A baseline of inclusion in education in South East Europe
Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'

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## "Regional Support for Inclusive Education"

**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# CROSS-BENEFICIARY REPORT

**Delivered in partnership with**

**LSE** Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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[*] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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## Beneficiary abbreviations

| | |
|---|---|
| Albania | AL |
| Bosnia and Herzegovina | BA |
| Croatia | HR |
| Montenegro | ME |
| Serbia | RS |
| "the former Yugoslav Republic of Macedonia" | MK |
| Kosovo | XK |

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## 1. Introduction

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented by the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures. Further information can be obtained on project webpage, available at: http://pjp-eu.coe.int/web/inclusive-education/home.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report elaborates on the data obtained through the first survey, which establishes the baseline. Data analysis in this report focuses on aggregate results across countries, and particularly provides an analysis of the results of the survey with a view to capture differences across different typologies of schools and different stakeholders that participated in the survey. The 'national dimension' of the results is not the main focus of this document but it is rather analysed through seven separate 'beneficiary reports' that constitute the appendices to this document.

This report is structured as follows:
- Section 2 provides an overview of the concepts employed in the project and the policy framework within which the project is situated;
- Section 3 describes how the data has been collected;
- Section 4 provides an overview of the results of the survey;
- Section 5 provides an analysis of the results;
- Section 6 draws the conclusions.

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## 2. Conceptual framework: education and social inclusion

Building on recent academic and policy debates, this section sets the scene to the project activities. Starting from the *general* picture on the importance of inclusive education systems, we shall narrow down the object of our analysis to assess why inclusive education is *particularly* relevant in the context of the South East Europe, and how the joint EU/ CoE's Inclusive Education Project fits in the broader policy framework, at the regional and European level. This section therefore focuses on the conceptual building blocks of the project, i.e. *inclusive education* and *social inclusion*.

The starting point to build a useful conceptual framework for this project is to define first the notion of inclusiveness in education and how it will be used in the project. The preliminary work conducted by the Council of Europe revealed that the notion of inclusiveness appears to take different meanings across different countries in the region (Council of Europe 2013: 17). Thus, the approach of the project is to take a broad definition of inclusiveness in education, referring to an education system that manages to recognise and accommodate the needs of *all* groups, including those that are marginalised and at-risk-of-marginalisation, in society. This broad perspective allows for every beneficiary to tailor the concept of inclusive education to their needs. In some countries this may mean the inclusion of specific ethnic minorities, in other countries that of the inclusion of Roma, in yet other countries the focus may be on disabled children, and so on. This approach also stimulates exchange of best practices, with each school being aware of how problems have been addressed elsewhere. Thus, the basic principle behind adopting a broad definition of inclusiveness is to allow for specific 'versions' of inclusive education to enter in contact and complement each other.

### 2.1 The role of education in societies and the importance of inclusion in education

Education is a basic building block of democratic societies, with a key role in the transmission of 'knowledge and skills *and*, as important, attitudes and values' (Barr 2012: 266). Positive externalities deriving from education are abundant and diverse, encompassing the economic sphere (e.g. faster economic growth, increased productivity of workers and co-workers) and the social sphere (e.g. stronger social cohesion[1]).

However, *access* to education and availability of *quality* education is often unevenly distributed across social groups. The growing evidence of the correlation between pupils' socio-economic backgrounds and their educational attainment (Barr 2012: 266) suggests that – in the absence of inclusive systems – education may in fact reproduce and exacerbate social differences, rather than decrease them. If high quality education tends to be disproportionally available to those who 'can afford it' – either in terms of financial endowment or ability to access and process information – societies risk to become more and more segmented. Further, if primary education is not inclusive, evidence suggests that the social and learning gap between more and less advantaged pupils developed in the early schooling years is unlikely to be bridged in the future, and, rather, it will persist throughout a lifetime (Feinstein, 2003; Hanusheck and Wössmann, 2006). In this respect, several studies (e.g. Chowdry et al. 2010) recognise the great importance of early interventions to address inequalities within education systems, which otherwise, once established, seem irreversible. Yet, discrimination between more and less advantaged pupils in terms of economic background, the so-called 'cream-skimming' process (see Barr, 2012 and Le Grand, 2007 for an inventory of the conditions that may incentivise such dynamics), is not the only concern of an inclusive education system. Polarization may also occur along other dimensions, such as those that affect disadvantaged groups such as children with physical and mental disabilities, children with other special educational needs, and children from minority ethnic groups such as Roma, whose social and cultural specificities may not be sufficiently taken into account in national education systems. Access to

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[1] Although focussing mostly on *higher* education, for a review of the wider benefits of education, highlighting the social role of education in societies, see Brennan et al. (2013)

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schooling, training and further education often discriminates against vulnerable groups including on the basis of ethnicity, gender and age (Paleocrassas et al., 2005; Fitzenberger and Kunze, 2005; Brekke, 2007;). The design of systems of selection may affect inequality of educational outcomes and the access to jobs (Kogan and Unt, 2005; Brunello and Checchi, 20007; Bartlett, 2009). Further, while inclusive education is essentially about understanding and promoting the needs of *all* the pupils attending school regardless of their economic, social, or ethnic background, it also implies recognising and valuing the needs of *all* the stakeholders that are part of an education system (e.g. teachers; principals).

## 2.2 The importance of inclusive education across the South East Europe: linkages with transition and accession

As previously noted, education is a key element for a prosperous and cohesive democratic society, and creating an inclusive system is the main route to ensure that wider society can fully reap the benefits derived from education. Indeed, inclusive education is of great importance to building 'a more just society' (Ainscow 2005: 109). This is true anywhere, but it has an even greater policy relevance to those countries which have profound and widespread divides across a range of dimensions (e.g. ethnical, linguistic or religious dimensions). Hence, inclusive education has great policy significance in the South East Europe, as its societies feature significant social stratification. The South East Europe' troubled transition to democracy and market economy has been characterized by severe problems stemming from religious and ethnical cleavages that were exacerbated by armed conflicts throughout most of the 1990s.

Scholars analysing transition in the South East Europe were prompted to revise the textbook approach to 'transitology' and include more layers in order to capture specific problems of the transition, stemming from contested notions of statehood and nationhood, in much of the South East Europe (see Kuzio, 2001; Offe, 1991). Unresolved problems of statehood and nationhood – with, crucially, the issue of minority rights playing a major role in this respect – seem to have been the single most important factor in explaining different transition trajectories across the region (Bartlett 2008). Thus, inclusive education policies across the region appear to be of utmost importance 'in restoring social cohesion in ethnically divided post-conflict societies' (Bartlett 2008: 162) and in favouring 'social inclusion, tolerance, intercultural dialogue and non-discrimination in the Western Balkans[2]'.

Furthermore, the promotion of inclusive education across the region also contributes to the alignment of countries' policies with a number of overarching policy processes in the region, including:
- **The accession process**, that all the countries in the region – although at different stages – take part in, include 'respect for and protection of minorities' as part of the Copenhagen political criterion for accession;
- **The Europe 2020 strategy** which affects directly or indirectly countries includes 'inclusive growth' as a key dimension of EU's development;
- **The South East Europe 2020** strategy which – mirroring on a regional basis the Europe 2020 strategy – also puts heavy emphasis on the promotion of inclusive growth, through 'skills development, employment creation and labour market participation by all, including vulnerable groups and minorities' (RCC 2013: 8).

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[2] Regional Support for Inclusive Education Project Fiche – IPA Multi-beneficiary programmes / Component I, p. 2
http://ec.europa.eu/enlargement/pdf/financial_assistance/ipa/2012/multi-beneficiary/pf4_ipa-2012_inclusive_education_final.pdf

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### 2.3 Education policy in the South East Europe

The education systems in the South East Europe have not changed much since the collapse of the communist system. The basic compulsory school lasts for a period of either eight or nine years (Albania, Bosnia and Herzegovina, Montenegro, "the Former Yugoslav Republic of Macedonia") starting at the age of five or six (six or seven in Croatia and Serbia). After the basic compulsory education, all school systems rely on selection into two basic school types – gymnasia for the brightest students who pass an entrance exam and vocational and technical schools for those who achieve lower academic results. As is well known such selective systems tend to favour students from better off families and are a prime source of social exclusion.

Decentralisation reforms have taken place throughout the region in recent years and these have introduced a partial allocation of competences to local authorities. For instance, in Albania, municipalities are official owners of school buildings previously owned by the Ministry of Education and are responsible for school maintenance. However, the autonomy of the schools in allocating budgets is low and school maintenance by local authorities is completely inadequate. Similarly, in "the Former Yugoslav Republic of Macedonia", competencies and responsibilities for education have been transferred to local self-governments, even though the division of responsibilities between the central and local levels of government is unclear. Finally, Croatia is also advanced in terms of decentralization of different VET functions to the county and school level; although wages are paid from the state budget, investment expenses and scholarships are financed by the county budget; moreover, schools are run and managed by school boards and have some freedom to adjust the teaching plan and program. Bosnia and Herzegovina has the greatest degree of decentralisation mandated by the complex constitution and the *Framework Law on Primary and Secondary Education*. However, the incomplete transposition of the law in all the cantons is a negative factor impacting on school autonomy.

### 2.4 The case for a regional approach to inclusive education

Regional cooperation developed in the South East Europe in the early 2000s, taking the form of a mix of (mostly) externally-driven initiatives and internally-driven initiatives. As of today, different countries within (and at times beyond) the region cooperate on a number of initiatives across several areas, ranging from economic and social development to energy and infrastructure, and from justice and home affairs to security issues.

Arguments in favour of regional cooperation are rather strong and include 'geography and physical proximity; common history and heritage; […] common membership in international organisations or common goals to join the same international; […] common and regional issues and problems' (Anastasakis and Bojicic-Dzelilovic 2002: 5), however, cooperation and policy coordination in the education domain has been rather limited to date (Monastiriotis 2008: 10).

Notwithstanding the lack of cooperation in education so far, the 'Regional Support for Inclusive Education' (IPA) Project Fiche recognised the need for a regional approach in the field of inclusive education because of 'the similarity of the social, political and economic contexts and problems[3]' and opening up the possibility for policy learning and policy exchange across the different countries involved[4].

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[3] Regional Support for Inclusive Education Project Fiche – IPA Multi-beneficiary programmes / Component I, p. 2
http://ec.europa.eu/enlargement/pdf/financial_assistance/ipa/2012/multi-beneficiary/pf4_ipa-2012_inclusive_education_final.pdf
[4] Regional Support for Inclusive Education Project Fiche – IPA Multi-beneficiary programmes / Component I, p. 3
http://ec.europa.eu/enlargement/pdf/financial_assistance/ipa/2012/multi-beneficiary/pf4_ipa-2012_inclusive_education_final.pdf

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The case for cooperation in this field is even stronger if it is considered that – besides the arguments aptly mentioned in the IPA project fiche – inclusive education is inter-linked with other policy initiatives that already have regional breadth, such as the South-East Europe regional programme for Roma inclusion, which is certainly one of the existing initiatives that inclusive education 'speaks to', as the Roma minority faces widespread discrimination in educational systems in the region (Bartlett 2008: 163).

## 3. Data collection

The report builds on the data collected through a survey that has been administered across the 49 schools selected to take part in the project. In this section we describe the processes of school selection and questionnaire design.

### 3.1 School selection

The schools that participated in the survey have been selected through a public and open process by the CoE, who invited expression of interest from schools that wished to take part in the project. Seven schools have been selected in each of the seven beneficiaries, keeping the same balance between primary schools (three in each beneficiary), secondary general schools and gymnasia (two in each beneficiary), and secondary vocational schools (two in each beneficiary). On the basis of an ex-ante assessment conducted by the CoE, the schools selected are expected to have different degrees of inclusiveness. The table below provides the list of the schools that are part of the project.

**Table 1: List of project schools**

| Benefi-ciary | Type of school | School name | Benefi-ciary | Type of school | School name |
|---|---|---|---|---|---|
| AL | Gymnasium | **Ismail Qemali - Tirana** | ME | Primary | Vuk Karadzic - Podgorica |
| AL | Gymnasium | Muharrem Çollaku - Pogradec | ME | VET | Bećo Bašić - Plav |
| AL | Primary | Ali Podrimja _ Bajram Curri | ME | VET | **SSŠ 'Sergej Stanić' - Podgorica** |
| AL | Primary | Lef Sallata - Vlore | RS | Gymnasium | **Seventh Gymnasium - Belgrade** |
| AL | Primary | Tringë Smajli - Shkoder | RS | Gymnasium | Svetozar Marković – Novi Sad |
| AL | VET | Beqir Çela - Durres | RS | Primary | Aleksa Dejović - Uzice |
| AL | VET | Isuf Gjata - Korce | RS | Primary | Jovan Jovanovic Zmaj, Đurđevo - Zabalj |
| BA | Gymnasium | SSC - Hadzici | RS | Primary | Jovan Jovanovic Zmaj - Vranje |
| BA | Gymnasium | SSC - Foca | RS | VET | ETŠ 'Mija Stanimirović' - Nis |
| BA | Primary | Branko Čopić - Prnjavor | RS | VET | Technical School - Bor |
| BA | Primary | Mustafa Ejubović - Šejh Jujo - Mostar | MK | Gymnasium | Kosta Susinov - Radovish |

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| | | | | | |
|---|---|---|---|---|---|
| BA | Primary | OS Novi Seher - Maglaj | MK | Gymnasium | Taki Daskalo - Bitola |
| BA | VET | Safet Krupić - Bosanska Krupa | MK | Primary | Joakim Krcovski - Volkovo |
| BA | VET | SSŠ - Jajce | MK | Primary | Strasho Pingur - Negotino |
| HR | Gymnasium | Gimnazija Bernardina Frankopana - Ogulin | MK | Primary | Vasil Glavinov - Veles |
| HR | Gymnasium | II. gimnazija - Split | MK | VET | **ASUC-Boro Petrusevski - Skopje** |
| HR | Primary | **OS dr. Ivan Merz - Zagreb** | MK | VET | Mosha Pijade - Tetovo |
| HR | Primary | OS Okucani | XK | Gymnasium | 17 Shkurti - Obiliq |
| HR | Primary | OS Vladimir Nazor - Ploce | XK | Gymnasium | Gjon Buzuku - Prizren |
| HR | VET | Ekonomska i upravna škola - Osijek | XK | Primary | Bedri Gjinaj - Mitrovice |
| HR | VET | Gospodarska skola - Cakovec | XK | Primary | Daut Bogojevci - Fushe |
| ME | Gymnasium | Ivan Goran Kovačić – Herceg Novi | XK | Primary | Deshmoret e Kombit - Suhareke |
| ME | Gymnasium | Tanasije Pejatović - Pljevlja | XK | VET | **Abdyl Frashëri - Pristina** |
| ME | Primary | Mileva Lajovic-Lalatovic - Niksic | XK | VET | Qendra e Kompetences - Skenderaj |
| ME | Primary | Mustafa Pecanin - Rozaje | | | |

*Note: schools in bold are located in capital cities*

The following tables present additional information on school's size by type and beneficiary.

**Table 2: School size by type**

| | Students | Average | Largest | Smallest |
|---|---|---|---|---|
| **Gymnasium** | 13,684 | 977 | 2,452 | 302 |
| **Primary** | 14,363 | 684 | 1,389 | 384 |
| **VET** | 10,870 | 776 | 1,579 | 300 |
| **Total** | 38,917 | 794 | 2,452 | 300 |

**Table 3: School size by beneficiary and type**

| | Gymnasium | Primary | VET |
|---|---|---|---|
| **Albania** | 1,326 | 635 | 717 |
| **Bosnia and Herzegovina** | 778 | 672 | 726 |
| **Croatia** | 577 | 497 | 673 |
| **Montenegro** | 791 | 996 | 805 |
| **Serbia** | 912 | 666 | 552 |
| **"the former Yugoslav Republic of Macedonia"** | 1,083 | 808 | 1,290 |

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| Kosovo[*] | 1,377 | 515 | 673 |
|-----------|-------|-----|-----|

Descriptive details on individual schools are available on the beneficiary reports, which are in annex to this document and on the project webpage at: http://pjp-eu.coe.int/web/inclusive-education/inclusive-school-net.

### 3.2 Questionnaire design

The design of the questionnaire drew upon multiple sources. Since the core objective of the work was to provide a synthetic numerical measure of the level of inclusion of each school, the primary source from which the questionnaires was inspired is the index for inclusion developed by Booth and Ainscow (2002), which provides an ideal basis to produce such type of measurement. Additionally, the research team drew on a previous experience gained by implementing a project funded by the European Training Foundation that assessed the role of VET for social inclusion and social cohesion in South East Europe[5]. As part of that project, a survey was also run and relevant questions have been maintained for the purposes of this project. The questionnaire design was first presented by the project team to other project partners at a meeting in Belgrade in January 2014 and underwent several rounds of comments and feedback from the various parties involved during January and February 2014. Particularly helpful feedback on the questionnaire design was received from the regional researchers, the CoE's staff and the Network of Education Policy Centres (NEPC), which is conducting capacity building activities within the 49 schools as a further component of the project.

The index for inclusion derived from the survey is organised along four dimensions, each representing a potential area where exclusion / inclusion may occur:
A. Inclusive practices for entry to school
B. Inclusion within the school
C. Inclusive teaching and practice approaches
D. Community engagement

To capture a fully-fledged assessment of the level of inclusion in each school, several stakeholder groups have been asked to take part in the survey, specifically:
- Students
- Parents
- Teachers
- School team (which includes principals as well as other individuals that are part of the management team for the school within this project)
- Local authorities

Each stakeholder group was presented with questions on relevant dimensions as illustrated in the following table.

**Table 4: Stakeholder response to dimensions**

|             | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|-------------|----------|----------|---------|------------|-------------------|---------------------|
| **Dimension A** | ✓[6] | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Students and other stakeholders were selected to achieve a sample size that provides a 95% confidence interval for the 1-5 scale that was used in the survey questionnaire for the responses to questions that form the 'index for inclusion'. Full details on the sampling strategy are available upon request.

The following box provides the questions that were asked to the various stakeholders relating to the four dimensions of the index for inclusion. Responses have been given on a 1-5 scale from 'not at all' to 'very much'.

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## Box 1: Questions that compose the index for inclusion

**Dimension A: Inclusive practices for entry to school**
1. Do you think that all students feel welcomed into the school by the teachers regardless of their background?
2. Do you think that students from different cultural or social backgrounds experience difficulties to entry into the school?
3. Are students helped to settle in by teachers and other staff when they join the school?
4. Are steps taken by the school to familiarise students and their parents with the school prior to their enrolment?

**Dimension B: Inclusion within the school**
1. Do you feel welcome at school?
2. Are other students friendly?
3. Are teachers friendly?
4. Have you experienced bullying at school?
5. Do you feel involved in formulating classroom rules?
6. Are your teachers ready to help when you have a problem?
7. Are other students ready to help when you have a problem?
8. Do you take part in activities outside the school?
9. Do you feel that classroom rules are fair?
10. Do you feel that teachers treat all students equally?
11. Are teachers fair when they assess your work?
12. Do you think that there are physical barriers to access the school, e.g. lack of public transport?
13. Do you think that there are physical difficulties in entering the school buildings, e.g. regarding disabled students?
14. Do you think that the school is committed to including all students?
15. Do you think that inclusiveness is an important element of the school's policy?

**Dimension C: Inclusive teaching and practice approaches**
1. Are classroom rules applied in a consistent way?
2. Are students well informed about classroom rules?
3. Are all students involved in formulating classroom rules?
4. Do you think that all students are treated equally irrespective of gender?
5. Do you think that all students are treated equally irrespective of ethnicity?
6. Do you think that all students are treated equally irrespective of religious affiliation?
7. Are all students given opportunities to provide structured feedback to teachers?
8. Do you feel that staff appointments in the school are fair and based on merit?
9. Do teachers help students who are unhappy?
10. Do students refer to teachers when they face a social and/or learning problem?
11. Do you think that students with social and/or learning problems receive adequate support from teachers and other staff of the school?
12. Does the school organise and provide the students with the opportunity to participate in extra-curricular activities, e.g. sports, youth clubs?
13. Do you perceive the employment of inclusive teaching and learning practices as an important part of your job?

**Dimension D: Community engagement**
1. Are parents living in the school's neighbourhood involved in the school's activities?
2. Does the school act in a coordinated way with the local authority to solve problems, when these arise?
3. Does the school offer activities outside of school hours that are open to the wider public as well?
4. Does the school offer its rooms for activities of general public interest, e.g. meetings of volunteer organisations or youth organisations?
5. Does the school collaborate with other organisations, e.g. sports organisations, to develop extracurricular activities?
6. Is the school aware of the resources available in the local community that could support the school's activities?
7. Does the local authority encourage the engagement of the local schools with its community?
8. Do former students maintain a relationship with their school and have an interest in supporting it?
9. Do you perceive that the schools in your municipality think of engagement with the local community as an important element of their mission**?**
10. Do you think that the school considers engagement with the local community to be an important element of their mission**?**
11. Do you think that the school treats all families in the schools' neighbourhood equally regardless of their background?
12. How good do you think is the relationship between the school and students' parents?

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## 4. Results of the survey

Two variants of the Index for inclusion have been calculated – a weighted Index and an unweighted index.

The weighted index gives equal weight to each stakeholder group. Thus, the responses of the principals as a group have equal weight to the responses for the students/pupils as a group. Since the principals tend to have a more optimistic view of the extent of inclusion within their schools than do the students/pupils, this gives an upward bias to the Index of Inclusion. We call this weighted version of the index the **Average Index of Inclusion**, as it is an average across stakeholder groups, giving equal weights to each group.

The unweighted variant gives equal weight to all respondents to the questionnaires, irrespective of which stakeholder group they are from. Since there are more students than principals, the voice of the students comes out more strongly through this variant. The corresponding version of the index of inclusion tends to have a downward bias. We call this unweighted version the index the **Raw Index of Inclusion** since it relies on the raw data and does not distinguish between stakeholder groups.

The differences are not great between the Average Index of Inclusion and the Raw Index of Inclusion. The Average Index is the one that has been calculated within the beneficiary studies, and this seems to be the appropriate version of the index for the use by schools. This is in line with the methodology developed by Booth and Ainscow, who suggest that each stakeholder group has equal weight. The raw index is more relevant for statistical analysis however, as it enables analysis based upon the individual responses, of which there are several thousands, rather than on the averages of the stakeholder groups of which there are only dozens across schools. In the statistical analysis we will therefore often use the Raw Index, when it is necessary to obtain specific types of analytical results.

Detailed results of the survey for each beneficiary are provided in the individual beneficiary reports that are available as annexes to this report. In the present document, we provide an overarching analysis of the results that to some extent transcends the beneficiary dimension to focus on the results between types of schools and between groups of stakeholders in the entire region.

### 4.1 Overall results

In this section we present the overall results of the index, averaged across all stakeholder groups.

**Table 5: Raw Index for Inclusion across all stakeholder groups by dimension**

|  | N | Range | Minimum | Maximum | Mean | Std. Error | Std. Deviation |
|---|---|---|---|---|---|---|---|
| DIM_A_Raw | 8082 | 4 | 1 | 5 | 3.6478 | 0.0090 | 0.8115 |
| DIM_B_Raw | 4432 | 4 | 1 | 5 | 3.4773 | 0.0093 | 0.6137 |
| DIM_C_Raw | 2170 | 3.08 | 1.92 | 5 | 4.0865 | 0.0105 | 0.4900 |
| DIM_D_Raw | 4759 | 4 | 1 | 5 | 3.2654 | 0.0112 | 0.7744 |
| RAW INDEX |  |  |  |  | **3.6611** |  |  |

The table shows that more positive responses were given for Dimension C and the least positive were given for Dimension D. The overall value of the Raw Index for Inclusion for all schools and all stakeholder groups is **3.66**. This is just above the average value of '3' on our scale of 1 to 5. It is within the third quartile group. It shows that the inclusiveness of the schools as a whole is only just

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better than average. This indicates that the schools in South East Europe are, on the whole, not highly inclusive and that there is a significant amount of policy work that needs to be carried out to improve the inclusiveness of the school system as a whole.

