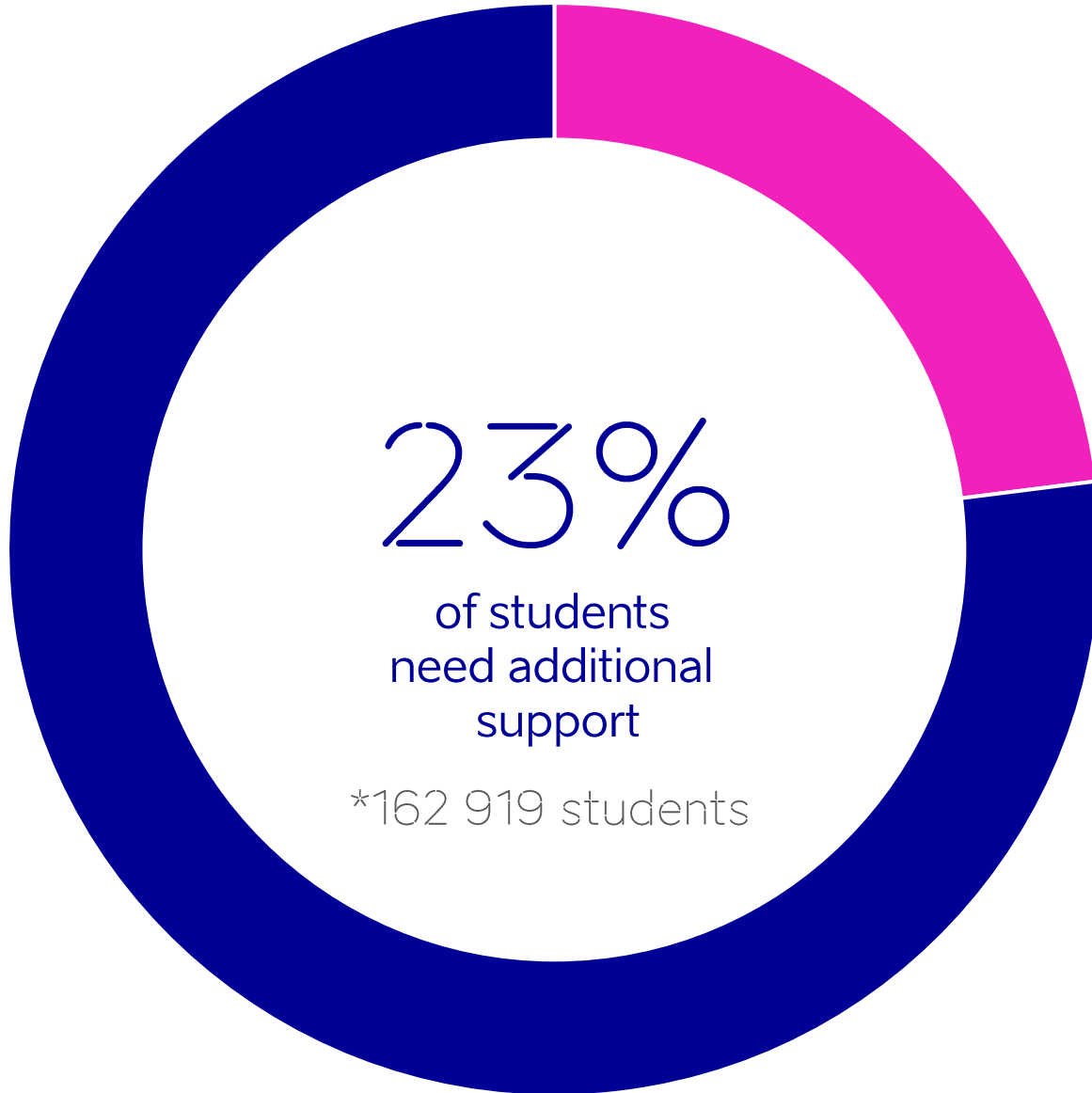
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Education and Youth Board



Inclusive education

- Right to study close to home – students with different abilities study together
- Wide variation of educational services, measures, and high autonomy of teachers
- Free study support services if needed
- External evaluation if needed





- + GENERAL SUPPORT by school to students with difficulties, including individual instruction, support specialist services, and study assistance lessons.
- + ENHANCED or SPECIAL SUPPORT can be recommended by an external advisory team, if needed.

Two-level support system

LEVEL 1

Everyday activities at educational institution

- + Detecting, supporting, consulting and teaching the child.
- + The responsibility to organize and finance the I level lies according to law on local government.