The next table shows the results for the Average Index of Inclusion. As explained above, this version of the index does not come with statistical analysis as it is simply an average of the different aggregates which go to make up the different Dimensions of the Index, while the Average index is, as its name suggests, simply an average of the four dimensions which go to make it up.

**Table 6: Average index for Inclusion by dimension**

| | |
|---|---|
| **DIM A Average** | 3.9138 |
| **DIM B Average** | 3.5466 |
| **DIM C Average** | 4.1022 |
| **DIM D Average** | 3.4841 |
| **INDEX** | **3.7617** |

The value of the Average Index for Inclusion is **3.76**, which is very similar to the Raw Index, and as explained above has a slight upward bias due to the heavy influence of the 'voice' of the school principals.

**4.2 Results by school typology**

The results of the survey show that primary schools perform overall better than secondary schools. The two charts below provide the average score for both indexes (Average and Raw) across the three typologies of schools.

**Figure 1: Average Index by type of school**     **Figure 2: Raw Index by type of school**
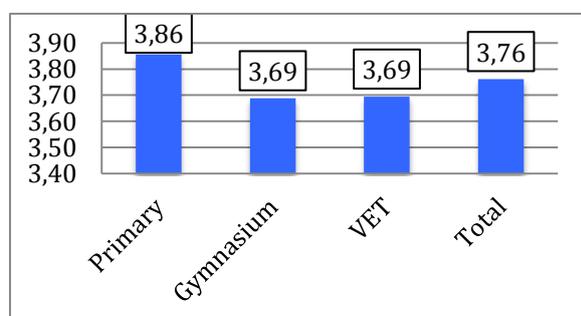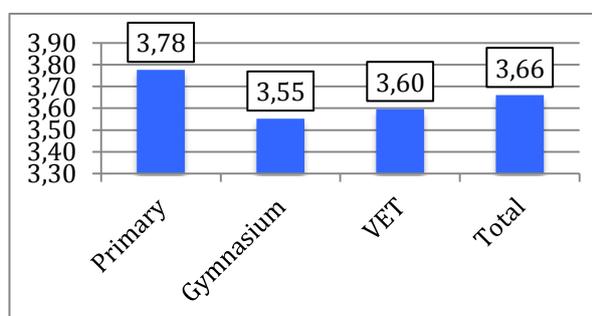


The following two tables provide a more disaggregated view of the score achieved by the three groups of school in each dimension of the index. We propose again a differentiation between Average and Raw indexes. Both indexes show that primary schools are perceived as more inclusive than secondary schools.

**Table 7: Average index by type of school and by dimension**

| | DIM_A | DIM_B | DIM_C | DIM_D | INDEX |
|---|---|---|---|---|---|
| Primary | 4.01 | 3.70 | 4.14 | 3.57 | 3.86 |
| Gymnasium | 3.79 | 3.42 | 4.11 | 3.43 | 3.69 |
| VET | 3.88 | 3.44 | 4.04 | 3.41 | 3.69 |
| ALL schools | 3.91 | 3.55 | 4.10 | 3.48 | 3.76 |

**Table 8: Raw index by type of school and by dimension**

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| | DIM_A | DIM_B | DIM_C | DIM_D | INDEX |
|---|---|---|---|---|---|
| Primary | **3.92** | **3.70** | **4.13** | **3.35** | 3.78 |
| Gymnasium | 3.52 | 3.42 | 4.08 | 3.19 | 3.55 |
| VET | **3.62** | 3.44 | 4.07 | 3.26 | 3.60 |
| ALL schools | 3.72 | 3.55 | 4.10 | 3.28 | 3.66 |

The data in Table 7 indicate that the primary schools have a higher Average index for inclusion than the secondary schools, and this is reflected in each dimension. The figures in bold in Table 8 show the pattern of variation in the various dimensions of the index, between types of school [7]. Table 8 shows that for each dimension of the index the primary schools have a higher value of the index than the secondary schools in a statistically significant sense. For dimension A, within secondary schools, VET schools have a higher value of the dimension-related index than gymnasia. The value of the overall Raw Index is also higher for the primary schools than for the secondary schools.

### 4.3 Results by stakeholder group

A closer examination of the different dimensions of the Index of Inclusion is presented in the next table. Here we look at how each stakeholder group responded to each of the dimensions of the index.

**Table 9: Raw Index by stakeholder group and dimension**

| | N | Range | Minimum | Maximum | Mean | Std. Error | Std. Deviation |
|---|---|---|---|---|---|---|---|
| **DIM_A Parents** | 2543 | 4 | 1 | 5 | 3.5932 | 0.0157 | 0.7920 |
| **DIM_A Teachers** | 1919 | 3.5 | 1.5 | 5 | 4.1880 | 0.0128 | 0.5607 |
| **DIM_A Principals** | 248 | 2.5 | 2.5 | 5 | 4.1972 | 0.0364 | 0.5727 |
| **DIM_A Students** | 3372 | 4 | 1 | 5 | 3.3413 | 0.0135 | 0.7863 |
| **DIM_B Students** | 4432 | 4 | 1 | 5 | 3.4773 | 0.0093 | 0.6164 |
| **DIM_C Teachers** | 248 | 2.69 | 2.31 | 5 | 4.0906 | 0.0322 | 0.5069 |
| **DIM_C Principals** | 1922 | 3.08 | 1.92 | 5 | 4.0859 | 0.0111 | 0.4879 |
| **DIM_D Parents** | 2543 | 4 | 1 | 5 | 3.0139 | 0.0157 | 0.7929 |
| **DIM_D LA Officials** | 49 | 2.66 | 2.25 | 4.91 | 3.7196 | 0.0810 | 0.5670 |
| **DIM_D Teachers** | 1919 | 3.73 | 1.27 | 5 | 3.5393 | 0.0148 | 0.6479 |
| **DIM_D Principals** | 248 | 3.17 | 1.75 | 4.92 | 3.6359 | 0.0375 | 0.5905 |

The table shows the number of observations for each dimension by stakeholder group. It also shows the range of responses and the minimum and maximum values for each dimension calculated as an average across the responses to questions that ranged on a scale from 1 to 5. It can be seen that there is a wide range of responses for some stakeholder groups in some dimensions. For example, the parents' responses to the questions relating to Dimension D varied through the full range of possible responses from 1 to 5. On the other hand the responses by the principals to Dimension D varied from an average of 1.75 to 4.92. Note that to achieve a maximum score of 5, at least one respondent must have answered '5' to each question in the respective dimension, while a smaller maximum implies that the highest individual score had at least one answer less than '5'.

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[7] At 5% level of significance, based on ANOVA tables using the Tukey post-hoc test of significance

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The table also shows the standard errors and the standard deviations of the results. The very small standard errors shows that we can place great confidence on the results, and we can identify statistically significant differences across dimensions and stakeholder groups and other characteristics of interest in the subsequent analysis. This was expected, as the sample sizes were designed to provide a required level of precision of the estimated values within relevant confidence intervals.

A stark contrast in the responses provided by 'internal' and 'external' stakeholders can be observed. Using values of the Index across dimensions for each stakeholder group, we can observe the variation in the responses provided by those who work in the school (principals and teachers), those who attend school (students) and those have an important external stake in it (parents). The chart below shows that on the whole teachers and principals display a much higher perception of inclusiveness in their schools than students and parents do. While this bias could certainly be expected, it is still something that deserves policy makers' attention to understand what the source of this 'perception gap' is.

**Figure 3: Mean value of Index for Inclusion by stakeholder group**
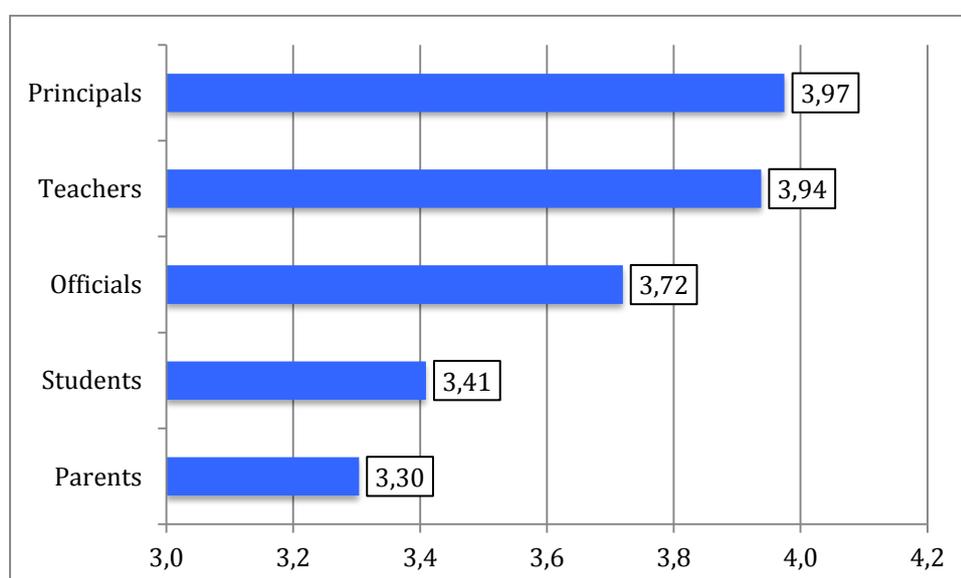


## 4.4 A closer look at specific issues

This section considers the responses to the various questions by the different stakeholder groups. In most cases the answers provided by students and the parents indicate that they are more sceptical about the extent of inclusive educational practices than the teacher or principals[8].

**Table 10: Responses to questions in Dimension A by stakeholder group**

| | Question | Student | Parent | Teacher | Principal | Total |
|---|---|---|---|---|---|---|
| 1 | All students welcomed | 3.47 | 3.74 | 4.44 | 4.32 | 3.81 |
| 2 | Difficulty of entry | 3.95 | 4.21 | 4.33 | 4.46 | 4.14 |
| 3 | Students helped on entry | 3.30 | 3.56 | 4.25 | 4.16 | 3.64 |
| 4 | Familiarisation | 2.64 | 2.87 | 3.74 | 3.85 | 3.01 |

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[8] Since Dimension B involves only students this Dimension has no comparative aspect and is not covered in this section.

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Within Dimension A, different stakeholder groups answered the questions in very different ways. On the whole students were more pessimistic than parents who in turn were more pessimistic than either teachers or principals. There were few significant differences between teachers and principals[9]. The greatest differences were in response to the question about familiarisation[10]. The average score for students was 2.64, well below the middle of the 1-5 range, while Principals scored this question at 3.85.

**Table 11: Responses to questions in Dimension C by stakeholder group**

|    | Question | Principal | Teacher | Total |
|----|----------|-----------|---------|-------|
| 1  | Rules applied consistently | 3.90 | 3.85 | 3.85 |
| 2  | Students well informed | 4.32 | 4.31 | 4.31 |
| 3  | Students involved | 3.75 | 3.76 | 3.76 |
| 4  | Equal treatment gender | 4.53 | 4.51 | 4.51 |
| 5  | Equal treatment ethnicity | 4.50 | 4.53 | 4.52 |
| 6  | Equal treatment religion | 4.56 | 4.57 | 4.57 |
| 7  | Students give feedback | 3.81 | 4.01 | 3.99 |
| 8  | Appointments merit based | 3.79 | 3.81 | 3.80 |
| 9  | Teachers help unhappy students | 3.86 | 3.96 | 3.95 |
| 10 | Teachers help students social problems | 3.69 | 3.71 | 3.70 |
| 11 | Adequate support | 3.89 | 3.96 | 3.95 |
| 12 | Students extra-curricular | 4.15 | 4.12 | 4.12 |
| 13 | Inclusive practice important | 4.44 | 4.04 | 4.09 |

Two stakeholder groups, teachers and Principals, were asked questions related to Dimension C. A t-test for difference of means revealed that only two of these questions elicited significantly different responses from these two stakeholder groups (at the 1% level). Teachers and principals gave similar scores to all but two of the questions. Teachers gave a significantly higher score (t=-3.39, p<0.01) to the question whether students have an opportunity to give feedback (C7) while principals gave a significantly higher score (t=-7.58, p<0.01) to the question whether inclusive practices are an important part of the job (C13). For the former question, teachers scored 4.01 compared to 3.81 for principals, and for the latter question, teachers gave a score of 4.40 compared to 4.44 by principals.

**Table 12: Responses to questions in Dimension D by stakeholder group**

|    | Question | Teacher | Principal | Parent | Official | Total |
|----|----------|---------|-----------|--------|----------|-------|
| 1  | Parents are involved | 2.88 | 3.05 | 2.33 | 3.60 | 2.60 |
| 2  | Coordinate with municipality | 3.70 | 3.86 | 3.21 | 3.76 | 3.45 |
| 3  | Out of hours activities | 3.34 | 3.37 | 2.63 | 3.51 | 2.97 |
| 4  | Rooms for public activities | 3.38 | 3.44 | 2.79 | 3.72 | 3.07 |
| 5  | Collaboration | 3.67 | 3.81 | 3.14 | 3.79 | 3.40 |
| 6  | Awareness of resources | 3.56 | 3.64 | 3.02 | 3.60 | 3.27 |
| 7  | Local authority encourages | 3.24 | 3.23 | 2.77 | 3.49 | 2.99 |
| 8  | Students maintain links | 3.15 | 3.18 | 2.57 | 3.34 | 2.84 |

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[9] A one-way ANOVA was used to test for differences between stakeholder groups' perceptions of inclusion in relation to each question. The perceptions differed significantly between groups at the 1% level. Tukey post-hoc comparisons of the four stakeholder groups indicate that students gave significantly lower scores to each question than the other three groups at the 5% level of significance, parents responses were significantly different to other groups, and were in between students and teachers and Principals, while there were no significant differences between teachers and Principals in response to any of the questions.

[10] 'Are steps taken by the school to familiarise students and their parents with the school prior to their enrolment?'

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|----|----------------------------|------|------|------|------|------|
| 9  | Other schools engage       | 3.52 | 3.68 | 3.02 | 3.80 | 3.26 |
| 10 | Mission to engage          | 3.79 | 4.03 | 3.21 | 4.06 | 3.50 |
| 11 | Equal treatment            | 4.22 | 4.44 | 3.66 | 4.15 | 3.93 |
| 12 | Good relations with parents | 4.03 | 3.90 | 3.81 | 3.63 | 3.90 |

For almost all questions within Dimension D, 'Community Engagement', parents give significantly lower scores than do teachers, principals or local government officials. For example, in answer to the question 'Do you think that the school treats all families in the schools' neighbourhood equally regardless of their background?', parents scored an average of 3.66, compared to teachers 4.22, principals 4.44 and officials 4.15. Only two questions gave a different pattern of responses. In answer to the question 'Are parents living in the school's neighbourhood involved in the school's activities?', parents gave the lowest score (2.88), teachers and principals the next highest scores (2.88 and 3.05 respectively) while local government officials gave significantly higher scores than any of the other three groups (3.60)[11]. Only one question elicited similar responses from all four stakeholder groups: 'How good do you think is the relationship between the school and students' parents?', to which all groups gave a uniformly positive response on average. Indeed this is the question, which received the second highest overall rating of 3.9 in this Dimension

## 5. Discussion of findings

The analysis conducted so far has focused on the overall Index for Inclusion and its four Dimensions. Although this is interesting in itself, it has not explored the interactions between the Dimensions. In this section the results of a principal components analysis (PCA) are reported[12]. This shows that three of the Dimensions (A, C & D) cluster together in a single principal component or 'factor' that reflects inclusive teaching practices, inclusive entry policies and community engagement. These dimensions seem to reflect the teachers' ability or skills in promoting inclusive education. We call this first Factor 'Inclusive Teaching Practice'. The second principal component or factor corresponds to Dimension B. It reflects the students' view of inclusion and the various elements of the atmosphere within the school that are experienced by students. We call this second factor 'Inclusive School Atmosphere'. The Primary schools seem to be far more strongly associated with the factor that reflects the 'school atmosphere' than other types of schools. Conversely, secondary schools are more strongly associated with 'teaching quality' aspects of inclusion, as illustrated in Table 13.

**Table 13: Factor analysis by school type (% of schools)**

| School type | Primary | Gymnasia | VET |
|-------------|---------|----------|-----|
| Factor 1: 'Inclusive teaching practice' | 61.9% | 42.9% | 64.3% |
| Factor 2: 'Inclusive school atmosphere | 90.5% | 21.4% | 35.7% |
| Neither Factor | 4.80% | 35.7% | 21.4% |

*Note: columns do not add up to 100% because some schools score positively on both factors.*

The table above shows that most primary schools perform well in the factor relating to inclusive school atmosphere, while also scoring well on inclusive teaching practice. VET schools score well on the latter, while gymnasia appear to fall down in relation to both factors. About one third of gymnasia and one fifth of VET schools have neither inclusive teaching practices nor an inclusive school atmosphere.

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[11] These groupings are based on Tukey *post hoc* test of significance of group responses at the 5% level of significance.
[12] Technical information describing in detail how the PCA has been carried out is included in Annex 2.

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For Factor 2 (inclusive school atmosphere) a reasonably good explanation can be found by modelling the factor score in terms of the type of school and the size of school. The results of an OLS regression analysis are shown in the next Table.

**Table 14: Regression model for inclusive school atmosphere**

|  | Beta | Standard error | T-statistic | Significance level |
|---|---|---|---|---|
| Primary school (dummy) | 0.938*** | 0.250 | 3.750 | 0.001 |
| School size | -0.002** | 0.001 | -2.521 | 0.015 |
| School size squared | 7.11 E-7** | 0.000 | 2.236 | 0.030 |
| Constant | 0.580 | 0.437 | 1.325 | 0.192 |
| Adjusted R-Squared | 0.293 |  |  |  |
| F-statistic | 7.618*** |  |  |  |

*Note: the dependent variable is the saved values of Factor 2 (i.e. "inclusive school atmosphere")*

The regression model shows that an Inclusive school atmosphere is strongly associated with primary schools relative to secondary schools. The inclusiveness of the school atmosphere is greater in smaller schools compared to larger schools; but the rate at which inclusiveness diminishes with school size slows down as school size increases. The results of a similar regression analysis for Factor 1 (inclusive teaching practices) does not provide any significant results, indicating that teachers' inclusive practices do not vary across school types or with school size in a systematic way.

## 6. Conclusions

This report analysed the results of the baseline questionnaire run by LSE Enterprise across 49 schools in South East Europe as part of the joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'. The results of the survey have been analysed in a regional dimension, focussing primarily on typologies of schools and stakeholder groups. The analysis of how individual countries and individual schools performed is available in the seven beneficiary reports that form separate annexes to this document.

The analysis on a regional basis provided interesting main findings. Firstly, the overall score of the index of inclusion across all the schools in the project is 3.66 on a 1 to 5 scale. This means that schools scored just above the average score of 3 suggesting that there is significant scope for improving the degree of inclusiveness of schools in the region and, hence, reinforcing the rationale for the Council of Europe's current project.

Secondly, when disaggregating the score of the indexes across schools typologies it is found that primary schools are (statistically significantly) more inclusive than secondary schools. This finding suggests that education system across the regions decrease their inclusiveness as students progress through the system. This issue deserves further investigation by policy-makers and researchers alike to understand the dynamics leading to this process of 'decreasing inclusiveness'.

Thirdly, the analysis of the survey results by stakeholder group shows a stark difference across all the dimensions between 'internal' (e.g. teachers, principals) and 'external' (e.g. students, parents) stakeholders. On the whole teachers and principals display a much higher perception of inclusiveness in their schools than students and parents do. While this bias could be certainly expected, policy-makers and researchers should aim to increase our knowledge on what the source of this 'perception gap' is.

Finally, we performed a further analysis to investigate the relationship among the four dimensions of the index for inclusion. This revealed the existence of two 'principal components' of inclusiveness. Consideration of the underlying questions contained in the dimensions relating to each component

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suggests that the first principal component relates to inclusive teaching practices (and policies) and that the second principal component relates to school atmosphere. Schools were scored along each of these components. The analysis showed several differences between school types that are relevant to policy makers. First, primary schools tend to have a more inclusive school atmosphere than secondary schools. Second, both primary schools and VET schools tend to have more inclusive teaching practices than gymnasia. Third, about one third of gymnasia and one fifth of VET schools have neither an inclusive school atmosphere nor inclusive teaching practices and policies. Additional analysis based on a regression model to explain variation in the factor scores across schools revealed that smaller schools tend to have a more inclusive school atmosphere than larger schools.

Overall, the surveys provide a wealth of data of great value to inform the various project partners on the baseline upon which the project activities are being implemented and to assess the changes – in a year time – that the project intervention will bring about.

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## Annex 1. Individual school indexes by type of school

| Type of school | Bene-ficiary | Name of school | DIM A Average | DIM B Average | DIM C Average | DIM D Average | INDEX Average |
|---|---|---|---|---|---|---|---|
| Gymnasium | XK | 17 Shkurti | 4.029 | 3.701 | 4.227 | 3.338 | 3.824 |
| Gymnasium | HR | Gimnazija Bernardina Frankopana | 3.680 | 3.401 | 4.127 | 2.958 | 3.542 |
| Gymnasium | XK | Gjon Buzuku | 3.552 | 3.513 | 3.807 | 2.867 | 3.435 |
| Gymnasium | HR | II. gimnazija Split | 3.745 | 3.347 | 4.244 | 2.993 | 3.582 |
| Gymnasium | AL | Ismail Qemali | 3.369 | 3.331 | 3.803 | 3.321 | 3.456 |
| Gymnasium | ME | Ivan Goran Kovačić | 3.626 | 3.191 | 3.987 | 3.143 | 3.487 |
| Gymnasium | MK | Kosta Susinov | 3.868 | 3.303 | 3.972 | 3.516 | 3.665 |
| Gymnasium | AL | Muharrem Çollaku | 3.520 | 3.629 | 3.394 | 3.116 | 3.415 |
| Gymnasium | RS | Seventh Gymnasium | 4.124 | 3.480 | 4.352 | 3.595 | 3.888 |
| Gymnasium | BA | Srednjoškolski Centar Hadzici | 3.919 | 3.399 | 4.337 | 4.019 | 3.918 |
| Gymnasium | BA | SSC Foca | 3.736 | 3.329 | 4.252 | 3.311 | 3.657 |
| Gymnasium | RS | Svetozar Marković | 4.255 | 3.535 | 4.441 | 3.969 | 4.050 |
| Gymnasium | MK | Taki Daskalo | 3.870 | 3.439 | 4.207 | 3.438 | 3.738 |
| Gymnasium | ME | Tanasije Pejatović | 3.786 | 3.314 | 4.353 | 3.537 | 3.748 |
| Primary | RS | Aleksa Dejović | 4.504 | 3.597 | 4.547 | 3.973 | 4.155 |
| Primary | AL | Ali Podrimja | 4.362 | 3.668 | 4.323 | 4.159 | 4.128 |
| Primary | XK | Bedri Gjinaj | 4.118 | 4.400 | 4.078 | 3.594 | 4.048 |
| Primary | BA | Branko Čopić Prnjavor | 3.910 | 3.513 | 3.950 | 3.301 | 3.668 |
| Primary | XK | Daut Bogojevci | 4.051 | 3.588 | 3.925 | 3.568 | 3.783 |
| Primary | XK | Deshmoret e Kombit | 3.752 | 3.593 | 3.802 | 3.315 | 3.615 |
| Primary | MK | Joakim Krcovski | 4.199 | 4.028 | 4.165 | 3.529 | 3.980 |
| Primary | RS | Jovan Jovanovic Zmaj, Đurđevo | 4.050 | 3.799 | 4.304 | 3.492 | 3.911 |
| Primary | RS | Jovan Jovanovic Zmaj, Vranje | 4.152 | 3.548 | 4.106 | 3.678 | 3.871 |
| Primary | AL | Lef Sallata | 4.055 | 3.600 | 4.107 | 3.921 | 3.921 |
| Primary | ME | Mileva Lajovic-Lalatovic | 3.818 | 3.424 | 4.055 | 3.150 | 3.612 |
| Primary | BA | Mustafa Ejubović - Šejh Jujo Mostar | 4.126 | 3.919 | 4.261 | 3.721 | 4.007 |
| Primary | ME | Mustafa Pecanin | 4.010 | 3.665 | 4.257 | 3.497 | 3.857 |
| Primary | HR | OS dr. Ivan Merz | 3.713 | 3.289 | 4.174 | 3.375 | 3.638 |
| Primary | BA | OS Novi Seher | 3.593 | 3.869 | 3.755 | 3.243 | 3.615 |
| Primary | HR | OS Okucani | 3.932 | 3.637 | 4.237 | 3.217 | 3.756 |
| Primary | HR | OS Vladimir Nazor | 3.681 | 3.526 | 3.713 | 2.998 | 3.479 |
| Primary | MK | Strasho Pingur | 4.085 | 3.756 | 4.172 | 3.584 | 3.899 |
| Primary | AL | Tringë Smajli | 3.844 | 3.670 | 4.066 | 3.187 | 3.692 |
| Primary | MK | Vasil Glavinov | 4.265 | 3.736 | 4.279 | 3.802 | 4.021 |
| Primary | ME | Vuk Karadzic | 4.144 | 3.837 | 4.617 | 3.189 | 3.947 |
| VET | XK | Abdyl Frashëri | 3.968 | 3.703 | 4.155 | 3.241 | 3.767 |

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|-----|----|-------------------------|-------|-------|-------|-------|-------|
| VET | MK | ASUC-Boro Petrusevski | 4.027 | 3.334 | 4.067 | 3.552 | 3.745 |
| VET | ME | Bećo Bašić | 4.160 | 3.663 | 4.555 | 3.607 | 3.996 |
| VET | AL | Beqir Çela | 3.786 | 3.195 | 4.073 | 3.285 | 3.585 |
| VET | HR | Ekonomska i upravna škola | 3.450 | 3.328 | 3.896 | 2.983 | 3.414 |
| VET | RS | ETŠ 'Mija Stanimirović' | 4.092 | 3.337 | 4.442 | 3.472 | 3.836 |
| VET | HR | Gospodarska skola | 3.644 | 3.278 | 3.877 | 2.840 | 3.410 |
| VET | AL | Isuf Gjata | 4.043 | 3.544 | 3.869 | 3.636 | 3.773 |
| VET | MK | Mosha Pijade | 3.743 | 3.503 | 3.601 | 3.168 | 3.504 |
| VET | XK | Qendra e Kompetences | 4.293 | 4.300 | 4.040 | 3.692 | 4.081 |
| VET | BA | Safet Krupić | 3.940 | 3.364 | 3.968 | 3.369 | 3.660 |
| VET | ME | SSŠ 'Sergej Stanić' | 3.757 | 3.023 | 4.153 | 3.315 | 3.562 |
| VET | BA | SSŠ Jajce | 3.431 | 3.220 | 3.888 | 2.864 | 3.351 |
| VET | RS | Technical School Bor | 4.026 | 3.381 | 4.124 | 3.381 | 3.728 |

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### Annex 2. Technical details of PCA

The four dimensions of the index for inclusion are calculated for each school. However, we do not know whether these four dimensions are actually separate or overlapping dimensions of inclusiveness of the schools. There may be unobservable correlations between them that reflect some underlying feature of inclusiveness that is not apparent from simply looking at the data. To identify such underlying factors, we use PCA. The method is useful to reduce the dimensionality of complex data sets.

In order to perform the PCA, we used the SPSS statistical programme. This revealed the existence of two distinct principal components that are uncorrelated with one another. The relation of the four dimensions to the two principal components is seen in the following table:

Rotated Component Matrix

|  | Component 1 | Component 2 |
|---|---|---|
| DIM A Average | **0.811** | 0.495 |
| DIM B Average | 0.099 | **0.982** |
| DIM C Average | **0.870** | -0.028 |
| DIM D Average | **0.797** | 0.151 |

*Note: Rotation Method: Varimax with Kaiser Normalization.*

As can be seen from the Table, the Dimensions A, C and D are strongly linked to Component 1, while Dimension B is linked to component 2. The common feature of component A, C and D is that they are subject to the policy action of the school's teachers and principals. Component C is directly related to the inclusiveness of teaching practice, while entry policy and community engagement policy can also be thought of as being related to teachers' practices and policies of inclusion. Component B however, is related to the student experience in school and the questions relate to the school atmosphere. On the basis of these considerations, we label component 1 as 'inclusive teaching practice' (perhaps more accurately 'inclusive teaching policy and practice' although this is a more unwieldy formulation), and component 2 as 'school atmosphere'. We report the PCA scores (called 'factors') for each school in the Table 13.

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## Annex 3. Beneficiary reports

Please see enclosed individual Beneficiary Reports.

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## "Regional Support for Inclusive Education"

Funded
by the European Union
and the Council of Europe

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT
# Albania

**Delivered in partnership with**

LSE Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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**Preface**

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on Albania details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system in Albania

The basic legal framework for education policy in Albania is the Albanian Constitution approved by the Albanian Parliament on 21 October 1998 and the two basic Acts. *Law No.69/2012 on Pre-University Education System in the Republic of Albania* defines that Pre-university education encompasses the educational levels with codes 0, 1, 2 and 3, in accordance with the *Standard International Classification of Education*, approved by UNESCO in 1997, respectively:

- "Level with code 0", pre-schooling education -57.5% participation;
- "Level with code 1", primary education - 85.9% participation;
- "Level with code 2", low secondary education;
- "Level with code 3", high secondary education - 90.9% participation.

The second legal foundation is *Law, No.10434, dated 23.06.2011 for Vocational Education (VE) and Training in Albania*. It allowed for the vertical and horizontal movement of students in the VE system, as well as for larger autonomy of VE schools to make use of their resources and to be transformed into multifunctional providers for different categories of students with new boards of a broader participation from all stakeholders.

The main actor in charge of the Albanian education is the Ministry of Education and Sports (MoES). The National Council of Pre-university Education is an advisory body to the Minister, with a broader participation of two representatives from social partners, two representatives from associations of local government, and a representative from the national association of parents. Under the authority of the MoES there are central bodies such as: the Institute of Education Development, the Agency of Examinations, and the State Inspectorate of Education. The vocational education system was moved under the authority of the Ministry of Social Welfare and Youth (MSWY). The National Council of VET is a tripartite structure for consulting VET policies; whereas the National Agency for VET is responsible for standardised curricula. Each school has its own board consisting of parents, students, teachers, and representatives from the local government and the community. The teachers' council of the school, being composed of the entire teachers and presided over by the director, is an advisory collegial body for steering the activity of the school. The government of students is a body protecting and promoting the students' rights as well as assisting the progress at the high secondary school. The Commission of Ethics and Behavior, which is part of every school, consist of teachers, parents, and students. It takes into consideration complaints from students, parents and employees of the school institution, in relation with violation of norms of ethics. It also proposes the respective measures to the head of the school. Lastly, international donors also have a role in education policy.

Other actors which take part in education policy include local and regional structures. MoES has its Regional Education Directorate at the district level and Education Offices at the municipal level. The Local Council of Pre-university Education is an advisory body established by the District Council, within the territorial jurisdiction of the region. The local government units have responsibilities such as: a) construction and restoration of the school buildings with the state budget funds or own revenues; b) guaranteeing the inviolability of the educational institutions under its jurisdiction; c) protecting and maintaining; and d) guaranteeing the hygiene - sanitary conditions. The local government in cooperation with the educational institutions is responsible for the registration of students in public primary schools of full time education. The local government in accordance with the criteria approved by their Councils is supporting: a) students of vulnerable families; b) students with excellent achievements; c) teachers' professional development and curriculum development; and d) provision of educational institutions with didactic equipment.[13] The cultural centers of

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[13] Law No.8652, dated 31.7.2000 "On Organization and Functioning of the local government".

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children under the authority of the local government are complementary to schools. Only some VE schools operate at the national level.

Nowadays there is a debate is on whether the education system can be flexible to relate theoretical knowledge with the practical skills required in the labour market by considering inclusion of all vulnerable groups in the system of education. Education policy is focused on increasing the quality in order to face the EU integration challenges. There is a competency-based curriculum approach for all students in compliance with the *Albanian Qualification Framework* and with the labor market demand. The goal is to increase VE participation from 14.2% to 20% until 2020 especially, with focus on female participation to be increased from 20% to 30%. Moreover, another goal is to reduce NEET from 31% to 20% until 2020. In addition, introducing occupational outcomes-based VE programs for those threatened by social exclusion and lifelong learning perspective will be supported. Free transportation has to be offered to students living more than 4 km far from the school, but weak public transportation network and parents worrying about their children' security, leads often to school dropout, especially for the females.

With regard to social inclusion discussions focus on a variety of aspects such as:
- how to increase the participation of social partners and other community actors;
- how to develop a close collaboration between vocational schools and the business through fiscal facilities offered by the government;
- how to make sure in offering female orientation-profiles and a greater school autonomy in management;
- how to increase the focus of vocational education in rural areas by supporting the agro-business; and
- how to strength career guidance as well as to reduce school drop-out rates through a conditional social assistance for poor families with compulsory education for their children.

Recognition of prior learning in particular qualifications gained abroad is important step because during 2009-2013 there are about 125,197 returned emigrants from EU countries in Albania.

Vocational education is considered as one of the main priorities of the government towards increasing youth employment and that is why, responsibility for VE has been transferred from the Ministry of Education to the Ministry of Social Welfare and Youth. Inclusion of vulnerable groups such as Roma, children from poor families, disabled, and returned emigrants is present in the government interventions by providing free books, scholarships (VE students), disability benefits incentives (blind), extra hours learning in school and teaching assistant, and school boards composed of all community actors. Teachers' continuous training and qualification has been in the focus of reform, too.

## 1.1 The primary education system

The compulsory primary education system aims to develop the creativity and personality of students and to provide them with basic elements of general culture and civic education. The pre-school education starts with children aged from 3-6 years old. The children aged 5 years old are provided with the opportunity of following the preparatory school, aiming the integration of the primary education. The compulsory primary education begins at age 6 and lasts 9 years. Students are required to attend primary education up to the age of 16. Students, who may have reached the age of 17 and haven't completed the primary education, shall be allowed to complete the class currently followed; whereas students who may have reached the age of 16 and haven't completed the full time primary education, shall be registered in part time schools.

The criteria, the documentation and the procedures for allocation of places into primary schools are defined by the Minister of Education and Sports. Primary education is a unified system. Primary

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schools lie in the whole territory of the Republic of Albania, and schools are chosen based on the residence. At the second part of May, school provides the list of names of children in its jurisdiction who must start first grade, which is approved by the local educational offices. Schools register the incoming students during the last 2 weeks of June and cooperate with the local authorities and police to identify locations of unregistered children. The school principal does not track students from areas that do not belong to the school in the following cases: when the number of students exceeds the limit, specified in the instructions of the Minister; and if there is not sufficient number of teachers for opening new classrooms.[14] Primary education of students with disabilities is provided in special schools, or in special classes in regular schools, or even integrated into normal classes when the child's disability is mild.

Over the last ten years a tendency for the number of students to decrease year on year has been developing in the public primary schools. [15] On the contrary, the private primary school sector has increased and represents 9.4% of total primary schools in 2011, which attracted 5% of students and 7.4% of teachers employed in the primary schools. While during 2004-2005 the number of private schools has been 78, in 2011 it doubled with 140 private primary schools. The same tendency is also witnessed in the number of students, where in the elementary cycle increased from 8,039 to 11,633 students, while in the low secondary cycle increased from 6,569 to 9,547 students.

The change of the compulsory education structure during the academic year 2009-2010 saw an increase in the number of years from 8 to 9. Primary education consists of two cycles: the elementary cycle (grades I-V) and the lower secondary cycle (grades VI-IX). The curriculum is defined by the Ministry of Education and Sports, but the schools have the right to choose the text books from those approved by the MoES. Teachers have flexibility in approximately 20% of their teaching hours which can be spend for extracurricular activities such as environmental, cultural etc., mainly organised through student group projects.

Usually, the main sources for research findings are: the administrative data produced by the Ministry of Education and Sciences (2012), and the Statistical Yearbook of Education, which the most recent one is that of 2010-2011 while the new one will be published in May with the 2011-2012 report. These research studies provide statistical data on pre-university and higher education, as well as some comparative indicators. The main finding is that the downward tendency of the number of students in primary school, especially in rural areas, may be due to the migration to urban areas. However, the number of schools in rural areas remains higher compared with that in the urban areas. The drop-out rate in primary education has significantly decreased from 0.89% of students in urban areas in 2004-2005 to 0.43% in 2010-2011, while it has been even more drastic in rural areas, from 1.27% to 0.47% during the same time period.

## 1.2 The secondary education system: gymnasia and general schools

The secondary general education is not compulsory and consists of Gymnasia, full time and part-time. Gymnasia provide a general culture that aims expanding and deepening culture and knowledge gained in primary schools. Secondary education starts at age 16, after finishing the primary education; duration of full time studies is 3 years, while part-time ones – 4. Both of them end with Matura exams. Students accepted in the full time high secondary education shall be not older than 18 years old, with the exception of cases determined by the law. Students are allowed to follow gymnasia up to the age of 21. Students having reached respectively the age of 21 in full time gymnasia, or the age of 22 in part-time schools, are not completing it are allowed to follow it until the end of that school year.

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[14] State Inspectorate of Education, 2013, Implementation of the Normative Provisions of Pre-University Education in School.

[15] Ministry of Education and Sciences, (2012), Statistical Yearbook of Education 2010-2011 and timely series.

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The Minister of Education is the one responsible to approve the curricula documentation, the structure of the academic year, the number of students per classroom for the public schools, and the criteria, documentation and the procedures of students' enrolment. The public gymnasia schools submit to the primary schools the forms that will be filled out by the students of the ninth grade. Schools complete forms of elective subjects for grades 11 and 12 during May. At the second part of May, schools provide the list of children's name that must start in its jurisdiction, which is approved by the local educational offices. Schools register the students during the last 2 weeks of June and all registrations are concluded two weeks before the beginning of the school year.

The upward tendency in the intake of students in gymnasia has been evident in the last ten years. The same increased level can be also seen in the private sector, where the number of gymnasia schools in 2010-2011 was doubled in 117 compared with 56 schools in 2004-2005.[16] Especially, in rural areas, it is increased from 1 private school in 2004-2005 to 8 schools in 2010-2011. The private gymnasia attracted 4,112 students in 2010-2011 compared with 1,565 students in 2004-2005, which half of them were females. The higher increase has been in rural schools, where the number of students increased from 28 to 200 students, out of which 100 were females.

For the first time, the new school structure with has three years replaced the one with 4 years in the school year 2009 -2010. Since then, a new high school curriculum and a new plan have been implemented, by avoiding division in social and science profiles. The curriculum includes nine areas: arts, physical education and sports, foreign language, Albanian language and literature, career development, Mathematics, Technology & ICT, natural sciences, and social sciences. The high school curriculum is composed of core curriculum and elective curricula. Syllabus and curricular programs are approved by the Minister of Education and Sports. Teachers have flexibility in approximately 20% of their teaching hours that can be spend for extracurricular activities such as environmental, cultural etc., mainly organized through student group projects. Students are separated into groups only regarding the elective courses freely chosen by them.

Usually, there are statistical publications published by the Ministry of Education and its Institute of Education Development, the Agency of Examinations, and the State Inspectorate of Education. Each year they publish bulletins, reports, studies on the implementation of the legislation, challenges in education system, reforms in curricula, training of teachers, etc. The progression rate from primary education to upper secondary education is an important indicator for social inclusion. The increase rate from 77% in 2004-2005 to 91% in 2010-2011 points out students' percentage registered in the 10th grade opposed to those of 9th grade who received diploma from primary school.

## 1.3 The secondary education system: vocational schools

In terms of equal access to the VE system, eligibility criteria are limited to a diploma of the compulsory 9-years education, so the age of enrolment into vocational education is 16 years old. Since the academic year 2011-2012, vocational schools are also offering part time programmes for students older than 17 years old and for those applicants who are already employed and need the qualification for their job. VET students enrolled in full time schools should be 22 by the time they finish school. The part-time system which has no age limits is offered by many VET schools. The part-time vocational schools have no limitation for the maximum number of students to be accepted**.**

VE is not compulsory in Albania. MoES based on schools planning defines places in the VE system. MoES and schools have carried out promotional campaigns for pupils of compulsory 9-year education, school open days with students, teacher and business representations, and distribution of flyers and school brochures for attracting the students in VE schools. Vocational school displays in a visible place and publishes on its website the new admissions quotas and registration dates one month before the date of students' registration. Schools may admit students above the number of

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[16] Ministry of Education and Sciences, (2012), Statistical Yearbook of Education 2010-2011 and timely series.

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students limit only with the approval of MoES. Arts and sports schools have raised the commissions' for admission of the applicant students to the competition.

Most of the private vocational schools operating in Albania have a limited number of students and a limited offer regarding the programmes. [17] The number of VE schools in 2010-2011 was reduced in public and private sector compared to 2004-2005. In 2010-2011 there were only 7 schools compared to 12 VE schools in 2004-2005, and remains only 1 in rural areas. While the new students' enrolment in the first year of VE private school was reduced from 469 students in 2004-2005 to 379 students in 2010-2011 in urban areas, in rural areas it was increased from 28 to 84 students during the same period. The private VET schools are performing better than the public ones. They have better facilities and are better equipped. Tracer studies show a higher rate of employment of their graduates.

Since the beginning of the school year 2009-2010, the vocational education system performs with a new structure based on the Albanian Qualifications Framework. The VE structure offers three consecutive levels with 2, 3 and with a maximum duration of 4 years. Level I (2 first school years) prepares semi-skilled workers; level II (1 additional school year) prepares skilled workers; and level III (another additional school year) prepares technical experts/managers and provides opportunity through professional state exams to continue university. Remodelling the structure and curricula of the VE system by integrating theory with practice is the main challenge for the VET system in order to respond to the labour market skills as well as to attract students with weak results. Vocational teachers break down, according to the regional needs, the frame curricula approved by the National Agency of VET, and design the teaching plan, which is further approved by the school director. There are no special programs for students with disabilities or difficulties in learning. There is a tendency to shift from manufacturing profiles to services, business, tourism, information technology, and communication.
During the academic year 2009-2010, the change of the compulsory education structure from 8 to 9-years reduced the number of students at high secondary level (10-12), which was balanced by increased enrolment due to the remove of barriers on limited number of students and enrolment exams, the opening of the part-time system, as well as due to the division of profiles based on students' choice and not in their results.

The research findings are focused on the question of how to adjust VET systems to the new realities of the market economy, flexibility of the labour market, and the recent social inclusion of vulnerable groups. ETF has been very involved in studies, giving a special attention to the participation of students with disabilities in the VET system, to the orientation of the VE system to social inclusion, and to the labour market orientation. Improving teachers' training and the VE school infrastructure are some of the research recommendations. Gender inclusion is one of the GIZ VET program components. Research conducted by the research team showed that there is low female participation and the reasons behind that are primarily: infrastructure, mentality and male oriented profiles. A baseline study on the VET schools is being performed by ETF/GIZ for MSWY (now responsible for VE) with the goal of rationalising the VET offer in the country. Many VE schools are inefficient and poor performers and therefore, MSWY strategy is to concentrate the VET offer into bigger institutions, the so called "multifunctional centres".

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

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[17] Ministry of Education and Sciences, (2012), Statistical Yearbook of Education 2010-2011 and timely series.

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Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[18]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in Albania are detailed below.

Table 1: Descriptive details of "Ali Podrimja", Bajram Curri, Tropoja

| Name of the school | Ali Podrimja | | |
|---|---|---|---|
| Location | Bajram Curri, Tropoja | | |
| Number of classes | 21 | | |
| Number of pupils | 499[19] | | |
| Specificities | This school was opened two years ago and it is situated in one of the poor cities in the North of Albania, close to the border with Kosovo. As the road infrastructure is not in good condition, public transport has to go through Kosovo in order to reach Tropoja. The teachers said that all their students continue to secondary education and there is an increase in the number of those who continue to the University. There is no discrimination against the Roma minority living there. There are children which commute from the rural areas near the city, which face difficulties during the winter, as the weather is very cold and the commute is problematic. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | | ✓ |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 2: Descriptive details of Tringë Smajli, Grudë e Re, Shkodër

| Name of the school | Tringë Smajli | | |
|---|---|---|---|
| Location | Grudë e Re, Shkodër | | |
| Number of classes | 12 | | |
| Number of pupils | 492 | | |
| Specificities | This school is situated in a village, located 4 km from the nearest big city, Shkodra. Students come from poor families living in the village and most of them commute from remote mountain areas like Dukagjin – an area known for blood feud problems. | | |
| General overview of | Policy | Yes | No |
| | Procedures in place for reporting bullying[20] | | ✓ |

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[18] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.
[19] Statistics referring to the data received from the Ministry of Education and Sports, Statistics unit.

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| inclusion policies | | Yes | No |
|---|---|:---:|:---:|
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge[21] | ✓ | |
| | Assistant teachers for children with learning difficulties[22] | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[23] | ✓ | |
| | Organisation of extra-curricular activities free of charge[24] | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers[25] | ✓ | |
| | Organisation of volunteering activities for students outside the school[26] | ✓ | |
| | Procedures for the evaluation of teachers one other respondents, answered "No"[27] | ✓ | |

Table 3: Descriptive details of "Lef Sallata", Vlore

| Name of the school | Lef Sallata | | |
|---|---|:---:|:---:|
| Location | Vlore | | |
| Number of classes | 32 | | |
| Number of pupils | 914 | | |
| Specificities | This school is situated in the centre of one of the big touristic cities, with a port on the Adriatic sea and easy connections to Italy. The school has retained good traditions and a good reputation, so it is attractive for families who live in the city centre. The school has smooth collaboration with parents and local government. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | | ✓ |
| | Procedures for the evaluation of teachers | ✓ | |

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[20] 2 other respondents, answered "Yes"

[21] 2 other respondents, answered "Yes", but based on the researcher personal verification, the school doesn't offer asses for disabled students

[22] 2 other respondents, answered "Yes"

[23] 2 other respondents, answered "No"

[24] 2 other respondents, answered "No"

[25] one other respondents, answered "No"

[26] 2 other respondents, answered "No"

[27] one other respondents, answered "No"

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Table 4: Descriptive details of "Ismail Qemali", Tiranë

| Name of the school | Ismail Qemali | | |
|---|---|---|---|
| Location | Tiranë | | |
| Number of classes | 49 | | |
| Number of pupils | 1826 | | |
| Specificities | This school is situated in the urban area of the capital city, Tirana, with very good transport connections. It is considered one of the best gymnasiums in the city and in the country because of high student results. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | | ✓ |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 5: Descriptive details of "Muharrem Çollaku", Pogradec

| Name of the school | Muharrem Çollaku | | |
|---|---|---|---|
| Location | Pogradec | | |
| Number of classes | 23 | | |
| Number of pupils | 825 | | |
| Specificities | This school is situated in the urban area of Pogradec and is the main gymnasium in the city. Pogradec is a touristic city on the Albanian side of Lake Ohrid. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties | | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | |
| | Organisation of extra-curricular activities free of charge | | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | | |
| | Organisation of volunteering activities for students outside the school | | ✓ |
| | Procedures for the evaluation of teachers | | |

*Referring to the principal answers which are not uniform in the 5 school board members.