LEVEL 2

Rajaleidja Centers (Pathfinder), providing advice relating to education,

- + out-of-school counselling.
- + Consulting first and foremost parents, teachers, specialists.
- + External advisory team recommendations

Responsibilities of local government

According to the law of the pre-school educational institutions the child, if needed, is provided with support of speech therapist and special educator or some other special need support.

It is the responsibility of the educational institution's keeper (local government) and headmaster.

According to **Basic and High School Law** duties of school and owner of school upon identification and implementation of required support

- The owner of the school creates opportunities for identifying the special educational needs of a student and providing the student with the required support and the head of school arranges it.
- It is free of charge and the responsibility of the school keeper and must be organized by the headmaster.
- The head of school appoints a coordinator for the studies SEN students.
- Where it becomes evident that a student needs support, a parent is notified thereof, and the school arranges a pedagogical-psychological evaluation of the student.
- If needed, is provided with support of the speech therapist, special educator, social pedagogue and psychologist.

Special kindergarten or groups for children with SEN

REMEDIAL GROUPS

- For children with speech disorder or language disabilities and specific development deviance
- Max 12 children per group
- One speech therapist per group

DEVELOPMENT GROUP

- Children with moderate, severe or profound intellectual disability
- Max 6 children per group
- 0.5 positions of special education teacher
- 0.2 speech therapist positions per group

General support in schools

SMALLER GROUPS, INDIVIDUAL LEARNING

- Long day learning; remedial instruction group (may be individual), level-based groups; additional lessons (learning support); additional individual guidance during the lessons.

WORKLOAD AND STUDY MATERIALS

- Reduction of workload; adjustments in the learning environment; study materials and tasks corresponding to the student's abilities; use of supporting materials.

ADDITIONAL PERSONNEL

- Teacher assistant; support specialists

ENVIRONMENT, METHODOLOGY

- Adjustments of methodology, drafting of a behavioural support plan; provide quiet environment for answering or reporting of tasks; movement pause or additional rest; extra time for tasks; positive feedback for experiencing success; acknowledgement of effort.

Support specialist services at school

- To support children's development, training, and social competence in learning
- Special teachers, speech therapists, social pedagogues, and psychologists are available at school, free of charge
- Headmaster arranges the hiring of support specialists or organizes services
- Private conversations with support specialists are organized within one week upon request or need
- Immediate support is provided in case of accidents or threats to children's safety
- Services can be provided at school or elsewhere with parental consent



The Role of Rajaleidja (Pathfinder) centers

Every child parent, teacher and school principal has access and the right to get counselling services on a local level and on a national level.

The decision that the children needs enhanced or special support, change of curricula, partial separation (from some subjects, from primary class, etc.) can only be made through the decisions of external advisory groups.



clients

- ~35 000 clients yearly in educational guidance
- ~9400 new cases
- ~5700 decisions by the external advisory team



people

98 specialists:

- Speech therapists
- Special educational teachers
- Psychologists
- Social pedagogues