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Table 6: Descriptive details of "Beqir Çela", Shkozet, Durrës

| Name of the school | Beqir Çela | | |
|---|---|---|---|
| Location | Shkozet, Durrës | | |
| Number of classes | 33 | | |
| Number of pupils | 1134 | | |
| Specificities | This VET school is situated in the industrial area of Durrës. It is considered one of the best VET schools in the country due to high employment rates and partnerships with the businesses. The school has enrolled male students only and mainly those with deprived social and economic status. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge[28] | | ✓ |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[29] | | ✓ |
| | Organisation of extra-curricular activities free of charge[30] | | ✓ |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[31] | | ✓ |
| | Procedures for the evaluation of teachers | ✓ | |

Table 7: Descriptive details of "Isuf Gjata", Korçë

| Name of the school | Isuf Gjata | | |
|---|---|---|---|
| Location | Korçë | | |
| Number of classes | 13 | | |
| Number of pupils | 300 | | |
| Specificities | This VET school is situated in the peripheries of Korça city, in a certain VET campus where 2 other VET schools are situated as well as a dorm. Students in the school face major socio-economic problems as a result of one or multiple factors such as ethnicity, migrated parents, coming from rural areas etc. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge[32] | ✓ | |
| | Assistant teachers for children with learning difficulties[33] | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[34] | ✓ | |

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[28] 2 other respondents, answered "Yes", but based on the researcher personal verification, the school doesn't offer asses for disabled students

[29] 1 of the respondents, answered "Yes"

[30] 2 other respondents, answered "Yes"

[31] 2 other respondents, answered "Yes"

[32] one respondent, answered "No", but based on the researcher personal verification, the school has a ramp for disabled students, even if it allows the entrance only in the first floor of the school

[33] 2 other respondents, answered "Yes"

[34] one respondent, answered "No"

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| | | | |
|---|---|:-:|:-:|
| | Organisation of extra-curricular activities free of charge[35] | ✓ | |
| | Procedures for cooperation with parents[36] | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[37] | | ✓ |
| | Procedures for the evaluation of teachers[38] | ✓ | |

## 3. The Index for inclusion

The 'index for inclusion' was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:
  E.   Inclusive practices for entry to school
  F.   Inclusion within the school
  G.   Inclusive teaching and practice approaches
  H.   Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

| | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in Albania. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

Table 9: Index for inclusion for Albanian Schools

| School name | Ali Podrimja, primary | Tringë Smajli, primary | Lef Sallata, primary | Ismail Qemali, secondary general | Muharrem Çollaku, secondary general | Beqir Çela, VET | Isuf Gjata, VET |
|---|---|---|---|---|---|---|---|
| | Average | | | | | | |
| Dimension A | 4.36 | 3.84 | 4.06 | 3.37 | 3.54 | 3.79 | 4.06 |
| Dimension B | 3.67 | 3.66 | 3.60 | 3.33 | 3.62 | 3.19 | 3.52 |
| Dimension C | 4.32 | 4.07 | 4.11 | 3.80 | 3.51 | 3.87 | 3.88 |
| Dimension D | 4.12 | 3.21 | 4.09 | 3.72 | 3.10 | 3.60 | 3.79 |
| **Index for inclusion** | **4.12** | **3.69** | **3.96** | **3.56** | **3.44** | **3.61** | **3.81** |

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[35] one respondent, answered "No"

[36] one respondent, answered "No"

[37] 3 other respondents, answered "Yes"

[38] one respondent, answered "No"

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A variety of indicators are provided based on the calculation of the index for inclusion. It is evident the differences among schools, but all the indexes for inclusion varies above the average, between 3 and 4. "Ali Podrimja" has the highest index for inclusion, since this is a new school, with a new building located in the centre of the city, and with experienced teachers. Even though all of them have been in the school for two years, they were very optimistic in their answers similarly to their parents. The school has close collaboration with parents and local authorities.

The second high index is in another primary school, "Lef Sallata", which has a good tradition and a good reputation, and therefore it is attractive for families in centre of the city. "Tringe Smaili" school has the lowest index among primary schools since it is located in an underdeveloped rural area, with families from the mountain areas where there are blood feud among different fractions. The weakest index for inclusion is for "Muharrem Çollaku" gymnasia, which is very much near to the other gymnasia Ismail Qemali in Tirana. Both these schools are in the centres of the cities and are selective for the best graduates from the compulsory education, and therefore, competition for new entries is high. There is a difference between them in the index for dimension D (Community engagement). Community engagement is higher in Tirana compared to Pogradeci, which is a small city with limited resources on the other side of Ohrid Lake.

Dimension A (Inclusive practices for entry into school) has the highest score compared to the other dimensions, although there are differences among the schools. These results are linked to the reforms in the education sector to remove all criteria for entry into school, mainly existent in the secondary level of education. Dimension B (Inclusion within the school) is more constant and the index varies between 3.2- 3.6. Dimension B scores the least and even "Ali Podrimja" as a new school experiences the same problems in the teaching process and in physical barriers to access and to enter schools. "Beqir Cela" has the lowest grade on dimension B, since there are only boys enrolled in this school. The second weakest rating is for the extracurricular activities since students have higher expectations for activities outside the classroom. There are differences among stakeholders: teachers' responses are higher compared to school principals, parents and students. Student indexes are lower and may be more consistent with reality. Local authority's responses are higher, which is not as realistic, since there are indicators showing that they do not have much involvement in school life.

There are significant differences in the index for inclusion among the three types of education, especially with regard to the dimension A (Inclusive practices for entry into school). This can be explained with the fact that the entry to the primary system is compulsory and upon graduation the best performing students continue to the gymnasium whereas those with low examination results continue to the VE system, which in this respect is more inclusive than the gymnasium. The index for inclusion along dimension A (Inclusive practices for entry into school) is similar among schools at the same level; whereas the differences in the index of inclusion are evident in the levels of education, where the primary level looks more inclusive, compared to the VE system, or even to the gymnasium. The same trends can also be noticed referring to the dimension B (Inclusion within the school), with the exception in differences between the two gymnasiums.

## 4. Conclusion

The main trends identified vis-à-vis the indexes for inclusive education in Albania reflect the reality, where the three primary schools have higher indicators, followed by the VE schools, and at the end followed by the gymnasia with the lowest scores. Regarding primary education schools, they are distributed all over the country. Since the registration of students in first grade requires documents such as: the child's birth certificate (which misses for Roma children at all), proof of vaccination from the health center and from the eyes physician, as well as a permanent address, the process may create barriers to entry into primary school for some vulnerable groups.

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Referring to the focus of the Government on VE education in the last three years, technical and professional education has become generally available and equally accessible to all. Eligibility criteria for entry to the VE schools such as required skills and abilities are no longer obligatory and the schools are encouraged to develop necessary conditions for disabled students. For the first time, there are registered three blind students at "Beqir Cela" VE school in Durres. While some groups of disabled people double their disability benefits if they attend the VET system such as the blind, others, such as mute and deaf students, do not receive benefits at all. The low income students who are eager to continue their education are provided with scholarships. The businesses, which have their representatives as leaders of the governing Boards of VE schools, are trying to play a role in supporting the VE system. Particularly in the VE schools included in the study, social inclusion might be higher compared to other schools in the system, where the most excluded students in that age cohort are enrolled. This might be a result of the selected schools quality – "Beqir Cela" was awarded best VE school due to the quality of teaching and high rate of employment post-graduation, while "Isuf Gjata" school is rather open since it has strong collaboration with the VET stakeholders in the Korça region, even though it has rather challenging social environment with Roma and students from low socio-economic backgrounds.

Along Dimension A (Inclusive practices for entry into school) the index of inclusion shows that the teachers' responses are more optimistic and the scores are higher compared to the responses of parents and students. This is seen especially with regard to the familiarisation of teachers with the school to facilitate the selection process. Here it has to be highlighted that all schools rank poorly on familiarisation and assistance to students with entry to school. Regarding dimension B (Inclusion within the school), the involvement of students in formulating the rules at school or teacher evaluation, as well as participation in activities outside schools is largely missing. Although the index scores are above the average level, all students, especially in primary schools, have an average score of 3.6, and in our view the reality is more problematic. In dimension C (Inclusive teaching and practice approaches) the responses of teachers are more positive compared to those of school principals, as they are aware of their responsibilities for adequate support in the teaching process and in the organisation of extra-curricular activities, which have the lowest scores. Along Dimension D (Community engagement), teachers, principals and local authority representatives gave high grade to parents' involvement while parents themselves gave the lowest number of points. The second issue focuses on the coordination with the municipality which takes the lowest number of points according to local authorities themselves. Ability of students to maintain links takes low point in dimension D (Community engagement). Only for one primary school, "Tring Smajli", the level observed is below the average on the issue of awareness of available resources, which is the only one selected in the rural area.

The results from the questionnaires with students, teachers, parents and local authorities show an optimistic perception of the state of the pre-university education system in Albania. One of the explanations for the high results is the limited experience in Albania with such kinds of research instruments. In general, there is a tendency to soften the problems and to make the situation look better than it is in reality along all dimensions. This is especially valid for school teachers/principals and local authority, which have many responsibilities, limited resources and constrained capacities to respond to the increasing needs of the education system.

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| Schools located in rural areas in particular are recommended to increase their teachers' awareness on the importance of inclusive education and governments should help this process by providing capacity development. | Tringe Smaili rural elementary school score on average points is lower than elementary schools in urban areas. | Despite some regulation in the field of special education needs, there is not a national level legislation that provides incentives to schools to establish policies for increasing teachers' awareness of inclusive practices. State Inspectorate of Education should provide support on the implementation of the Normative Provisions of Pre-University Education in all school. | Inclusive teaching practices currently seem to be the outcome of factors beyond the official policy framework. Schools in large cities perform better than those in rural areas and this may be due to the fact that they are relatively under more pressure from demanding or more aware parents. Moreover, it is also because teachers themselves are exposed to different types of personal and professional experiences than those in rural areas. |
| Schools are recommended to increase their teachers', pupils, local authorities and parents' awareness of the importance of inclusion in education and governments should help this process by establishing suitable rules/procedures at the national level. | All index scores for inclusion vary above the average point, between 3 and 4, which reflects a subjectivist judgement of the reality. | Inclusive education referring to the above indicators and index is a new approach and maybe not all the stakeholders have a clear understanding on it. Schools are trying to invite parents and local government in the implementation of the Normative Provisions of Pre-University, but it is not enough. | Some trainings are provided by the international donors projects, but it is necessary a permanent policy on understanding the inclusive education in a broader meaning from all interested actors. |
| Enrolment to the education system, although the highest index scores compared with other dimensions, needs more interventions by the government and schools itself to increase the familiarization of students and parents with the advantages of following the secondary level of education, especially of VE. | Dimension A is the highest index point compared to other dimensions, although there are differences between compulsory and non-compulsory levels of education. The familiarization element has the lowest scores in the judgement of parents and students. | It is related with the reforms for removing all enrolment criteria of entry into the primary and secondary level of education, which have been especially in VE schools. (Law No. 69/2012, dated 21.06.2012, for "Pre-Education system in Republic of Albania" and Law no.10434, dated 23.06.2011 "For Vocational Education and Training in Albania"). | If the reforms for removing all enrolment criteria have been focused especially on the secondary level of education and introducing part-time VE system, it is necessary also to be focused on the preschool education for vulnerable groups such as Roma children. If they will be attracted to the preschool education, it will create a chance for equal opportunities in reaching good results since the primary education, which will be a good start for increasing their motivation to continue the secondary level of education. |

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| | | | |
|---|---|---|---|
| Monitoring the process of inclusive education inside the school needs some more instruments for evaluation of the school results based on students, teachers and parents' assessment. Some rules-procedures in national level need to be established. | Dimension B is more constant with an index scores varies between 3.2- 3.6, and the lowest point compared with other dimensions. It was missing at all the involvement of students in formulating the rules of school or in evaluating teachers, as well as participation in activities outside schools. | Schools have more autonomy in curricula development and school management referring to the new legislation. (Law No. 69/2012, dated 21.06.2012, for "Pre-Education system in Republic of Albania"), the teaching process inside the schools can be further regulated with a by-laws. | There are differences among stakeholders: teachers' indicators are higher compared with school principals, parents and students. Students' and parents' index scores are lower and it may be more realistic. Therefore, it is required for more involvement in the teaching process and above all on the evaluation process at school level. |
| Since the local authorities haven't been very involved in school investing, it is required more support and capacity development from the central government on the local government in order to help them fulfil their responsibilities on supporting schools in their localities. | Dimension D, where teachers, principals and local authorities gave high score to parents' involvement, the parents themselves gave the lowest scores. The coordination with municipality takes the lowest scores by the local authorities compared with others. | The Law No.8652, dated 31.07.2000 "On Organization and Functioning of the local government" hasn't been implemented because of the lack of capacities from the local government. | Permanent changes on local government have weakened their capacities, therefore the new law on civil servant including local administrate and the new territorial reform will assist capacity development in local authorities. |

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## Annex 1. Breakdown of index by dimension and stakeholder group for Ali Podrimja

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | NA | 4.88 | 4.80 | 4.22 | |
| Difficulties of entry | NA | 4.29 | 4.20 | 4.73 | |
| Students helped on entry | NA | 4.38 | 4.40 | 4.10 | |
| Familiarisation | NA | 4.33 | 4.40 | 3.61 | |
| **Average scores** | NA | **4.47** | **4.45** | **4.17** | **4.36** |
| N of respondents | NA | 24 | 5 | 49 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.25 | |
| Are other students friendly? | 3.68 | |
| Are teachers friendly? | 3.57 | |
| Has experienced bullying | 3.84 | |
| Feels involved in formulating rules | 3.09 | |
| Do teachers help with problems? | 3.77 | |
| Do other students help with problems? | 3.25 | |
| Participates in activities outside school | 2.84 | |
| Feels that classroom rules are fair | 3.8 | |
| Feels that teachers treat students equally | 3.23 | |
| Are teachers fair when they assess your work? | 3.39 | |
| Whether physical barriers to access school | 4.09 | |
| Whether physical barriers to enter school | 4.48 | |
| Whether school includes all students | 4.16 | |
| Whether inclusiveness is important policy | 3.59 | |
| **Average scores** | **3.67** | **3.67** |
| N of respondents | 44 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,67 | 3,8 | |
| Students well informed | 4,92 | 4,2 | |
| Students involved | 4,29 | 3,8 | |
| Equal treatment gender | 4,79 | 4,8 | |
| Equal treatment ethnicity | 4,67 | 5 | |
| Equal treatment religion | 4,67 | 5 | |
| Students give feedback | 4,04 | 3,8 | |
| Appointments merit based | 4,33 | 3,4 | |
| Teachers help unhappy students | 4,25 | 3,8 | |
| Teachers help students social problems | 4,33 | 3,6 | |
| Adequate support | 4,08 | 3,8 | |
| Students extra-curricular | 4,5 | 4,6 | |
| Inclusive practice important | 4,67 | 4,6 | |
| **Average scores** | **4.48** | **4.17** | **3.42** |
| N of respondents | 24 | 5 | - |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 4,42 | 4,4 | 3,33 | 4 | |
| Coordinate with municipality | 4,88 | 4,4 | 4,06 | 4 | |
| Out of hours activities | 4,5 | 4,2 | 3,57 | 5 | |
| Rooms for public activities | 4,38 | 4,2 | 3,55 | 5 | |
| Collaboration | 4,67 | 4,6 | 3,8 | 4 | |
| Awareness of resources | 4,42 | 3,6 | 3,55 | 4 | |
| Local authority encourages | 4,21 | 3,2 | 3,47 | 4 | |
| Students maintain links | 4 | 3,6 | 3,22 | 2 | |
| Other schools engage | 4,13 | 3,8 | 3,73 | 3 | |
| Mission to engage | 4,58 | 4,6 | 4,02 | 4 | |
| Equal treatment | 4,88 | 5 | 4,59 | 5 | |
| Good relations with parents | 4,96 | 4,6 | 4,63 | 4 | |
| **Average scores** | **4,50** | **4,18** | **3,79** | **4,00** | **4.12** |
| N of respondents | 24 | 5 | 49 | 1 | - |

## Annex 2. Breakdown of index by dimension and stakeholder group for Tringë Smajli

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | NA | 4.74 | 4.60 | 3.87 | |
| Difficulties of entry | NA | 3.30 | 4.60 | 4.13 | |
| Students helped on entry | NA | 4.19 | 4.00 | 3.61 | |
| Familiarisation | NA | 3.58 | 3.40 | 2.08 | |
| **Average scores** | NA | **3,95** | **4,15** | **3,42** | **3.84** |
| N of respondents | NA | 17 | 5 | 38 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.91 | |
| Are other students friendly? | 3.72 | |
| Are teachers friendly? | 3.74 | |
| Has experienced bullying | 4.02 | |
| Feels involved in formulating rules | 3.05 | |
| Do teachers help with problems? | 4.18 | |
| Do other students help with problems? | 3.59 | |
| Participates in activities outside school | 3.22 | |
| Feels that classroom rules are fair | 3.3 | |
| Feels that teachers treat students equally | 3.38 | |
| Are teachers fair when they assess your work? | 3.67 | |
| Whether physical barriers to access school | 3.64 | |
| Whether physical barriers to enter school | 3.65 | |
| Whether school includes all students | 3.96 | |
| Whether inclusiveness is important policy | 3.87 | |
| **Average scores** | **3.66** | **3.66** |
| N of respondents | 46 | - |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,3 | 3,4 | |
| Students well informed | 4,7 | 4,2 | |
| Students involved | 4,15 | 3,8 | |
| Equal treatment gender | 4,74 | 4,8 | |
| Equal treatment ethnicity | 4,63 | 4,8 | |
| Equal treatment religion | 4,67 | 4,6 | |
| Students give feedback | 3,67 | 3,4 | |
| Appointments merit based | 3,85 | 3,6 | |
| Teachers help unhappy students | 4,15 | 4 | |
| Teachers help students social problems | 3,78 | 3,4 | |
| Adequate support | 3,96 | 3,8 | |
| Students extra-curricular | 3,56 | 3 | |
| Inclusive practice important | 4,37 | 4,4 | |
| **Average scores** | **4.19** | **3.94** | **4.07** |
| N of respondents | 27 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3,15 | 3,4 | 3,24 | 2 | |
| Coordinate with municipality | 3,93 | 3,8 | 3,61 | 3 | |
| Out of hours activities | 3,44 | 2,6 | 2,26 | 2 | |
| Rooms for public activities | 3,33 | 3,2 | 3,03 | 3 | |
| Collaboration | 2,85 | 2,8 | 3,39 | 3 | |
| Awareness of resources | 2,89 | 1,4 | 2,3 | 3 | |
| Local authority encourages | 2,85 | 1,8 | 2,42 | 4 | |
| Students maintain links | 2,96 | 2,4 | 2,47 | 3 | |
| Other schools engage | 3,22 | 3,4 | 3,5 | 3 | |
| Mission to engage | 3,56 | 3,2 | 3,53 | 4 | |
| Equal treatment | 4,52 | 4,4 | 4,16 | 5 | |
| Good relations with parents | 4,15 | 3,6 | 4,11 | 4 | |
| **Average scores** | **3,40** | **3,00** | **3,17** | **3,25** | **3.21** |
| N of respondents | 27 | 5 | 38 | 1 | - |

**Annex 3. Breakdown of index by dimension and stakeholder group for Lef Sallata**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | NA | 4.51 | 3.80 | 4.15 | |
| Difficulties of entry | NA | 4.40 | 4.60 | 4.16 | |
| Students helped on entry | NA | 4.23 | 4.00 | 4.06 | |
| Familiarisation | NA | 3.97 | 3.60 | 3.18 | |
| **Average scores** | NA | **4,28** | **4,00** | **3,89** | **4,06** |
| N of respondents | NA | 36 | 5 | 68 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.75 | |
| Are other students friendly? | 3.54 | |
| Are teachers friendly? | 3.44 | |
| Has experienced bullying | 4.25 | |
| Feels involved in formulating rules | 2.84 | |
| Do teachers help with problems? | 3.4 | |

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| | | |
|---|---|---|
| Do other students help with problems? | 3.27 | |
| Participates in activities outside school | 3.42 | |
| Feels that classroom rules are fair | 3.38 | |
| Feels that teachers treat students equally | 2.81 | |
| Are teachers fair when they assess your work? | 3.33 | |
| Whether physical barriers to access school | 4.02 | |
| Whether physical barriers to enter school | 4.5 | |
| Whether school includes all students | 4.04 | |
| Whether inclusiveness is important policy | 4.02 | |
| **Average scores** | **3.60** | **3.60** |
| N of respondents | 52 | - |

| Dimension C <br> Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,54 | 4 | |
| Students well informed | 4,74 | 4 | |
| Students involved | 4,06 | 4 | |
| Equal treatment gender | 4,46 | 4,2 | |
| Equal treatment ethnicity | 4,34 | 4,6 | |
| Equal treatment religion | 4,49 | 4,8 | |
| Students give feedback | 3,66 | 3,8 | |
| Appointments merit based | 4 | 3,2 | |
| Teachers help unhappy students | 4 | 3,6 | |
| Teachers help students social problems | 3,94 | 3,4 | |
| Adequate support | 3,94 | 4,2 | |
| Students extra-curricular | 4,03 | 4 | |
| Inclusive practice important | 4,17 | 4,6 | |
| **Average scores** | **4.18** | **4.03** | **4.11** |
| N of respondents | 36 | 5 | - |

| Dimension D <br> Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 4,03 | 3,6 | 3,13 | 5 | |
| Coordinate with municipality | 4,31 | 4,4 | 4,13 | 5 | |
| Out of hours activities | 3,89 | 4 | 3,56 | 5 | |
| Rooms for public activities | 3,71 | 2,8 | 3,37 | 4 | |
| Collaboration | 4,09 | 4 | 3,9 | 5 | |
| Awareness of resources | 3,8 | 4,2 | 3,68 | 5 | |
| Local authority encourages | 3,54 | 4 | 3,44 | 5 | |
| Students maintain links | 3,34 | 3,6 | 3,09 | 4 | |
| Other schools engage | 3,86 | 3,6 | 3,59 | 3 | |
| Mission to engage | 4,17 | 4,6 | 3,97 | 5 | |
| Equal treatment | 4,23 | 4,8 | 4,4 | 4 | |
| Good relations with parents | 4,69 | 5 | 4,66 | 5 | |
| **Average scores** | **3,97** | **4,05** | **3,74** | **4,58** | **4.09** |
| N of respondents | 36 | 5 | 68 | 1 | - |

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**Annex 4. Breakdown of index by dimension and stakeholder group for Ismail Qemali**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.43 | 4.64 | 3.40 | 3.43 | |
| Difficulties of entry | 3.83 | 4.29 | 3.80 | 3.96 | |
| Students helped on entry | 2.88 | 4.20 | 3.60 | 2.75 | |
| Familiarisation | 2.08 | 3.52 | 2.40 | 1.75 | |
| **Average scores** | **3,06** | **4,16** | **3,30** | **2,97** | **3,37** |
| N of respondents | 112 | 44 | 5 | 56 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.85 | |
| Are other students friendly? | 3.47 | |
| Are teachers friendly? | 3.28 | |
| Has experienced bullying | 4.32 | |
| Feels involved in formulating rules | 2.13 | |
| Do teachers help with problems? | 3.09 | |
| Do other students help with problems? | 3.11 | |
| Participates in activities outside school | 3.04 | |
| Feels that classroom rules are fair | 3.28 | |
| Feels that teachers treat students equally | 2.39 | |
| Are teachers fair when they assess your work? | 3.17 | |
| Whether physical barriers to access school | 3.95 | |
| Whether physical barriers to enter school | 3.9 | |
| Whether school includes all students | 3.23 | |
| Whether inclusiveness is important policy | 3.76 | |
| **Average scores** | **3.33** | **3.33** |
| N of respondents | 112 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,3 | 3,2 | |
| Students well informed | 4,68 | 4,4 | |
| Students involved | 3,95 | 3 | |
| Equal treatment gender | 4,41 | 3,4 | |
| Equal treatment ethnicity | 4,43 | 3 | |
| Equal treatment religion | 4,61 | 4,4 | |
| Students give feedback | 3,8 | 3,2 | |
| Appointments merit based | 3,6 | 3,2 | |
| Teachers help unhappy students | 3,68 | 3,4 | |
| Teachers help students social problems | 3,82 | 3,2 | |
| Adequate support | 3,95 | 3 | |
| Students extra-curricular | 4,11 | 3,4 | |
| Inclusive practice important | 4,45 | 4,2 | |
| **Average scores** | **4.14** | **3.46** | **3.80** |
| N of respondents | 44 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3,34 | 3 | 2,34 | 5 | |
| Coordinate with municipality | 3,77 | 4,2 | 3,34 | 5 | |
| Out of hours activities | 3,39 | 2,6 | 2,25 | 5 | |

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| | | | | | |
|---|---|---|---|---|---|
| Rooms for public activities | 3,23 | 3,6 | 2,16 | 5 | |
| Collaboration | 3,86 | 3,6 | 3,32 | 5 | |
| Awareness of resources | 3,52 | 4 | 2,95 | 5 | |
| Local authority encourages | 3,3 | 3 | 2,93 | 4 | |
| Students maintain links | 3,14 | 2,8 | 2,25 | 5 | |
| Other schools engage | 3,34 | 3,4 | 2,66 | 5 | |
| Mission to engage | 3,75 | 3,4 | 3,07 | 5 | |
| Equal treatment | 4,18 | 4,2 | 3,46 | 5 | |
| Good relations with parents | 4,36 | 4 | 4 | 5 | |
| **Average scores** | **3,60** | **3,48** | **2,89** | **4,92** | **3.72** |
| N of respondents | 44 | 5 | 56 | 1 | - |

## Annex 5. Breakdown of index by dimension and stakeholder group for Muharrem Çollaku

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.63 | 4.38 | 3.00 | 3.62 | |
| Difficulties of entry | 4.32 | 4.41 | 4.60 | 4.00 | |
| Students helped on entry | 3.50 | 4.03 | 3.60 | 2.96 | |
| Familiarisation | 2.32 | 2.82 | 3.25 | 2.27 | |
| **Average scores** | **3,44** | **3,91** | **3,61** | **3,21** | **3,54** |
| N of respondents | 100 | 34 | 5 | 84 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.17 | |
| Are other students friendly? | 3.76 | |
| Are teachers friendly? | 3.49 | |
| Has experienced bullying | 4.52 | |
| Feels involved in formulating rules | 3.08 | |
| Do teachers help with problems? | 3.74 | |
| Do other students help with problems? | 3.31 | |
| Participates in activities outside school | 2.79 | |
| Feels that classroom rules are fair | 3.72 | |
| Feels that teachers treat students equally | 3.09 | |
| Are teachers fair when they assess your work? | 3.51 | |
| Whether physical barriers to access school | 4.01 | |
| Whether physical barriers to enter school | 2.98 | |
| Whether school includes all students | 4 | |
| Whether inclusiveness is important policy | 4.09 | |
| **Average scores** | **3.62** | **3.62** |
| N of respondents | 100 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,03 | 3,4 | |
| Students well informed | 4,47 | 3,6 | |
| Students involved | 3,41 | 3,4 | |
| Equal treatment gender | 3,97 | 3,6 | |
| Equal treatment ethnicity | 4,12 | 3,4 | |
| Equal treatment religion | 4,47 | 4,4 | |
| Students give feedback | 3,12 | 2,6 | |
| Appointments merit based | 3,32 | 2,4 | |
| Teachers help unhappy students | 3,29 | 3 | |

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| | | | | |
|---|---|---|---|---|
| Teachers help students social problems | 3,26 | 3,2 | | |
| Adequate support | 3,21 | 3 | | |
| Students extra-curricular | 3,29 | 3 | | |
| Inclusive practice important | 4,26 | 4 | | |
| **Average scores** | **3.71** | **3.31** | **3.51** | |
| N of respondents | 34 | 5 | - | |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2,82 | 3,2 | 2,29 | 2 | |
| Coordinate with municipality | 3,85 | 3,6 | 3,24 | 4 | |
| Out of hours activities | 2,68 | 2 | 2,42 | 2 | |
| Rooms for public activities | 2,74 | 2,4 | 2,58 | 2 | |
| Collaboration | 2,79 | 3 | 3,14 | 4 | |
| Awareness of resources | 3,33 | 2,2 | 2,95 | 3 | |
| Local authority encourages | 2,75 | 2 | 2,76 | 3 | |
| Students maintain links | 2,48 | 2,6 | 2,5 | 2 | |
| Other schools engage | 3,48 | 3,8 | 3,02 | 3 | |
| Mission to engage | 3,79 | 3,4 | 3,35 | 4 | |
| Equal treatment | 4,38 | 4 | 3,68 | 4 | |
| Good relations with parents | 4,24 | 4,2 | 4,17 | 4 | |
| **Average scores** | **3,28** | **3,03** | **3,01** | **3,08** | **3.10** |
| N of respondents | 34 | 5 | 84 | 1 | - |

**Annex 6. Breakdown of index by dimension and stakeholder group for Beqir Çela**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.30 | 4.76 | 4.60 | 3.66 | |
| Difficulties of entry | 3.84 | 4.38 | 5.00 | 4.49 | |
| Students helped on entry | 2.98 | 4.12 | 4.20 | 3.17 | |
| Familiarisation | 2.81 | 3.50 | 3.20 | 2.57 | |
| **Average scores** | **3,23** | **4,19** | **4,25** | **3,47** | **3.79** |
| N of respondents | 150 | 42 | 5 | 35 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.62 | |
| Are other students friendly? | 3.19 | |
| Are teachers friendly? | 3.57 | |
| Has experienced bullying | 3.75 | |
| Feels involved in formulating rules | 2.46 | |
| Do teachers help with problems? | 3.4 | |
| Do other students help with problems? | 2.88 | |
| Participates in activities outside school | 2.46 | |
| Feels that classroom rules are fair | 3.19 | |
| Feels that teachers treat students equally | 2.9 | |
| Are teachers fair when they assess your work? | 3.43 | |
| Whether physical barriers to access school | 2.92 | |
| Whether physical barriers to enter school | 3.72 | |
| Whether school includes all students | 3.47 | |
| Whether inclusiveness is important policy | 2.94 | |
| **Average scores** | **3.19** | **3.19** |
| N of respondents | 150 | - |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4,33 | 3,2 | |
| Students well informed | 4,36 | 3,8 | |
| Students involved | 4,02 | 4,2 | |
| Equal treatment gender | 0,6 | 3,8 | |
| Equal treatment ethnicity | 4,45 | 4,4 | |
| Equal treatment religion | 4,62 | 4,8 | |
| Students give feedback | 4 | 3,8 | |
| Appointments merit based | 4 | 3 | |
| Teachers help unhappy students | 4,12 | 3,6 | |
| Teachers help students social problems | 3,88 | 4 | |
| Adequate support | 4 | 4,2 | |
| Students extra-curricular | 3,5 | 3,2 | |
| Inclusive practice important | 4,21 | 4,6 | |
| **Average scores** | **3,85** | **3,89** | **3.87** |
| N of respondents | 42 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2,98 | 3,4 | 2,03 | 4 | |
| Coordinate with municipality | 3,98 | 3,8 | 3,57 | 5 | |
| Out of hours activities | 3,33 | 2,2 | 1,94 | 5 | |
| Rooms for public activities | 3,19 | 2,8 | 2,31 | 5 | |
| Collaboration | 3,12 | 2,8 | 2,57 | 4 | |
| Awareness of resources | 3,33 | 3,8 | 2,77 | 5 | |
| Local authority encourages | 3,34 | 3,2 | 2,56 | 5 | |
| Students maintain links | 3,33 | 3,4 | 2,6 | 4 | |
| Other schools engage | 3,38 | 3,4 | 2,8 | 4 | |
| Mission to engage | 3,76 | 4 | 2,83 | 5 | |
| Equal treatment | 4,5 | 4,2 | 4,06 | 4 | |
| Good relations with parents | 4,29 | 4 | 4,31 | 5 | |
| **Average scores** | **3,54** | **3,42** | **2,86** | **4,58** | **3.60** |
| N of respondents | 42 | 5 | 35 | 1 | - |

**Annex 7. Breakdown of index by dimension and stakeholder group for Isuf Gjata**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.40 | 4.95 | 3.60 | 4.05 | |
| Difficulties of entry | 4.21 | 4.58 | 4.80 | 4.41 | |
| Students helped on entry | 3.49 | 4.26 | 3.75 | 3.95 | |
| Familiarisation | 3.32 | 4.37 | 3.80 | 3.95 | |
| **Average scores** | **3.61** | **4.54** | **3.99** | **4.09** | **4.06** |
| N of respondents | 81 | 19 | 5 | 22 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.99 | |
| Are other students friendly? | 3.52 | |
| Are teachers friendly? | 3.62 | |
| Has experienced bullying | 3.99 | |
| Feels involved in formulating rules | 2.64 | |

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| | | |
|---|---|---|
| Do teachers help with problems? | 3.7 | |
| Do other students help with problems? | 3.14 | |
| Participates in activities outside school | 2.65 | |
| Feels that classroom rules are fair | 3.2 | |
| Feels that teachers treat students equally | 3.32 | |
| Are teachers fair when they assess your work? | 3.59 | |
| Whether physical barriers to access school | 4.1 | |
| Whether physical barriers to enter school | 4.34 | |
| Whether school includes all students | 3.78 | |
| Whether inclusiveness is important policy | 3.24 | |
| **Average scores** | **3.52** | **3.52** |
| N of respondents | 81 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3,79 | 3,4 | |
| Students well informed | 4,21 | 3,8 | |
| Students involved | 3,42 | 3,2 | |
| Equal treatment gender | 4,53 | 3,75 | |
| Equal treatment ethnicity | 4,53 | 3,75 | |
| Equal treatment religion | 4,47 | 4 | |
| Students give feedback | 3,89 | 3,4 | |
| Appointments merit based | 3,83 | 3,75 | |
| Teachers help unhappy students | 3,79 | 3,8 | |
| Teachers help students social problems | 3,63 | 3,6 | |
| Adequate support | 4,11 | 3,8 | |
| Students extra-curricular | 3,84 | 3,8 | |
| Inclusive practice important | 4,37 | 4,4 | |
| **Average scores** | **4.03** | **3.73** | **3.88** |
| N of respondents | 19 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2,63 | 3,4 | 3,55 | 4 | |
| Coordinate with municipality | 3,89 | 4,4 | 4 | 5 | |
| Out of hours activities | 3,47 | 4 | 3,65 | 5 | |
| Rooms for public activities | 2,67 | 2,2 | 3,52 | 4 | |
| Collaboration | 3,63 | 3,4 | 3,64 | 3 | |
| Awareness of resources | 3,74 | 3,8 | 3,86 | 4 | |
| Local authority encourages | 3,26 | 2,6 | 3,55 | 5 | |
| Students maintain links | 3,05 | 2,8 | 3,91 | 4 | |
| Other schools engage | 3,26 | 3,2 | 3,86 | 4 | |
| Mission to engage | 3,42 | 3,6 | 4,14 | 5 | |
| Equal treatment | 4,37 | 4,2 | 4,19 | 5 | |
| Good relations with parents | 3,84 | 3,4 | 4,9 | 5 | |
| **Average scores** | **3,44** | **3,42** | **3,90** | **4,42** | 3.79 |
| N of respondents | 19 | 5 | 22 | 1 | - |

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**"Regional Support for Inclusive Education"**

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**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT
# Bosnia and Herzegovina

**Delivered in partnership with**

LSE Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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**Preface**

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on Bosnia and Herzegovina details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system

The education system in Bosnia and Herzegovina (BiH) follows the political structure of the country, established by the Dayton Peace Agreement, and is highly decentralised with fairly independent units. Three education systems (primary, secondary and tertiary) function in a country with 14 jurisdictions and more than 30 laws that regulate education policy. The main institutions responsible for primary and secondary education policies are:

- At the level of BiH, (i) the Ministry of Civil Affairs (MoCA) with its sector for Education and (ii) the Agency for Pre-primary, Primary and Secondary Education in BiH have a coordinating role;
- At the level of the Federation of BiH (FBiH), the Ministry for Education of FBiH has a coordinating role;
- At the level of the Republic of Srpska (RS)/Brčko District, (i) the Ministry for Education of RS and (ii) the Department for Education in Brčko District have a decision making role
- At the level of FBiH, the 10 cantonal Ministries of Education, have a decision making role
- At the municipal level, the  municipalities are the service providers in primary education[39]

There are also educational institutes established at the cantonal level: seven in FBiH and one in RS. The Agency for Higher Education, the Conference of Ministers of Education, and the Rectors Conference disseminate information and recognizes foreign diploma. The main legislation that regulates education at the BiH level takes the form of framework legislation; lower jurisdictions, such as entities, cantons, and Brčko District should harmonise their responding legislation with the existing legislation at country level:  (i) the *Framework Law on Primary and Secondary Education in BiH* (Official Gazette of BiH, number 18/2003); (ii) the *Framework Law on Secondary Vocational Education and Training* (adopted in August 2008),  (iii) the *Law on the Agency for Pre-primary, Primary and Secondary Education of BiH*[40] (Official Gazette of BiH, number 88/2007), and (iv) the *Framework Law on Higher Education of BIH* (Official Gazette of BiH, 2007).

The system requires a degree of coordination that is not currently in place. The harmonisation of legislation is a very slow process and therefore there is no joint approach to education policy at the country level. Administrative units at entity (FBiH and Republic of Srpska) and canton levels have weak governance structures and insufficient capacity: just one or two canton-dependent employees are responsible for the administration of education (Corradini et. al., 2012).

The current policy that dominates education in Bosnia and Herzegovina is focused on access to education and protection of the academic subjects covering specific national issues. There are no statistics on truancy; however, experience has shown that this problem is present in BiH. This is related to the issue of poor statistics in general. Inclusion policy in education is focused on providing support to children from poor communities and securing support for children with special needs. However, these policies are not applied consistently across the whole country, but depend on capacities and recourses of cantons/entities.

Recent reforms that produced significant changes in the education system include: (i) the introduction of nine years long primary education (the Law on the Agency for Pre-primary, Primary and Secondary Education of BiH, 2003), (ii) the *Agreement on Joint Core Curricula and Programmes* signed by the Education Ministers of the entities which prescribes that core curricula are to be applied in all schools in BiH from 2003/2004 (the agreement is not applied in all cantons/entities),

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[39] Responsibilities of municipalities are mainly related to financially supporting transport, food, and accommodation and school books for students

[40] The Agency for Pre-Primary, Primary and Secondary Education started operating on January 1, 2009

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(iii) the introduction and implementation of the qualification framework, (iv) the Introduction and implementation of the Bologna process.

The following figures outline the total capacity of the education system in BiH as well as the evolution of the past decade:

| Education level | Type of figure | Total numbers | | % change |
| --- | --- | --- | --- | --- |
| | | 2004/2005 | 2011/2012 | |
| **Primary Education** | **Schools** | **1887** | **1883** | **-0,21** |
| | Classes | 16.396 | 15.599 | -4,8 |
| | Combined classes | 1863 | 1818 | -2,4 |
| | Teachers | 22.136 | 24.180 | +9,2 |
| | Students | 380.696 | 314.532 | -17.37 |
| **Basic education for children with special needs** | **Schools** | **66** | **55** | **-16,6** |
| | Classes | 217 | 196 | -9,7 |
| | Combined classes | 89 | 81 | -8,9 |
| | Teachers | 306 | 276 | -9,8 |
| | Students | 1370 | 1004 | -26,7 |
| **Secondary Education** | **Schools** | **303** | **311** | **+2,6** |
| | Classes | 6052 | 6498 | +7,3 |
| | Teachers | 11.184 | 12.626 | +12,9 |
| | Students | 164.743 | 161.244 | -2,12 |
| | Student graduated in high school | 44.773 | 34.711 | -22,47 |

Source: Agency for Statistics of Bosnia and Herzegovina, Education Statistics, Dec. 2013.

## 1.1 The primary education system

Primary education is compulsory, according to the *Framework Law on Primary and Secondary Education in BiH* (Official Gazette of BiH, number 18/2003). Children in Bosnia and Herzegovina have to enrol into primary school if they are 6 years old on 1st of April of the given year. Primary education lasts at least eight years; nine years long primary education were introduced in all schools in the Republic of Srpska in 2004, and by 2010 in all cantons and schools in the Federation of Bosnia and Herzegovina (Ministry of Civil Affairs BIH, 2013). At the beginning of the school year 2012/2013, in the territory of BiH, 304,881 pupils were enrolled in 1,881 schools, a decrease of 3.7% (11.776 pupils) compared to the previous year (Agency for statistics BiH).

According to the Framework Law, primary education is free and has to be secured for all children. However, due to financial constrains at cantonal and/or entity level, this regulation is implemented selectively in cantons and schools. Financial support provided to aid completion of primary education is predominantly allocated based on the socio-economic condition of the family and to national minorities (mostly Roma); only Brčko District provides free books and transportation to all students.

Children with special needs attend regular primary school and follow specialized curricula; when this is not possible, students attend special schools for children with special needs. There are 29 schools for children with special needs in the Federation of Bosnia and Herzegovina, 24 in the Republic of Srpska and 2 in Brčko District (Ministry of Civil Affairs BIH, 2013).

According to the Framework Law (Article 12), children attend a primary school based on their place of residence. Private primary schools can be open if they meet the legal requirements defined in the *Framework Law on Primary and Secondary Education in BiH* (Official Gazette of BiH, no. 18/2003); there are 12 private primary schools in FBIH (Ministry of Education of FBIH) and two in the Republic

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of Srpska[41] (Ministry of Education of Republic of Srpska). According to the *Agreement on Joint Core Curricula and Programmes* signed by the Education Ministers of the entities, the core curriculum is to be applied in all schools in BiH starting from the school year 2003/2004 .The agreement is not applied in all cantons/entities and there are differences in curricula across schools within the country.

### 1.2 The secondary education system: gymnasia and general schools

Secondary schools in Bosnia and Herzegovina include general schools (gymnasiums, art schools and religious schools) and technical schools (the Framework Law on Primary and Secondary Education in BiH, 2003). Gymnasia are four year schooling programmes that lead to tertiary education level or limited employment options. Technical schools offer four year technical profiles, which lead to employment, enrolment in non-university post-secondary vocational education or to higher education (World Bank, 2009; Corradini et al., 2012).

At the beginning of the school year 2012/2013, in the territory of BiH, 166,662 pupils were enrolled in 309 secondary schools, and increase of 2.1% (3.378 pupils) in comparison with the previous year (Agency for Statistics BiH, 2014).

Secondary education is, according to the *Framework Law of BiH* (Official Gazette of BiH, number 18/2003) on secondary education, available to all students depending on their school results from primary education, and their individual interests and capabilities. The matura exam conducted at the end of primary school is implemented only in the cantons of Sarajevo and Tuzla, where the results of the exam is decisive for enrolment into secondary school.
Gymnasia (general schools) last for four years; students who complete gymnasium are able to enrol into tertiary education. The age of enrolment into gymnasia is after primary school at the age of 14 or 15, depending of the cantonal regulation and length of primary education (eight or nine years). There are six private international secondary schools in the Federation of Bosnia and Herzegovina (Ministry of Education of FBIH, 2014) and four in the Republic of Srpska (one gymnasium and three secondary school centres) (Ministry of Education of Republic of Srpska, 2014). According to the *Agreement on Joint Core Curricula and Programmes* signed by the Education Ministers of the entities, the core curriculum is to be applied in all schools in BiH from 2003/2004, though the agreement is not consistently across all the cantons/entities.

Education of students with special needs is organised in regular schools by application of special curricula and learning procedures and students with significant special needs are educated in special institutions.

### 1.3 The secondary education system: vocational schools

75% of enrolment in upper secondary education accounts for vocational education and training. VET is offered through three year vocational profiles leading to specific professions and employment, although students are also able to continue their studies at the next educational level by passing additional exams (World Bank, 2009; Corradini et al., 2012).

The scope of VET is mainly limited to initial VET, precisely to secondary and postsecondary non-tertiary VET. The age of enrolment into VET is after completion of primary school at the age of 14 or 15, depending of the cantonal regulation and length of primary education (eight or nine years)

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[41] Primary musical school "Obrad"in Bnaja Luka and Primary musical school "Skala" in Bijeljina.

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Similarly to general schools and gymnasia, students are allocated to VET schools based on their school results from primary school and their individual interests and capabilities. In the cantons of Sarajevo and Tuzla, Matura exam results are decisive for enrolment into secondary schools. In BiH, children from economically deprived communities, children without parental care, and children with lower success in primary schools are more often enrolled in VET (Brankovic N., Oruc N., Jakšić Z., 2013).

Even though the core curriculum should be standardised at country level according to the Agreement from 2003, it is not implemented in practice. The key features of the *Framework Law on Secondary Vocational Education and Training* adopted in 2008 include: (i) a new enhanced role for social partners and a focus on the needs and demands of the economy, (ii) a central role for vocational schools with increased autonomy in response to local economic needs and possibilities of mergers with other schools to form communities whilst retaining their autonomous legal status, (iii) diversification of training offer for new target groups, including adults, through the organisation of short education and training courses at any level and to meet any requirement as a tool for promoting income-generation activities for the schools. The 2008 Framework Law on VET defines the introduction of VET Councils as advisory bodies (VETAC) as a crucial step in enabling labour market stakeholders to influence VET policy and connecting curricula with labour market needs. No VETACs have been established to date, which may be attributable to the slow harmonization process across the entities, cantons and Brčko District laws of the Framework Law on VET, and that it is not clear for most policy-makers how to establish a VETAC: one Council for all VET issues, or separate Councils for each occupation.

Education of students with special needs is organised in regular schools by application of special curricula and learning procedures, while students with significant special needs are educated in special institutions. Research studies and findings on inclusion in vocational secondary education in Bosnia and Herzegovina highlighted that VET schools are particularly important for inclusion as students who attend these schools come from socially and economically deprived communities (Brankovic N., Oruc N., Jakšić Z., 2013). There is a need for monitoring practical classes in VET as this would increase students success in the labour market after the graduation, and practical classes should be organised at least in two companies to increase potential of students for further employment, as well as a need for career counselling prior to enrolment into secondary school (Brankovic N., Oruc N., Jakšić Z., 2013)

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## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[*]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in Bosnia and Herzegovina are detailed below.