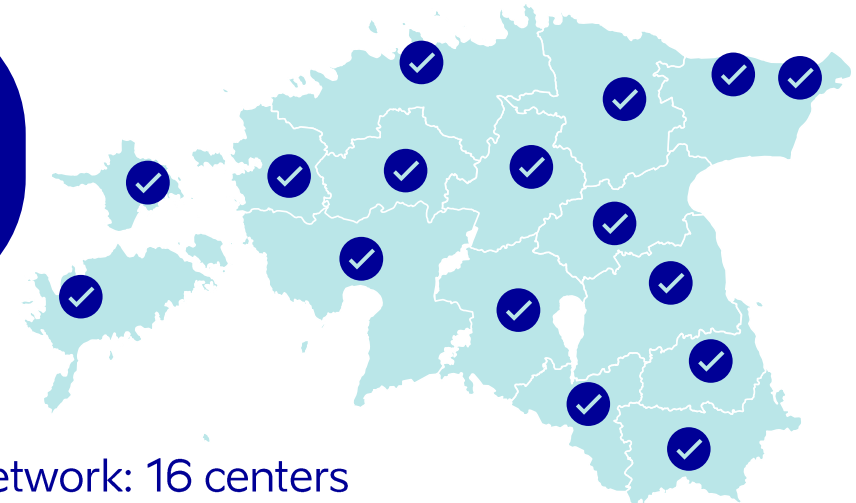


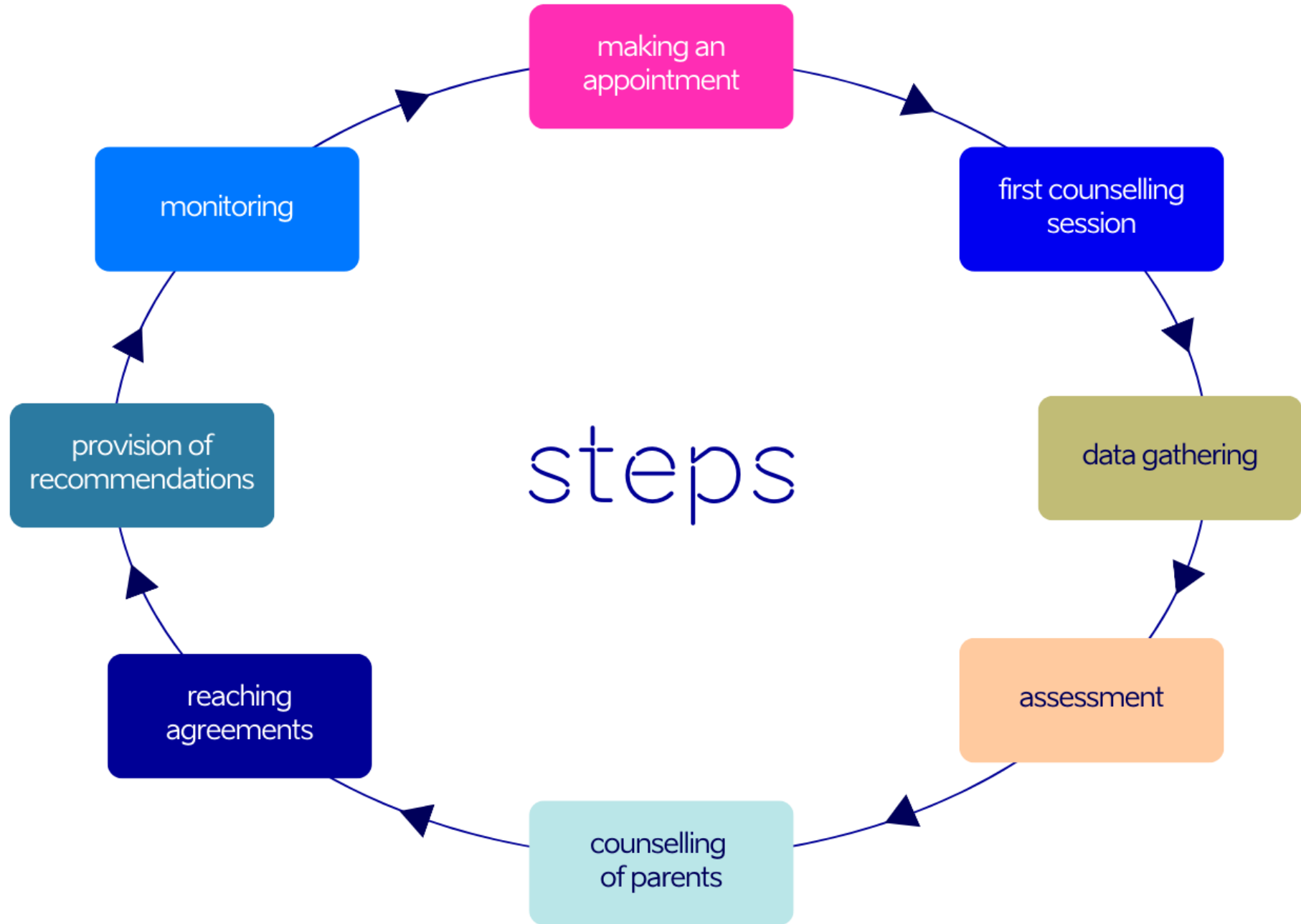
services

- Focus on child's best interest
- Free of charge
- Unified and high quality in all regions
- Circle of supply, development and analysis
- Client feedback

location

- Nation-wide network: 16 centers





Enhanced and special support

Decisions regarding enhanced or special support, curriculum changes, and partial separation from the original class are exclusively made by EXTERNAL ADVISORY TEAM.

ENHANCED SUPPORT

For students with permanent learning, speech, mental, and/or physical disabilities or health conditions requiring constant support specialist services, an individual study plan is developed for one or more subjects.