Table 1: Descriptive details of primary school "Branko Čopić Prnjavor", Prnjavor

| Name of the school | Primary School "Branko Čopić Prnjavor" | | |
|---|---|---|---|
| Location | Prnjavor, Republika Srpska | | |
| Number of classes | 9 | | |
| Number of pupils | 721 | | |
| Specificities | Relatively rich area of the country. The school building is very old and not functional, awaiting renovation | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[*] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[*] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 2: descriptive details of primary school Novi Šeher, Maglaj

| Name of the school | Primary School "Novi Šeher" | | |
|---|---|---|---|
| Location | Maglaj, Zenica-Doboj Canton, Federation of BiH | | |
| Number of classes | 9 for the Bosnian curriculum, 8 for the Croatian curriculum | | |
| Number of pupils | 592 | | |
| Specificities | Relatively poor area of the country. The school has two buildings next to each other with two different curricula (Croatian, Bosnian) | | |
| General | Policy | Yes | No |

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[*] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.
[*] 1 member of the school project team gave a different answer

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| | | Yes | No |
|---|---|---|---|
| overview of inclusion policies | Procedures in place for reporting bullying[*] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year[*] | ✓ | |
| | Physical access for disabled students charge[*] | | ✓ |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff[*] | ✓ | |
| | Students involved in the evaluation of teachers* | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers[*] | ✓ | |
| | Organisation of volunteering activities for students outside the school[**] | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 3: descriptive details of primary school Mustafa Ejubović, Šejh Jujo Mostar

| Name of the school | Primary School Mustafa Ejubović | | |
|---|---|---|---|
| Location | Mostar, Neretva Canton, Federation of BiH | | |
| Number of classes | 9 | | |
| Number of pupils | 702 | | |
| Specificities | Relatively rich area of the country, in an area with not a very good physical access to the school (out of the city centre, in the hills) | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge[*] | ✓ | |
| | Assistant teachers for children with learning difficulties[*] | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[*] | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers[*] | ✓ | |

Table 4: descriptive details of Secondary school Center Hadzici,

| Name of the school | Secondary school Center Hadzici | | |
|---|---|---|---|
| Location | Hadzici, Sarajevo Canton Federation of BiH | | |
| Number of classes | 4 | | |
| Number of pupils | 833 | | |
| Specificities | Relatively poor area of the country | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year[**] | ✓ | |
| | Physical access for disabled students charge[***] | ✓ | |

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[**] 2 members of the school project team gave a different answer
[*] 1 member of the school project team gave a different answer
[***] 3 members of the school project team gave a different answer

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| | | | |
|---|---|---|---|
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge[*] | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 5: descriptive details of Secondary school CenterFoča, Foca

| Name of the school | Secondary School CenterFoca | | |
|---|---|---|---|
| Location | Foca, Republika Srpska | | |
| Number of classes | 4 | | |
| Number of pupils | 722 | | |
| Specificities | Relatively poor area of the country | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties[*] | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers[*] | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 6: descriptive details of VET school 'Safet Krupić', Bosanska Krupa

| Name of the school | Secondary School, Safet Krupić' | | |
|---|---|---|---|
| Location | Bosanska Krupa, -Una-Sana Canton, Federation of BiH | | |
| Number of classes | 4 | | |
| Number of pupils | 732 | | |
| Specificities | Relatively poor area of the country. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[*] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year[**] | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties[*] | ✓ | |
| | Ethics code for school staff[*] | ✓ | |
| | Students involved in the evaluation of teachers[*] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |

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[*] 1 member of the school project team gave a different answer
[**] 2 members of the school project team gave a different answer

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| | | Yes | No |
|---|---|---|---|
| | Continuous professional development plan for teachers[**] | ✓ | |
| | Organisation of volunteering activities for students outside the school[*] | ✓ | |
| | Procedures for the evaluation of teachers[*] | ✓ | |

Table 7: descriptive details of VET school Jajce,

| Name of the school | 'JAJCE', VET SCHOOL | | |
|---|---|---|---|
| Location | Jajce, Central Bosnia Canton, Federation of BiH | | |
| Number of classes | 4 | | |
| Number of pupils | 719 | | |
| Specificities | Relatively poor area of the country | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[*] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year[**] | | ✓ |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff* | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge* | ✓ | |
| | Procedures for cooperation with parents** | ✓ | |
| | Continuous professional development plan for teachers* | | ✓ |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | | ✓ |

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[*] 1 member of the school project team gave a different answer
[**] 2 members of the school project team gave a different answer

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## 3. The Index for inclusion

The 'index for inclusion' was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:
- I. Inclusive practices for entry to school
- J. Inclusion within the school
- K. Inclusive teaching and practice approaches
- L. Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

|  | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in Bosnia and Herzegovina. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

Table 9: Index for inclusion

| School name | Primary school Prnjavor | Primary school Maglaj | Primary school Mostar | Secondary general Hadzici | Secondary general Foca | VET school Jajce | VET school Bos. Krupa |
|---|---|---|---|---|---|---|---|
|  | Average |  |  |  |  |  |  |
| Dimension A | 3.99 | 3.78 | 4.06 | 3.83 | 3.44 | 3.33 | 3.74 |
| Dimension B | 3.51 | 3.87 | 3.94 | 3.39 | 3.32 | 3.15 | 3.37 |
| Dimension C | 3.95 | 3.75 | 4.25 | 4.35 | 4.20 | 3.81 | 3.97 |
| Dimension D | 3.45 | 3.18 | 3.86 | 4.09 | 3.46 | 3.04 | 3.63 |
| **Index for inclusion** | **3.73** | **3.64** | **4.03** | **3.91** | **3.60** | **3.33** | **3.68** |

The main contributor (the dimension with largest average value) to the index in all schools is dimension C. The schools in Hadzici and Mostar have larger indexes on average compared to the other schools. Each dimension in these two schools is scored higher than in other schools, with the exception of dimension A where the average is higher in Prnjavor than in Hadzici, and dimension B, which is higher in Prnjavor and Maglaj than in Hadzici. This may suggest that the correlation between the population density (urban areas) and inclusion is positive. It is also useful to note that urban areas are also positively correlated with the indicator of economic development in BiH (with large regional disparities), so all these factors can influence possible differences in the level of

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inclusion between schools. These factors seem to play a more important role in inclusion than the type of schools. Therefore, the index of inclusion is higher, for example, in a primary school in urban area than in a secondary general school in a rural area. Moreover, if we compare tables 1 through 7, we can see that, for example, schools in urban areas, regardless of their type, have better inclusion policies in place than schools in rural areas. This could be related to the economic conditions of the areas, as urban areas are wealthier than rural areas.

For dimension A, the average responses of teachers and principals are higher than the responses provided by parents and students. When schools are compared, Mostar and Hadzici have largest average value of the dimension. The main contributor to the higher average value of the dimension (the answers with largest average value) are answers to questions A2[42] and A1[43], with the exception of school in Hadzici, where the average value of answer to the questions A2 is lower than in other schools.

For dimension B, the average responses do not follow the general pattern of difference between urban and rural areas, since schools in Prnjavor and Maglaj have larger overall averages than the school in Hadzici. The main contributor to the higher average value in all schools are answers to questions B2, B4, and B6, which are about the friendliness and help of students, as well as lack of bullying. This means that the contribution of this dimension on the overall average cannot necessarily be attributed to a school and its policies.

Differences in dimension C between schools are the smallest compared to other dimensions. For most of the questions included in this dimension, the average response of principals is slightly larger than average response by teachers. The differences between urban and rural areas are evident. The main contributors to the higher average value of the dimension are answers to the questions about equal treatment of students (questions C4-6).

For dimension D, we can also observe the general pattern of difference between urban and rural areas, where the average value of significantly higher in urban areas. Generally, the average responses provided by teachers and principal are higher than the average responses to the same questions provided by parents, with the exception of Maglaj, where the average responses by different groups of respondents are almost equal. The main contributors to the higher average value of the dimension are answers to the questions D11 and D12, which are about equal treatment and good relations between teachers and parents.

## 4. Conclusion

The education system in Bosnia and Herzegovina is highly decentralised with divided independent jurisdiction levels with decision making at the level of Republic of Srpska, the 10 cantons in Federation of BiH, and Brčko District. Country level institutions responsible for education, together with institutions at the level of Federation of Bosnia and Herzegovina, have coordinating roles. Legislation adopted at the country level should be used as a framework for corresponding legislation at cantonal/entity level/Brčko District legislation in order to have harmonised legal framework. Coordination between institutions is insufficient and inefficient and harmonisation and implementation of legislation is slow and missing.

Private schools have to meet legislative criteria to be opened, with four private primary and secondary schools currently operating, mostly attended by children from wealthy communities.

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[42] Do you think that students from different cultural or social backgrounds experience difficulties to entry into the school?

[43] Do you think that all students feel welcomed into the school by the teachers regardless of their background?

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According to the *Agreement on Joint Core Curricula and Programmes* signed by the Education Ministers of the entities, the core curriculum is to be applied in all schools in BiH from 2003/2004; this agreement is not applied in the whole country and there are differences in the curriculum in schools across the country. Children have to be enrolled into primary education at the age of 6 while they should start secondary education at the age of 14-15.

Gymnasium is offered through four year schooling, leading to either tertiary education level or limited employment options. Technical schools offer four year technical profiles, leading to employment, enrolment in non-university post-secondary vocational education or to higher education and VET is offered through three year vocational profiles leading to specific professions and employment, although students are alble to continue their studies in the next educational level by passing additional exams. The country level policy for inclusion of children is focused on (i) supporting children coming from socially and economically deprived communities, mostly Roma children, including the provision of transport to schools and books, though this support depends on cantonal/entity financial abilities and on (ii) the inclusion of children with special needs into the regular schooling or in case of specific special needs, securing special education institutions for them.

Schools included in the research showed some variations in applied policy for inclusion and only the primary school from Mostar, situated in a more wealthy area compared to the other schools, has all policies for inclusion in place. All schools included into the research have procedures in place for reporting bullying, have ethics code for school staff and have procedures for cooperation with parents. Teachers design classroom rules at the beginning of the school year in six schools and only VET school from Jajce doesn't have those procedures designed while in school from Bosanska Krupa two correspondents believe that these practices are not in place. Three schools out of seven do not have physical access for disabled students available and same three do not have assistant teachers for children with learning difficulties. All schools organise volunteering activities for students outside the school together with extra-curricular activities free of charge but two correspondents from school from Hadzici answered that they do not have either of these activities organised. When it comes to student's inclusion in the evaluation of teachers, only one school, from Mostar, has these procedures in place. VET school from Jajce doesn't have continuous professional development plan for teachers while the same school doesn't have either procedure for the evaluation of teachers.

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy Recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| The Ministries of Education in the ten cantons of FBIH and in the Republic of Srpska should apply the *Agreement on Joint Core Curricula and Programmes* consistently in all cantons/entity. | The *Agreement on Joint Core Curricula* is not applied in the whole country. | According to the *Agreement on Joint Core Curricula and Programmes* signed by Entity Education Ministers the core curricula are to be applied in all schools in BiH from 2003/2004. | The agreement is not applied in all cantons/entity and there are differences in curriculum across schools within the country. |
| The Ministries of Education in the ten cantons of FBIH and in the Republic of Srpska should fully apply the existing *Framework Law on Primary and Secondary Education in BiH* and be obliged to secure support for all children in all parts of BiH coming from socio economic unprivileged conditions. | Free books and transportation costs are provided only in some cantons depending on the economic development of the given canton. | Article 18 of the *Framework Law on Primary and Secondary Education in BiH* states that institutions for education have to take all necessary measures to secure conditions for access to and participation in education process for all children and especially in terms of securing free books and learning materials. | According to the Framework Law, primary education is free and has to be secured to for all children. However, due to financial constrains at cantonal/entity levels this regulation is implemented selectively in cantons and schools. Financial support for children to complete primary education is mostly allocated based on socio economic condition of the family, national minorities (mostly Roma) while only Brčko District secures free books and transportation to all students. |
| Schools should ensure that students are involved in the evaluation of teachers, while the Ministries of Education in the ten cantons of FBIH and in the Republic of Srpska should adopt or implement legislation that would regulate involvement of students in evaluation of teachers . | Data from the research showed that students are not involved in the evaluation of teachers. | Evaluation of teachers by students is not clearly included in legislation. | When it comes to student inclusion in the evaluation of teachers, only one school, from Mostar, has these procedures in place. The evaluation of teachers includes different methods defined by law but the inclusion of students into the evaluation process is not implemented in practice. |
| Schools should ensure that physical access for students with special needs is available on their premises. | According to the data some schools have problem with securing physical access for students with special needs | According to the *Framework Law for primary and secondary education*, primary education is free and has to accessible for all children. Article 35 explains that the responsible institutions, together with | Despite the existing *Framework Law for Primary and Secondary Education,* the legislation is not fully implemented in practice which results in lack of adequate physical access in all schools. This could be |

| | | | |
|---|---|---|---|
| | | schools, are responsible for securing access to and participation in the education process for children with special needs, youth, and adults. | influenced by economic development and financial constraints of municipality where the school is located but anyhow access for all students should be secured. |
| Schools should employ assistant teachers for children with learning difficulties. | Three schools don't have assistant teachers for children with learning difficulties. | According to the *Framework Law on Primary and Secondary Education*, every child should achieve her or his maximum. | There is an ambiguous situation when it comes to assistance for children with special needs. The need and regulation for employment of assistants for children with special needs in school is not clarified in legislation, together with a lack of information on the exact role of that assistant. The *Framework Law on Primary and Secondary Education* states that every child should achieve her or his maximum. The rules and regulations on education of children with special needs in primary and secondary schools of the Republic of Srpska doesn't strictly state that schools have to secure assistants in the education process; the 5th Article of that document states that projects for employment of the assistant will be secured. The *Guidance for Education of Children with Special needs in Federation of BiH* (Ministry of Education FBIH, 2013) recommends employment of assistants in schools where there are children with special needs. However, it remains unclear if these assistants are assistants in teaching or personal assistants for the specific child; this different understanding of the role of the assistant creates a problem of budgeting for either the social protection Ministry or education Ministry. |

| | | | |
|---|---|---|---|
| | | | It would be beneficial to establish clear legal regulations about how and when the assistant should be employed in schools, role of the assistant and budgetary concerns for employment. |
| Schools should ensure teachers treat all children equally. | According to the data from seven schools, one of the lowest scores across the dimension is is that students feel that teachers treat students equally | Article 35 of the *Framework Law on Primary and Secondary Education* states that schools are forbidden to discriminate children in education process based on gender, language, religion, skin colour, political or other opinion, national or social background, special needs or any other basis. | Index for students that feel that teachers treat students equally is among lowest of all indexes with lowest in school in Foca (1.87). A specific seminar should be organised for teachers to increase their capacities for equal treatment of all students. This is also directly linked with lack of inclusion of students in evaluation of teachers . |

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## Annex 1. Breakdown of index by dimension and stakeholder group for Primary school Prnjavor

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | | 4.13 | 4.00 | |
| Difficulties of entry | | 4.88 | 4.60 | |
| Students helped on entry | | 4.10 | 4.20 | |
| Familiarisation | | 3.11 | 3.80 | |
| **Average scores** | | 4.06 | 4.15 | **3.99** |
| N of respondents | | 49 | 3 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.72 | |
| Are other students friendly? | 4.48 | |
| Are teachers friendly? | 3.88 | |
| Has experienced bullying | 4.82 | |
| Feels involved in formulating rules | 3.64 | |
| Do teachers help with problems? | 4.4 | |
| Do other students help with problems? | 4.36 | |
| Participates in activities outside school | 3.56 | |
| Feels that classroom rules are fair | 3.4 | |
| Feels that teachers treat students equally | 3.16 | |
| Are teachers fair when they assess your work? | 3.88 | |
| Whether physical barriers to access school | 3.16 | |
| Whether physical barriers to enter school | 3.52 | |
| Whether school includes all students | 3.86 | |
| Whether inclusiveness is important policy | 4.2 | |
| **Average scores** | | **3.87** |
| N of respondents | | 50 |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.37 | 3.2 | |
| Students well informed | 4.14 | 4 | |
| Students involved | 3.63 | 4.2 | |
| Equal treatment gender | 4.33 | 4.4 | |
| Equal treatment ethnicity | 4.42 | 4.4 | |
| Equal treatment religion | 4.47 | 4.4 | |
| Students give feedback | 3.9 | 4 | |
| Appointments merit based | 3.63 | 4 | |
| Teachers help unhappy students | 3.84 | 3.6 | |
| Teachers help students social problems | 3.57 | 3.4 | |
| Adequate support | 3.78 | 3.6 | |
| Students extra-curricular | 4.06 | 4 | |
| Inclusive practice important | 3.88 | 4.6 | |
| **Average scores** | 3.92 | 3.98 | **3.95** |
| N of respondents | 49 | 3 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 3.04 | 3 | 2.53 | 5 |
| Coordinate with municipality | 3.57 | 3.8 | 2.9 | 5 |

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| | | | | |
|---|---|---|---|---|
| Out of hours activities | 3.52 | 3.4 | 2.74 | 5 |
| Rooms for public activities | 3.08 | 3.6 | 2.31 | 2 |
| Collaboration | 3.67 | 3.2 | 2.92 | 4 |
| Awareness of resources | 3.47 | 3 | 2.76 | 5 |
| Local authority encourages | 2.8 | 3.2 | 2.45 | 3 |
| Students maintain links | 2.92 | 2.8 | 2.51 | 3 |
| Other schools engage | 3.5 | 3.4 | 3 | 4 |
| Mission to engage | 4 | 4 | 3.5 | 4 |
| Equal treatment | 4.43 | 4.4 | 3.57 | 4 |
| Good relations with parents | 4.02 | 3.8 | 3.84 | 3 |
| **Average scores** | 3.50 | 3.47 | 2.92 | 3.92 |
| N of respondents | 49 | 3 | 50 | 1 |

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### Annex 2. Breakdown of index by dimension and stakeholder group for Primary school Maglaj

| Dimension A Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | | 4.10 | 4.00 | |
| Difficulties of entry | | 4.34 | 3.80 | |
| Students helped on entry | | 3.88 | 4.00 | |
| Familiarisation | | 3.00 | 2.40 | |
| **Average scores** | | 3.83 | 3.55 | 3.96 |
| N of respondents | | 50 | 5 | - |

| Dimension B Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.72 | |
| Are other students friendly? | 4.48 | |
| Are teachers friendly? | 3.88 | |
| Has experienced bullying | 4.82 | |
| Feels involved in formulating rules | 3.64 | |
| Do teachers help with problems? | 4.4 | |
| Do other students help with problems? | 4.36 | |
| Participates in activities outside school | 3.56 | |
| Feels that classroom rules are fair | 3.4 | |
| Feels that teachers treat students equally | 3.16 | |
| Are teachers fair when they assess your work? | 3.88 | |
| Whether physical barriers to access school | 3.16 | |
| Whether physical barriers to enter school | 3.52 | |
| Whether school includes all students | 3.86 | |
| Whether inclusiveness is important policy | 4.2 | |
| **Average scores** | | **3.87** |
| N of respondents | | 50 |

| Dimension C Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.47 | 3.6 | |
| Students well informed | 4.02 | 4.2 | |
| Students involved | 3.3 | 3.4 | |
| Equal treatment gender | 4.16 | 4 | |
| Equal treatment ethnicity | 4.08 | 4 | |
| Equal treatment religion | 4.1 | 4 | |
| Students give feedback | 3.66 | 3.2 | |
| Appointments merit based | 3.56 | 3.4 | |
| Teachers help unhappy students | 3.6 | 3.6 | |
| Teachers help students social problems | 3.32 | 3.8 | |
| Adequate support | 3.58 | 3.4 | |
| Students extra-curricular | 3.94 | 3.4 | |
| Inclusive practice important | 4.14 | 4.6 | |
| **Average scores** | 3.76 | 3.74 | **3.75** |
| N of respondents | 50 | 5 | - |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 3.12 | 2.8 | 2.8 | 3 |
| Coordinate with municipality | 3.42 | 3.2 | 3.22 | 4 |
| Out of hours activities | 3.26 | 3 | 2.63 | 2 |
| Rooms for public activities | 3.46 | 3.8 | 3.12 | 3 |
| Collaboration | 3.52 | 3.8 | 2.94 | 3 |
| Awareness of resources | 3.19 | 2.8 | 2.73 | 3 |
| Local authority encourages | 3 | 2.6 | 2.57 | 3 |
| Students maintain links | 2.98 | 3.2 | 2.61 | 2 |
| Other schools engage | 3.21 | 3.4 | 3.16 | 4 |
| Mission to engage | 3.5 | 3.6 | 3.46 | 3 |
| Equal treatment | 3.72 | 3.8 | 3.71 | 3 |
| Good relations with parents | 3.69 | 3.6 | 3.88 | 3 |
| Average scores | 3.34 | 3.30 | 3.07 | 3.00 |
| N of respondents | 50 | 5 | 50 | 1 |

## Annex 3. Breakdown of index by dimension and stakeholder group for Primary school Mostar

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | | 4.38 | 4.20 | |
| Difficulties of entry | | 4.82 | 4.80 | |
| Students helped on entry | | 4.36 | 4.40 | |
| Familiarisation | | 3.32 | 4.00 | |
| **Average scores** | | 4.22 | 4.35 | **4.06** |
| N of respondents | | 50 | 5 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.3 | |
| Are other students friendly? | 4.46 | |
| Are teachers friendly? | 3.86 | |
| Has experienced bullying | 4.8 | |
| Feels involved in formulating rules | 3.66 | |
| Do teachers help with problems? | 4.2 | |
| Do other students help with problems? | 4.1 | |
| Participates in activities outside school | 3.49 | |
| Feels that classroom rules are fair | 3.64 | |
| Feels that teachers treat students equally | 3.16 | |
| Are teachers fair when they assess your work? | 3.39 | |
| Whether physical barriers to access school | 3.56 | |
| Whether physical barriers to enter school | 4.12 | |
| Whether school includes all students | 4.02 | |
| Whether inclusiveness is important policy | 4.28 | |
| **Average scores** | | **3.94** |
| N of respondents | | 50 |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.76 | 4.2 | |
| Students well informed | 4.4 | 4.4 | |
| Students involved | 4.12 | 4.4 | |
| Equal treatment gender | 4.62 | 4.6 | |
| Equal treatment ethnicity | 4.72 | 4.8 | |
| Equal treatment religion | 4.8 | 4.8 | |
| Students give feedback | 3.92 | 4.2 | |
| Appointments merit based | 3.78 | 3.8 | |
| Teachers help unhappy students | 3.9 | 4.2 | |
| Teachers help students social problems | 3.68 | 3.8 | |
| Adequate support | 3.9 | 4 | |
| Students extra-curricular | 4.31 | 4.6 | |
| Inclusive practice important | 4.24 | 4.6 | |
| **Average scores** | 4.17 | 4.34 | **4.25** |
| N of respondents | 50 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 3.26 | 4 | 2.46 | 5 |
| Coordinate with municipality | 3.82 | 4.4 | 3.12 | 5 |
| Out of hours activities | 3.66 | 4 | 2.92 | 3 |
| Rooms for public activities | 4.14 | 4.6 | 3.44 | 3 |
| Collaboration | 4.22 | 4.6 | 3.61 | 5 |
| Awareness of resources | 3.72 | 4.6 | 3.12 | 4 |
| Local authority encourages | 3.14 | 3.4 | 2.32 | 3 |
| Students maintain links | 3.14 | 3.4 | 2.53 | 4 |
| Other schools engage | 3.54 | 4.6 | 3 | 5 |
| Mission to engage | 3.84 | 4.6 | 3.54 | 5 |
| Equal treatment | 4.34 | 4.8 | 3.47 | 5 |
| Good relations with parents | 4.14 | 4 | 3.76 | 5 |
| Average scores | 3.75 | 4.25 | 3.11 | 4.33 |
| N of respondents | 50 | 5 | 51 | 1 |