SPECIAL SUPPORT

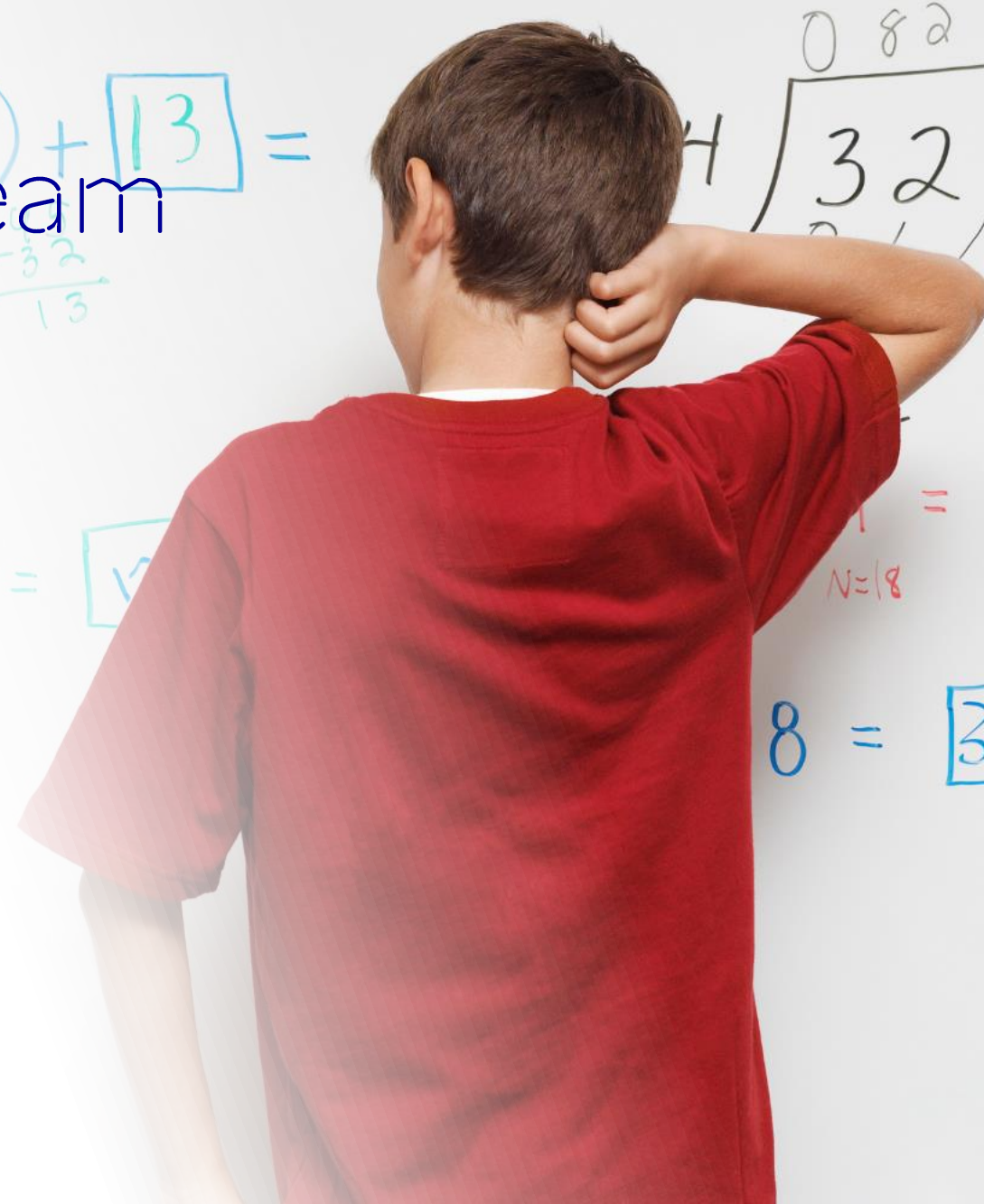
For students with severe/combined disabilities or severe and permanent mental disorders, specialized educational organization and resource-intensive support services are provided:

- systematic support from specialists,
- integrated social and/or healthcare services,
- specialized learning tools and methodologies,
- and a dedicated learning environment.

Decisions of the external advisory team

- Is based on evaluation
- Individual
- Short term
- Collegial (at least 3 specialists)
- Inclusion of partners
- Disputable
- Compulsory for the schools
- Enforced by the parent

- Flexible to some extent
- Choosing school is the right of the parent



Recommendation / administrative act

Legal digitally signed document

A recommendation for the parent

Compulsory for the school when parent enforces

Financial means for the local government

Follow-up and monitoring

Feedback from the parent and schools, after 3 to 6 months contact (check-up)

Supervision by the Ministry

Aitäh! Thank you!

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