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**Annex 4. Breakdown of index by dimension and stakeholder group for Secondary general school Hadzici**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.51 | 4.76 | 5.00 | |
| Difficulties of entry | 3.68 | 4.59 | 3.83 | |
| Students helped on entry | 3.17 | 4.46 | 4.50 | |
| Familiarisation | 2.36 | 4.43 | 4.33 | |
| **Average scores** | 3.18 | 4.56 | 4.42 | **3.83** |
| N of respondents | 100 | 46 | 6 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.66 | |
| Are other students friendly? | 3.97 | |
| Are teachers friendly? | 3.41 | |
| Has experienced bullying | 4.5 | |
| Feels involved in formulating rules | 2.91 | |
| Do teachers help with problems? | 3.44 | |
| Do other students help with problems? | 3.67 | |
| Participates in activities outside school | 2.47 | |
| Feels that classroom rules are fair | 2.89 | |
| Feels that teachers treat students equally | 2.23 | |
| Are teachers fair when they assess your work? | 3.08 | |
| Whether physical barriers to access school | 3.18 | |
| Whether physical barriers to enter school | 4.24 | |
| Whether school includes all students | 3.67 | |
| Whether inclusiveness is important policy | 3.47 | |
| **Average scores** | | **3.39** |
| N of respondents | | 100 |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4 | 4.17 | |
| Students well informed | 4.57 | 4.67 | |
| Students involved | 3.58 | 4 | |
| Equal treatment gender | 4.63 | 4.67 | |
| Equal treatment ethnicity | 4.83 | 4.83 | |
| Equal treatment religion | 4.87 | 5 | |
| Students give feedback | 4.28 | 3.5 | |
| Appointments merit based | 4.24 | 4.33 | |
| Teachers help unhappy students | 4.26 | 4.33 | |
| Teachers help students social problems | 3.96 | 4 | |
| Adequate support | 4.33 | 4 | |
| Students extra-curricular | 4.74 | 4.5 | |
| Inclusive practice important | 3.86 | 4.83 | |
| **Average scores** | 4.32 | 4.37 | **4.35** |
| N of respondents | 46 | 6 | - |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 3.11 | 3.67 | 3.07 | 3 |
| Coordinate with municipality | 4.31 | 4.83 | 3.55 | 5 |
| Out of hours activities | 3.98 | 4.33 | 3.26 | 4 |
| Rooms for public activities | 4.16 | 4.67 | 3.35 | 4 |
| Collaboration | 4.18 | 4.5 | 3.31 | 4 |
| Awareness of resources | 3.98 | 4.67 | 3.45 | 5 |
| Local authority encourages | 3.8 | 4.67 | 3.41 | 5 |
| Students maintain links | 3.73 | 4 | 3.19 | 3 |
| Other schools engage | 4.16 | 4.5 | 3.55 | 5 |
| Mission to engage | 4.3 | 4.83 | 3.82 | 5 |
| Equal treatment | 4.69 | 5 | 3.73 | 5 |
| Good relations with parents | 4.31 | 4.5 | 3.95 | 4 |
| Average scores | 4.06 | 4.51 | 3.47 | 4.33 |
| N of respondents | 46 | 6 | 74 | 1 |

**Annex 5. Breakdown of index by dimension and stakeholder group for Secondary general school Foca**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.03 | 4.52 | 4.60 | |
| Difficulties of entry | 3.75 | 4.33 | 3.60 | |
| Students helped on entry | 2.60 | 4.07 | 4.20 | |
| Familiarisation | 2.14 | 4.22 | 4.20 | |
| **Average scores** | 2.88 | 4.29 | 4.15 | **3.44** |
| N of respondents | 102 | 47 | 5 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.46 | |
| Are other students friendly? | 4.13 | |
| Are teachers friendly? | 3.24 | |
| Has experienced bullying | 4.63 | |
| Feels involved in formulating rules | 2.97 | |
| Do teachers help with problems? | 3 | |
| Do other students help with problems? | 3.62 | |
| Participates in activities outside school | 2.63 | |
| Feels that classroom rules are fair | 2.98 | |
| Feels that teachers treat students equally | 1.87 | |
| Are teachers fair when they assess your work? | 2.61 | |
| Whether physical barriers to access school | 3.74 | |
| Whether physical barriers to enter school | 3.83 | |
| Whether school includes all students | 3.79 | |
| Whether inclusiveness is important policy | 3.34 | |
| **Average scores** | | **3.32** |
| N of respondents | | 102 |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.69 | 4.25 | |
| Students well informed | 4.38 | 4.2 | |
| Students involved | 3.24 | 4.2 | |
| Equal treatment gender | 4.52 | 4.8 | |
| Equal treatment ethnicity | 4.65 | 4.8 | |
| Equal treatment religion | 4.72 | 4.8 | |
| Students give feedback | 4 | 3.8 | |
| Appointments merit based | 3.89 | 4.2 | |
| Teachers help unhappy students | 3.89 | 4.2 | |
| Teachers help students social problems | 3.65 | 3.4 | |
| Adequate support | 4.04 | 4.2 | |
| Students extra-curricular | 4.48 | 4.6 | |
| Inclusive practice important | 4 | 4.6 | |
| **Average scores** | 4.09 | 4.31 | **4.20** |
| N of respondents | 47 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 2.78 | 3.2 | 1.56 | |
| Coordinate with municipality | 3.87 | 4.2 | 2.37 | 4 |
| Out of hours activities | 3.61 | 3.8 | 2.48 | 5 |
| Rooms for public activities | 3.59 | 3.8 | 2.31 | 4 |
| Collaboration | 4.04 | 4.2 | 2.77 | 5 |
| Awareness of resources | 3.67 | 3.8 | 2.4 | 3 |
| Local authority encourages | 3.22 | 3.8 | 2.31 | 4 |
| Students maintain links | 2.89 | 3.2 | 1.92 | 3 |
| Other schools engage | 3.7 | 4.2 | 2.37 | 3 |
| Mission to engage | 3.96 | 4.2 | 2.69 | 3 |
| Equal treatment | 4.17 | 4.4 | 3.08 | 4 |
| Good relations with parents | 3.74 | 3.8 | 3.02 | 5 |
| Average scores | 3.60 | 3.88 | 2.44 | 3.91 |
| N of respondents | 47 | 5 | 63 | 1 |

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### Annex 6. Breakdown of index by dimension and stakeholder group for Secondary VET school Jajce

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 2.78 | 4.41 | 4.00 | |
| Difficulties of entry | 3.66 | 4.49 | 4.80 | |
| Students helped on entry | 3.11 | 3.78 | 3.60 | |
| Familiarisation | 2.10 | 2.59 | 3.00 | |
| **Average scores** | 2.91 | 3.82 | 3.85 | **3.33** |
| N of respondents | 133 | 24 | 2 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.38 | |
| Are other students friendly? | 3.62 | |
| Are teachers friendly? | 3.18 | |
| Has experienced bullying | 4.27 | |
| Feels involved in formulating rules | 2.93 | |
| Do teachers help with problems? | 3.47 | |
| Do other students help with problems? | 3.33 | |
| Participates in activities outside school | 2.39 | |
| Feels that classroom rules are fair | 2.83 | |
| Feels that teachers treat students equally | 2.27 | |
| Are teachers fair when they assess your work? | 2.95 | |
| Whether physical barriers to access school | 3.11 | |
| Whether physical barriers to enter school | 3.49 | |
| Whether school includes all students | 3.07 | |
| Whether inclusiveness is important policy | 2.97 | |
| **Average scores** | | **3.15** |
| N of respondents | | 133 |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.29 | 3.2 | |
| Students well informed | 4.2 | 4.2 | |
| Students involved | 3.27 | 3 | |
| Equal treatment gender | 4.39 | 4.75 | |
| Equal treatment ethnicity | 4.44 | 4.8 | |
| Equal treatment religion | 4.46 | 4.8 | |
| Students give feedback | 3.88 | 3.6 | |
| Appointments merit based | 3.22 | 3.2 | |
| Teachers help unhappy students | 3.66 | 3 | |
| Teachers help students social problems | 3.18 | 3.2 | |
| Adequate support | 3.76 | 3.2 | |
| Students extra-curricular | 3.73 | 3.8 | |
| Inclusive practice important | 4.07 | 4.8 | |
| **Average scores** | 3.81 | 3.81 | 3.81 |
| N of respondents | 24 | 2 | - |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 2.15 | 2 | 2 | 2 |
| Coordinate with municipality | 3 | 2.4 | 2.88 | 4 |
| Out of hours activities | 2.88 | 2.8 | 2.65 | 3 |
| Rooms for public activities | 3.41 | 2.8 | 3.12 | 3 |
| Collaboration | 3.32 | 2.8 | 2.84 | 4 |
| Awareness of resources | 3.05 | 2.6 | 2.7 | 3 |
| Local authority encourages | 2.34 | 2.2 | 2.36 | 3 |
| Students maintain links | 2.29 | 1.75 | 1.88 | 3 |
| Other schools engage | 3.05 | 3 | 2.58 | 4 |
| Mission to engage | 3.49 | 3.8 | 3.02 | 4 |
| Equal treatment | 4.08 | 4.6 | 2.88 | 5 |
| Good relations with parents | 3.93 | 3.4 | 3.71 | 4 |
| Average scores | 3.08 | 2.85 | 2.72 | 3.50 |
| N of respondents | 24 | 2 | 22 | 1 |

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## Annex 7. Breakdown of index by dimension and stakeholder group for Secondary VET school Bosanska Krupa

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.35 | 4.60 | 4.40 | |
| Difficulties of entry | 3.89 | 4.17 | 4.60 | |
| Students helped on entry | 3.48 | 4.02 | 4.40 | |
| Familiarisation | 3.02 | 3.42 | 4.00 | |
| **Average scores** | 3.44 | 4.05 | 4.35 | **3.74** |
| N of respondents | 150 | 54 | 5 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.68 | |
| Are other students friendly? | 3.75 | |
| Are teachers friendly? | 3.84 | |
| Has experienced bullying | 4.36 | |
| Feels involved in formulating rules | 2.91 | |
| Do teachers help with problems? | 3.56 | |
| Do other students help with problems? | 3.25 | |
| Participates in activities outside school | 2.56 | |
| Feels that classroom rules are fair | 3.16 | |
| Feels that teachers treat students equally | 2.97 | |
| Are teachers fair when they assess your work? | 3.37 | |
| Whether physical barriers to access school | 3.36 | |
| Whether physical barriers to enter school | 3.18 | |
| Whether school includes all students | 3.43 | |
| Whether inclusiveness is important policy | 3.18 | |
| **Average scores** | | 3.37 |
| N of respondents | | 150 |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.31 | 3.6 | |
| Students well informed | 3.96 | 4.2 | |
| Students involved | 3.19 | 3.4 | |
| Equal treatment gender | 4.35 | 4.4 | |
| Equal treatment ethnicity | 4.44 | 4.6 | |
| Equal treatment religion | 4.52 | 4.8 | |
| Students give feedback | 3.81 | 3.4 | |
| Appointments merit based | 3.12 | 3.8 | |
| Teachers help unhappy students | 3.83 | 4.4 | |
| Teachers help students social problems | 3.87 | 3.4 | |
| Adequate support | 4.06 | 4.2 | |
| Students extra-curricular | 3.78 | 3.8 | |
| Inclusive practice important | 4.1 | 4.8 | |
| **Average scores** | 3.87 | 4.06 | **3.97** |
| N of respondents | 54 | 5 | - |
| | | | |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority |
|---|---|---|---|---|
| Parents are involved | 2.9 | 3.2 | 2.66 | 3 |
| Coordinate with municipality | 3.45 | 3.8 | 3.02 | 5 |
| Out of hours activities | 3.18 | 3.4 | 2.84 | 3 |
| Rooms for public activities | 3.63 | 4.2 | 3.04 | 5 |
| Collaboration | 3.6 | 4.4 | 3.22 | 5 |
| Awareness of resources | 3.29 | 3 | 2.94 | 5 |
| Local authority encourages | 3.15 | 3.2 | 2.33 | 5 |
| Students maintain links | 3.1 | 3 | 2.4 | 4 |
| Other schools engage | 3.33 | 3.4 | 2.89 | 5 |
| Mission to engage | 3.81 | 4 | 3.21 | 5 |
| Equal treatment | 3.79 | 4.4 | 3.18 | 5 |
| Good relations with parents | 3.73 | 4.2 | 3.56 | 4 |
| Average scores | 3.41 | 3.68 | 2.94 | 4.50 |
| N of respondents | 54 | 5 | 50 | 1 |

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## "Regional Support for Inclusive Education"

Funded
by the European Union
and the Council of Europe

**EUROPEAN UNION**

**COUNCIL OF EUROPE**

Implemented
by the Council of Europe

**CONSEIL DE L'EUROPE**

**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT

# Croatia

**Delivered in partnership with**

**LSE** Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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**Preface**

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on Croatia details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system in Croatia

The Ministry of Science, Education and Sport of the Republic of Croatia is the key actor in charge of educational legislation, funding, system organisation and quality control at pre-tertiary and tertiary educational levels. The Ministry establishes and appoints members of several national councils/ professional bodies with the goal of broadening discussions on the issues of educational legislature and policies, and of developing new strategy documents, laws, bylaws and policies. In conducting professional and advisory activities in the field of education and in monitoring and evaluation of the system, the Ministry relies on cooperation with various public agencies. Four agencies are operating in the field of education: the Education and Teacher Training Agency, the Agency for Vocational Education and Training and Adult Education, the National Centre for External Evaluation of Education, and the Agency for Science and Higher Education. Local authorities, public research institutes, universities and NGOs working in the field of education are also important actors, despite the fact that their scope of responsibility and direct impact on national educational policy development and implementation is rather limited.

While preschool education falls mostly under the auspices of local governments, other cycles of education are under shared jurisdiction of local and national government. Even though there is a shared responsibility for the management of elementary and secondary education institutions between these two levels, it must be noted that this mainly refers to the division of the organisational and operational responsibilities. Educational programmes, curricula, assessment, and pedagogical standards etc., are predominately prescribed by the upper level.

Faced with many challenges and voices for urgent reforms of the system, educational policy in Croatia reactively focuses on issues currently arising from educational practice. In times of profound economic and social crisis and ever-increasing youth unemployment rates, the current focus of educational policy seems to fall on aligning Croatian education policy measures with European standards, building a qualification framework, adjusting educational programmes and provisions to labour market requirements, and assuring quality standards. However, as other burning issues appear, the policy focus switches from time to time between the issue of external assessment and evaluation in primary and secondary education, the issue of teachers' professional development and status, the issue of curriculum and teaching methods etc. The main strategic goal in the Education Sector of the new national document entitled *Education, Science and Technology Strategy 2013 - 2030* is outlined as "providing quality education for all". The document aims to set goals and offer solutions for many focal points of the system, including, among others, the provision of the optimal environment and conditions for learning, the development of the integrative models of support measures and inclusion of pupils with special needs and Roma children, the development and implementation of new national curricula for pre-tertiary education, and the reinforcement of life-long learning.

The Croatian Constitution proclaims that education is available to all under equal conditions; gender parity in primary and secondary education has been largely achieved. Furthermore, the right of ethnic minority groups to be educated in their mother tongue and script is believed to be well legislated. However, there are some at-risk groups that have not been adequately recognised in policy documents and initiatives, such as children living in unfavourable socio-economic surroundings, as educational inclusion is framed narrowly in terms of the integration of students with disabilities or Roma children (Matković, Lukić, Buković, & Doolan, 2013). Furthermore, relevant policy documents discuss inclusion on a rather abstract level and fail to develop fully operational policies and practices (Matković et al., 2013).

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In past few years, two major novelties were introduced in the educational system. The first is the *State Matura,* a high-stakes assessment with the dual role of providing certification of completion of gymnasium education and determining entrance to higher education programmes as a substitute to university entrance exams. The second reform refers to the introduction of the learning outcomes approach in the development of programmes and qualifications.

Although the Croatian education system undergoes certain reforms, it could still be characterized as rather static system that is resistant to change. This is especially important within the context of the economic crisis which has its consequences in rising social inequalities. From a regional perspective, it is worth mentioning that Croatian society has one of the highest increases in social inequality, measured by the Human Development Index (Domazet, Dolenec & Ančić, 2012), thus producing a social and political environment which poses extra challenges for the educational system and its transformation.

### 1.1 The primary education system

Primary education is compulsory for all children at the age of 6.5/7 to 15. Primary education (the only compulsory level in Croatian education) lasts eight years and is organised into two levels: the first is class teaching in grades 1 to 4 where pupils have one class-teacher who teaches all subjects except foreign languages and religious education, and the second is subject teaching in grades 5 to 8 where there are specialised teachers for each school subject.

In the school year 2012/2013 primary education was conducted in 2,067 regular primary schools and 73 special schools or primary schools with special groups or class units within the school (Croatian Bureau of Statistics, 2013). Out of 341,376 pupils in primary schools in the school year 2011/2012, 339,383 (99.42%) were in regular schools, and 1,993 (0.58%) in special schools.

Out of 2,067 regular primary schools, 2,057 (99.5%) were public and founded by the units of local government (cities, municipalities or counties). Only 8 schools were private (including Waldorf and Montessori schools) and 2 schools were run by religious communities.

The private primary school sector is very small not only in terms of the number of institutions, but also in terms of the number of enrolled pupils. The Croatian Bureau of Statistics data (2013a) shows that out of 339,383 pupils in regular primary schools in the school year 2011/2012, 338,512 (99.74%) were in public schools, 586 (0.17%) in private schools and 285 (0.08%) in schools of religious communities.

Primary school enrolment statistics in the last two decades shows that gross enrolment ratios (i.e. enrolment in primary education, regardless of age, expressed as a percentage of the population of official primary education age) has been high and tends toward 100% enrolment (UNESCO Institute for Statistics, 2014). In 2011, the total gross enrolment ratio in primary education was 94% and the net enrolment ratio (i.e. number of pupils in the theoretical age group who are enrolled, expressed as a percentage of the same population) was 88%.

According to the *Act on Primary and Secondary Education of the Republic of Croatia* (Official Gazette, No. 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12 and 94/13), enrolment in primary school is compulsory for children who turn six years old before the 1st of April of the current year. Children enlisted for enrolment in primary education sit for an examination of psychophysical condition (school readiness test) organised by an expert body in each school. Based on the results of the examination, enrolment of a child into primary education can either be postponed or approved.

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Primary education system is organised as a neighbourhood-based system, in which pupils attend nearby schools. Cities, municipalities and counties determine school enrolment areas (list of residents' settlements and streets) for each school and there is no free parental choice over where children go to school. However, if schools have enough places, parents have a right to express a preference for a particular school. In such a situation, schools would offer a place to every child who has applied.

All public regular schools follow the same curriculum (subject teaching plans and programmes). In grades 5 to 8 there are 10 to 12 compulsory subjects and three elective subjects (ICT, RE and second/foreign language). Along with what is prescribed by national plans and programmes, schools operate according to the school curriculum, which they develop for each school year in order to specify the contents and methods of extra-curricular, cross-curricular and supplementary programmes and activities.

Members of ethnic minority groups have the right to be educated in their mother tongue and script (in three different models A, B and C and some specific programmes), as defined by the *Constitution of the Republic of Croatia*, the *Constitutional Law on the Rights of National Minorities* (2002) and the *Act on the Education of Ethnic Minorities in their Mother Tongue and Script* (2000). In the school year 2011/2012, a total of 4,077 primary school pupils attended classes conducted in the languages of ethnic minorities: 2,036 in Serbian, 1,465 in Italian, 310 in Czech, 211 in Hungarian and 55 in German.

The integration of children with special education needs has been well established in Croatian educational laws and policies since 1974 to the present (OECD, 2006). At the primary educational level, the *Bylaw on Primary Education of Pupils with Special Needs* (1990) establish the appropriate type of schooling according to the level of pupils' developmental difficulties, integrating children with minor difficulties in regular classes (through individualised or adjusted educational plans and programmes), or providing partial integration for children with moderate difficulties. For chronically ill pupils who cannot attend school, teaching at home or in the hospital is provided. The *State Pedagogical Standard of Primary and Secondary Education System* (2008) defines the minimal infrastructural, financial and human resource requirements for the provision of primary education and integration of children into regular schools.

**1.2 The secondary education system: gymnasia and general schools**

In the Republic of Croatia (upper) secondary education is not compulsory; however, secondary enrolment is generally high. In 2011, the gross enrolment ratio was 98% and the net enrolment ratio was 93% (UNESCO Institute for Statistics, 2014). More specifically, 95% of girls and 92% of boys were enrolled in secondary schools.

Gymnasia (general upper-secondary education) provide selective and prestigious four-year academic tracks on the pathway toward tertiary education. More than 95% of gymnasia pupils enter tertiary education in the first year following their graduation (Jokić & Ristić Dedić, 2012).

Although all gymnasia offer general education programmes (with 14 to 16 compulsory subjects and up to three electives per grade), there are different types of gymnasium programmes: general gymnasium, gymnasium specialised in modern languages, gymnasium specialised in mathematics and natural sciences, and gymnasium specialised in natural sciences and classical gymnasiums. These programmes, for the most part, have not undergone any substantial structural or curricular reform since 1994. In last two years, new experimental programmes that link gymnasium programmes to vocational training (technical, economy, tourism) are offered in selected schools. All gymnasia of the

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same type follow the same programme, while programme variations might stem from the differences pertaining to school curricula.

The Croatian Bureau of Statistics (2013b) data for the school year 2012/2013 shows that about 29.7% of regular pupils were enrolled in gymnasium programmes. There were 54,358 gymnasium pupils in total: 49,544 (91.14%) were enrolled in public schools, 1,687 (3.10%) in private schools and 3,127 (5.75%) in gymnasia of religious communities. In the school year 2012/2013 there were 180 schools with gymnasium programmes – 97 schools providing exclusively gymnasium programmes, while 83 were gymnasium units within so-called mixed schools. Out of all schools that provided gymnasia programmes, 140 (77.7%) were public, 24 (13.3%) were private and 16 (8.9%) were schools of religious communities.

Admission to gymnasia is selective. The selection is based on academic merit, as defined by the Ministry in the *Decision on Elements and Criteria for Selection of Candidates for Enrolment in the First Grade of Secondary Schools* (for each school year). In 2013 the Ministry established a new admission policy and introduced a centralised (nation-wide) computer-supported admission system. In the school year 2013/2014, the selection procedure took into account pupils' grade point averages in grades 5 to 8, and final grades in certain subjects (Croatian Language, Foreign Language, Mathematics, Biology, History and Geography for enrolment into gymnasium programmes) in grades 7 and 8. The Ministry set the minimal threshold for admission to gymnasium programmes and defined additional criteria besides those related to pupils' performance in school. These include special achievement in some fields (such as sports, knowledge competitions or art), but also some other gauges, such as living in underprivileged social environment, living in single parent families, or living with a long-lasting health condition.

## 1.3 The secondary education system: vocational schools

Within approximately 350 vocational secondary programmes categorised into 14 broad occupational educational sectors, there are two dominant streams: four year technical vocational programmes and three year industrial and craft vocational programmes.

According to the Croatian Bureau of Statistics (2013) data for the school year 2012/2013, 70.3% of all regular pupils in secondary education were enrolled in vocational programmes. There were 86,164 pupils in four year programmes out of a total number of 125,889 pupils enrolled in vocational programmes, which constitutes 47.05% of all upper-secondary regular pupils. Three year programmes accounted for 21.69% (39,725) of all pupils enrolled in secondary education.

In the school year 2012/2013 there were 469 schools with vocational programmes in Croatia. Most of the schools offering vocational programmes were public schools (455 or 97.01%). These public schools accounted for 99.18% pupils in vocational education. Only 12 private and 2 schools of religious communities (with 714 and 285 pupils, respectively) were active during school year 2012/2013. There were also 38 special schools/units with vocational programmes which tailored their pedagogical approach and infrastructure to the needs of altogether 1,654 enrolled students.

Four year vocational programmes include programmes leading to technical secondary qualifications in fields like mechanical engineering, information technology, construction, transport, etc., or qualifications in fields like economy, trade and business administration, tourism, health, agriculture, food and veterinary medicine, etc. Although these programmes enable entry into the labour market after graduation, they also enable access to the *State Matura* exams (equivalent to external final exam of general education), putting graduates of four year programmes on track towards tertiary education with no formal obstacles (*Bylaw on State Matura exams*, 2013). Actually, more than 95%

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of four year vocational programmes graduates compete for the places in tertiary education and around 65% succeed in their efforts (Jokić & Ristić Dedić, 2012).

Three year industrial and craft vocational programmes do not enable direct access to the Matura exams and provide no direct pathway towards tertiary education. As such, three year programmes are exclusively focused on preparing graduates for labour market entry. In practice, these programmes are organised in two ways: a) as a single system (classical school-based vocational education and training), or b) as a dual system that combines school teaching and apprenticeship programme with on-job training.

Due to the unfavourable position and deterioration of the crafts and industry sector in Croatia in recent years, as well as due to expansion of tertiary education and differential upward mobility prospects in different vocational streams, pupils' interest in the three year vocational programmes is steadily declining. Matković et al. (2013) demonstrated that enrolment in three year programmes halved in the past fifteen years, moving in step with an observed decline in cohort size.
As a result, admission to secondary school is selective only when it comes to four year general and vocational programmes. Three year vocational programmes do not set academic score threshold for admission and, in most instances, are the only option for pupils of lower academic achievements.

For some groups of pupils, at the point of access to secondary education, there is a regulated positive discrimination. Some pupils are granted direct enrolment into regular programmes (children of war and civil victims/war veterans) and some (children with disabilities and learning difficulties) get direct enrolment into adapted programmes for so-called assisting vocational occupations. Further, additional points can be awarded to Roma and children facing unfavourable economic, social and formative conditions in competition for places in selective secondary school streams.

Croatian vocational education is currently undergoing profound reforms, with the goal of matching educational programmes and provisions with current labour market demands and prospective trends, and with the goal of system rationalisation. The main reform initiatives include preparation of new vocational curricula based on competence and learning outcomes models, development of qualification standards that are compatible with occupational standards and defined in terms of learning outcomes, implementation of quality assurance mechanisms, as well as promotion of mobility, flexibility, relevance, transparency and accessibility of vocational and lifelong learning (*Act on Vocational Education and Training, 2009, Strategy for Development of Vocational Education 2008-2013, Act on Croatian Qualification Framework, 2013*).

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[*]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in Croatia are detailed below.

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Table 1: Descriptive details of primary school "Osnovna skola dr. Ivan Merz", Zagreb

| Name of the school | Osnovna skola dr. Ivan Merz | | |
|---|---|---|---|
| Location | City of Zagreb | | |
| Number of classes | 7 in 5th to 8th grade | | |
| Number of pupils | 393 in total; 166 in 5th to 8th grade | | |
| Specificities | The school is located in the centre of Zagreb, which is the capital of the Republic of Croatia. The school is positioned within relatively rich neighbourhoods of city centre, and socio-economic and educational composition of families is favourable. The school is easily accessible due to good public transport infrastructure of the city´s centre. In school year 2013/2014, 24 pupils are enrolled in ethnic minority education programme - C model for Albanian minority (in two groups). 15 pupils are educated according to individualised programme, and 15 pupils according to adapted programme. 5 pupils are currently in the diagnostic process. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[44] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[45] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[46] | ✓ | |
| | Procedures for the evaluation of teachers[47] | | ✓ |

Table 2: Descriptive details of primary school "Osnovna skola Okucani", Okucani

| Name of the school | Osnovna skola Okucani |
|---|---|
| Location | Okucani |
| Number of classes | 12 in 5th to 8th grade |
| Number of pupils | 556 in total; 234 in 5th to 8th grade in central school building and 40 in distant |
| Specificities | The school is settled in Slavonski Brod-Posavina county, which is one of the least developed counties in Croatia. The school operates in two buildings: one in central location and one distantly. Many pupils enrolled in the school travel to school by bus. Organisation of extracurricular activities for those pupils who depend on bus schedule is perceived as one of the biggest organisational problems for the school.<br>The school organises model C minority education for Serbian minority, but its organisation is also dependent on poor transport infrastructure. 7 pupils follow individualised programme and 29 pupils follow adapted programme. School lacks professionals for rehabilitation treatment. Parents are often unable to include their children in rehabilitation programmes, due to high level of poverty, unemployment and poor traffic infrastructure. |

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[44] One member of the school project team did not provide answer.
[45] One member of the school project team ticked No, while four ticked Yes.
[46] Three members of the school project team ticked Yes, while two ticked No.
[47] All five members of the school project team ticked Yes.

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| General overview of inclusion policies | Policy | Yes | No |
|---|---|---|---|
| | Procedures in place for reporting bullying[48] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students[49] | | ✓ |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[50] | | ✓ |
| | Organisation of extra-curricular activities free of charge[51] | | ✓ |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[52] | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 3: Descriptive details of primary school "Osnovna skola Vladimir Nazor", Ploce

| Name of the school | Osnovna skola Vladimir Nazor | | |
|---|---|---|---|
| Location | Ploče | | |
| Number of classes | 19 in 5th to 8th grade | | |
| Number of pupils | 542 in total; 282 in 5th to 8th grade | | |
| Specificities | The school is positioned in Dubrovnik-Neretva county, which is the Adriatic part of Croatia. In school year 2013/2014, 28 pupils follow individualised or adapted programme, and 3 pupils participate in regular programme with assistants. The school has a special group/ class for special needs pupils in 3rd, 6th, 7th, and 8th grade. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year[53] | ✓ | |
| | Physical access for disabled students[54] | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers[55] | ✓ | |
| | Organisation of volunteering activities for students outside the school[56] | ✓ | |
| | Procedures for the evaluation of teachers[57] | | ✓ |

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[48] One member of the school project team did not provide answer.
[49] One member of the school project team ticked Yes, while three ticked No.
[50] Two members of the school project team ticked No, and two ticked Yes.
[51] Three members of the school project team ticked Yes, while one ticked No
[52] Two members of the school project team ticked No, and two ticked Yes.

[53] One member of the school project team ticked No, while three ticked Yes.
[54] One member of the school project team ticked No, while three ticked Yes.
[55] One member of the school project team ticked No, while three ticked Yes.
[56] One member of the school project team ticked No, while three ticked Yes.
[57] One member of the school project team ticked Yes, while three ticked No.

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Table 4: Descriptive details of grammar school "II. Gimnazija", Split

| Name of the school | II. gimnazija | | |
|---|---|---|---|
| Location | Split | | |
| Number of classes | 24 | | |
| Number of pupils | 711 | | |
| Specificities | The school is in Split (second largest city in Croatia), which is the centre of Split-Dalmatia county. The school is located in the centre of the city and it shares the school building with another grammar school. The school follows gymnasium programme specialised in modern languages. 2 pupils follow individualised programme while there are no pupils following adapted programme. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[58] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students | ✓ | |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff[59] | ✓ | |
| | Students involved in the evaluation of teachers[60] | | ✓ |
| | Organisation of extra-curricular activities free of charge[61] | ✓ | |
| | Procedures for cooperation with parents[62] | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[63] | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 5: Descriptive details of mixed school "Gimnazija Bernardina Frankopana", Ogulin

| Name of the school | Gimnazija Bernardina Frankopana |
|---|---|
| Location | Ogulin |
| Number of classes | 19 |
| Number of pupils | 442 |
| Specificities | The school is settled in county of Karlovac. The school is mixed, offering both general and vocational programmes. 214 pupils are enrolled in general gymnasium programme, 80 pupils in 4-years programmes in economy and business administration sector, 98 pupils in 4-years programmes in tourism, and 50 pupils in 3-years programmes for salesmen. There are 5 pupils who have an individualised programme, 8 pupils who have an adapted programme and 1 pupil following the combination of these two programmes. Most of these pupils are enrolled in 3-years programmes. The school experiences problems with organisation of transport for pupils, especially for those with special needs. School also lacks professionals who would work with pupils with special education needs. Therefore those pupils need to travel to the county centre (Karlovac), which is often time-consuming and demanding. |

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[58] Two members of the school project team ticked No, and two ticked Yes.
[59] One member of the school project team ticked No, while three ticked Yes.
[60] Two members of the school project team ticked No, and two ticked Yes.
[61] One member of the school project team ticked No, while three ticked Yes.
[62] One member of the school project team ticked No, while three ticked Yes.
[63] One member of the school project team did not provide answer.

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| General overview of inclusion policies | Policy | Yes | No |
|---|---|---|---|
| | Procedures in place for reporting bullying[64] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students[65] | ✓ | |
| | Assistant teachers for children with learning difficulties[66] | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[67] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school[68] | ✓ | |
| | Procedures for the evaluation of teachers[69] | ✓ | |

Table 6: Descriptive details of vocational school "Ekonomska i upravna skola", Osijek

| Name of the school | Ekonomska i upravna skola | | |
|---|---|---|---|
| Location | Osijek | | |
| Number of classes | 32 | | |
| Number of pupils | 802 | | |
| Specificities | The school is positioned in Osijek which is the centre of county of Osijek-Baranja. Osijek is the third largest city in Croatia. The school offers three four-years vocational programmes: economist (539 pupils); administrative clerk (213 pupils) and administrative secretary (50 pupils). The school is positioned in the centre of city and is easily accessible by public transportation. 9 pupils follow individualised programme and 11 pupils adapted programme. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[70] | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students | ✓ | |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[71] | | ✓ |
| | Organisation of extra-curricular activities free of charge[72] | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers[73] | ✓ | |
| | Organisation of volunteering activities for students outside the school[74] | ✓ | |
| | Procedures for the evaluation of teachers[75] | ✓ | |

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[64] Four members of the school project team ticked Yes, and one ticked No.
[65] Four members of the school project team ticked Yes, and one ticked No.
[66] Three members of the school project team ticked Yes, and two ticked No.
[67] Four members of the school project team ticked Yes, and one ticked No.
[68] Four members of the school project team ticked Yes, and one ticked No.
[69] Four members of the school project team ticked Yes, and one ticked No.
[70] Four members of the school project team ticked Yes, and one ticked No.
[71] Four members of the school project team ticked No, and one ticked Yes.
[72] Four members of the school project team ticked Yes, and one ticked No.
[73] Three members of the school project team ticked Yes, and two ticked No.
[74] Four members of the school project team ticked Yes, and one ticked No.
[75] Four members of the school project team ticked Yes, and one ticked No.

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Table 7: Descriptive details of vocational school "Gospodarska skola Cakovec"

| Name of the school | Gospodarska skola Čakovec | | | |
|---|---|---|---|---|
| Location | Čakovec | | | |
| Number of classes | 27 | | | |
| Number of pupils | 543 | | | |
| Specificities | The school is settled in county of Medimurje, in its centre - Cakovec. The school offers both four-years and three-years vocational programmes in the following sectors: Agriculture, food and veterinary medicine, Transport and logistics, Textile and leather, Security services, Personal and other services. In school year 2013/2014, 83 pupils are enrolled in the 4-yrs programme for technicians in agriculture, 81 pupils in 3-yrs programme for gardeners, florists and assistant florists; 163 pupils in 4-yrs programme for transport technicians, 70 pupils in 3-yrs programme for drivers, 67 pupils in 3 yrs. programmes for hairdressers, beauticians and pedicures, and 74 pupils in 3-yrs programmes for shoemakers, and textile dressers (74 pupils). There are 36 pupils that follow adapted programme and are enrolled in special classes for assistant florists and dressers. 15 Roma minority pupils are enrolled in this school year. | | | |
| General overview of inclusion policies | Policy | Yes | No | |
| | Procedures in place for reporting bullying[76] | ✓ | | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | | |
| | Physical access for disabled students | ✓ | | |
| | Assistant teachers for children with learning difficulties[77] | ✓ | | |
| | Ethics code for school staff | ✓ | | |
| | Students involved in the evaluation of teachers[78] | ✓ | | |
| | Organisation of extra-curricular activities free of charge[79] | ✓ | | |
| | Procedures for cooperation with parents | ✓ | | |
| | Continuous professional development plan for teachers[80] | ✓ | | |
| | Organisation of volunteering activities for students outside the school[81] | ✓ | | |
| | Procedures for the evaluation of teachers[82] | ✓ | | |

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[76] Three members of the school project team ticked Yes, and two ticked No.
[77] Three members of the school project team ticked Yes, and two ticked No.
[78] All five members of the school team ticked No.
[79] Four members of the school project team ticked Yes, and one ticked No.
[80] Three members of the school project team ticked Yes, and two ticked No.
[81] Four members of the school project team ticked Yes, and one ticked No.
[82] Four members of the school project team ticked Yes, and one ticked No.

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## 3. The Index for inclusion

The 'index for inclusion' was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:

- M. Inclusive practices for entry to school
- N. Inclusion within the school
- O. Inclusive teaching and practice approaches
- P. Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

| | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in Croatia. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (most inclusive).

Table 9: index for inclusion for Croatia

| School name | Primary schools | | | Grammar school | Mixed school | Vocational schools | |
|---|---|---|---|---|---|---|---|
| | Osnovna skola dr. Ivan Merz Zagreb | Osnovna skola Okucani | Osnovna skola Vladimir Nazor Ploce | II. gimnazija Split | Gimnazija Bernardina Frankopana Ogulin | Ekonomska i upravna skola Osijek | Gospodarska skola Cakovec |
| | Average | | | | | | |
| Dimension A | 3.69 | 3.93 | 3.67 | 3.75 | 3.68 | 3.45 | 3.64 |
| Dimension B | 3.26 | 3.65 | 3.55 | 3.36 | 3.36 | 3.32 | 3.28 |
| Dimension C | 4.18 | 4.24 | 3.71 | 4.26 | 4.17 | 3.90 | 3.87 |
| Dimension D | 3.51 | 3.34 | 3.21 | 3.02 | 3.09 | 3.03 | 3.06 |
| **Index for inclusion** | **3.66** | **3.79** | **3.54** | **3.60** | **3.58** | **3.43** | **3.46** |

The schools' indexes for inclusion presented in the last row of Table 9 fall within a relatively narrow range between 3.43 (*Ekonomska i upravna skola Osijek*) and 3.79 (*Osnovna skola Okucani*), indicating similar values of global inclusion indexes across schools. Comparing to the maximum achievable value of 5, achieved baseline values of indexes are deemed as rather high, but still leave some room for improvement following planned school-based intervention. Inspection of differences

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in global indexes between different types of schools suggests that primary schools and gymnasium included in the Croatian sample demonstrated slightly higher inclusion indexes than vocational schools. However, the variations observed between primary schools point to the possibility that obtained differences might actually be school-specific.

An analysis of schools' results on the four separate dimensions that form the index for inclusion shows that dimension C (Inclusive teaching and practice approaches) was the most positively rated in every school. In four schools the average value on this dimension was above 4 (in *Osnovna skola dr. I. Merz Zagreb*, *Osnovna skola Okucani, II. gimnazija Split* and *Gimnazija B. Frankopana Ogulin*), while in other three schools it was above 3.7.

In-depth analysis of all collected data, however, suggests that the finding of dimension C being the most positively rated might be related to the fact that the results for this dimension are constructed based on the responses of school staff (teachers and school project teams) who were generally less critical and more positive than other respondent groups - parents and students in particular. It is also worth mentioning that all 13 items related to dimension C were estimated quite positively (frequently above the value of 4.0 and sometimes even above 4.5). In all schools, the average estimations were the highest for the items 'equal treatment of gender', 'equal treatment of ethnicity', 'equal treatment of religion', and also rather high for the items 'students well informed', 'inclusive practice important' and 'students extra-curricular' (for teachers and school project teams alike).

After dimension C, the second highest ranked dimension in all schools was dimension A (inclusive practices for entry into school). The average values ranged between 3.45 for *Ekonomska i upravna skola Osijek* and 3.93 for *Osnovna skola Okucani*. It should be noted, however, that the results of schools on this dimension are not completely comparable as the questionnaires for primary school students did not contain items pertaining to this dimension. It is notable, however, that students' estimations of dimension A (with the exception of *II. gimnazija Split*) were less positive than their respective parents' estimations. Also, secondary school teachers gave somewhat more positive estimations than primary school teachers. Furthermore, inspection of the items in dimension A results demonstrates that for various respondent groups and for most schools the average scores on item 'familiarisation' were relatively low. Teachers and school project teams rated the item 'difficulty at entry – adjusted' similarly low, while parents and students did not recognise this as a problematic issue (the averages for parents' and students' samples were above 3.6 in all schools).

In general, dimension B (inclusion within the school), based only on students' responses, was third in rank. The following items were rated the least positively: 'feels that teachers treat students equally', 'feels involved in formulating rules' and 'feels that classroom rules are fair' (the highest averages were 2.44, 3.69 and 3.50 respectively, observed in *Osnovna skola Okucani*), and 'participates in activities outside school' (the highest average  was 3.56 in *Osnovna skola dr. I. Merz Zagreb*).

Out of the four dimensions, the least positive results were obtained on dimension D (Community engagement), partly because of the fact that more critical parental responses were taken into calculation. It is interesting to note that this dimension was rated the least positively in all schools, except in *Osnovna skola dr. I. Merz Zagreb*.  However, the averages were never lower than 3.0. The most problematic item for all respondent groups, but especially for parents, was the item 'parents are involved'. The average score in parent groups ranged between 1.52 for *II. gimnazija Split* and 2.75 for *Osnovna skola dr. Ivan Merz Zagreb*.

Taken together, data from Table 9 suggest that *Osnovna skola Okucani* was the most inclusive out of the sampled Croatian schools. Comparing to other schools, *Osnovna skola Okucani* presented the

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highest rank on dimensions A and B, while it was positioned as second best on dimensions C and D (behind *II. gimnazija Split* and *Osnovna skola dr. I. Merz Zagreb*, respectively). On the other hand, *Ekonomska i upravna skola Osijek* was the school with the lowest inclusion rank. It obtained the least positive results on dimensions A and D, while it was also among the worse ranks on dimensions B and C (together with *Gospodarska skola Cakovec).*

## 4. Conclusion

A baseline survey of school experiences and inclusive practices was carried out in March/April 2014 in seven Croatian schools that are quite diverse in terms of the geographical location, socio-economic composition of settlements, offered educational programmes, size and structure of student and teacher body, etc. However, the survey results indicated similar values of global indexes of inclusion across all participating schools. These indexes ranged between 3.43 (*Ekonomska i upravna skola Osijek*) and 3.79 (*Osnovna skola Okucani),* and represent good starting points for school-based interventions aimed at increasing the level of inclusion within schools.

Interestingly, the ranking of the four dimensions that form the index of inclusion was the same in six out of seven schools. Dimension C on inclusive teach and practice approaches is ranked the highest, dimension A on inclusive practices for entry into school is ranked secondly, dimension B on inclusive within the school is ranked third, and dimension D on community engagement is ranked last.

The survey findings from all schools also indicate that teachers' and principals' responses were more positive (probably even over-optimistic in some cases) than students' and parents' responses. At least part of the differences in dimensions ranking was related to the fact that the scores for each dimension were not based on the perspectives of all respondents' groups.

Overall, the survey results suggest that *Osnovna skola Okucani* was the most inclusive, and *Ekonomska i upravna skola Osijek* was the least inclusive of all sampled Croatian schools. These results should be triangulated with the results of qualitative exploration of status of inclusion in schools that was conducted by the Forum for Freedom in Education as a preparatory stage for school-based interventions.

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy Recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| Schools are invited to enhance cooperation with parents by widening and diversifying communication with parents, involving parents in different aspects of school life, using parental resources (their life experience, skills, expertise, time etc.) in provision of teaching and extracurricular activities etc. Together with parents, schools could develop action plans for building partnership between school and families that would facilitate parental active participation in education process and involvement into school life. Special emphasis should be given to devising activities and procedures for familiarisation of families with schools prior to enrolment or at the entrance point. Special attention should be devoted to the facilitation of involvement of families coming from underprivileged social backgrounds. Schools should initiate dialogs with such families in order to be able to better understand their needs and perspectives, and to negotiate their expectations. | Parents' ratings of 'familiarisation' item were relatively low (comparing to other dimension A items) and ranged between 2.19 to 3.43. Parents whose children attend schools in larger cities (Split, Osijek, Zagreb) seemed to lack information about schools prior to enrolment more than parents from smaller communities. Furthermore, responses to the item 'parents are involved' given by different stakeholders groups ranged between 1.91 and 3.21. In all but one school, parents were those who mostly disagree with the statement. Contrary to the notion of low parental involvement, stakeholders give more positive estimations of item 'good relations with parents' (all average ratings fell between 3.50 and 3.80). | The issue of parental involvement is present in several national legislation documents. The *Act on Primary and Secondary Education* (2008) regulates parental rights and obligations. The article no. 137 that prescribes the constitution and the activity of the Parents' Council appears to be especially relevant. The Council may be regarded as a main body through which parents can posit certain influence on school functioning. Other areas of parental involvement introduced by the Act are targeted primarily on the level of an individual pupil. The *State Pedagogical Standard of Primary Education System* (2008) foresees the possibility of cooperation with parents with regard to planning and implementing of the school activities. Some other policy documents put an emphasis on the collaboration with parents of pupils with special needs. The new strategic document *Education, Science and Technology Strategy 2013 - 203*0 calls for the development of simple, effective and flexible procedures that enable closer cooperation between schools and families. | Although the national policy framework recognizes the value of school-family partnership and tries to facilitate involvement of parents in school life though instalment of parents' councils, for most piloted schools and families, the issue of parental involvement is one of the issues that demands improvement. Currently, involvement of parents is still limited to traditional forms of participation (attending meetings and individual consultations), while there is no enough options available and incentives for full participation. Educational policy at the national level might help schools in devising mechanisms and building school capacities for working with families and engaging them in school activities. |
| Schools (and secondary schools in particular) are invited to enhance cooperation with local community, by establishing and maintaining links with individual members of the communities and its institutions and associations, being | The community engagement dimension had the lowest overall score of all four dimensions in 6 of 7 piloted schools. The estimations obtained for secondary schools were somewhat lower (range from 3.02 to | The issue of community involvement is recognized in several national policy documents. The *Act on Primary and Secondary Education* (2008) regulates the role of local community in the process of foundation of schools, as well as in assisting schools' | National legislation contains the notion of the value of establishing productive school-community relations. However, the issue is defined mainly on bureaucratic (administrative) level, while more substantial aspects of co-operation and |

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|---|---|---|---|
| responsive to local community needs, nurturing local community specificities, using community resources of different kind etc. In the process of opening to the local community, schools can utilise resources of parents and other community members which are naturally linked to the schools. | 3.09) than respective primary schools' estimations (between 3.21 and 3.51). Similar trend was evident with regard to the item 'mission to engage'. Primary school stakeholders' average ratings were between 3.52 and 3.79, while secondary schools stakeholders' means ranged from 3.01 to 3.32. | functioning (by providing financial resources or helping with operational aspects). The *Act on Vocational Education and Training* (Official Gazette, No. 30/09) foresees the advising with local educational authorities when designing the curriculum for VET. It sees community members as stakeholders in vocational education and recognizes the importance of building local partnerships and responding to local needs. The *State Pedagogical Standard of Primary Education System* (2008) talks about the role of community, however, on a rather declarative level (except when discussing financial responsibilities). Within the *Teaching Plan and Programme for Primary School* (2006), community engagement is mentioned with respect to providing adequate support to pupils with special educational needs. It is also stated as a resource within specific educational topics (e.g. sustainable development).<br>The policy document on *Education, Science and Technology Strategy 2013 – 2030* includes several measures related to legal regulation of responsibility of local community for active involvement in local educational policy and advancement of (vocational) education, and defines school as a local centre of learning, culture and sport, that is able to address many local educational needs. | functioning of schools within local communities are inadequately elaborated and the incentives for building closer links between school and local community are non-existent. The awareness campaign about broader scope of possible benefits from community engagement seems to be needed, especially in secondary schools.<br>It is clear that community involvement also presumes parental involvement. Therefore, the improvements in latter would also pertain to enhancements of former. |
| Schools are invited to involve students in rule-making processes (e.g. in development of code of conduct and specific classroom rules) and to provide other means through which students can make significant contributions to | In every piloted school, students rated the item 'feels that teachers treat students equally' least positively out of all items belonging to dimension B (the average values ranged between 1.56 and 2.44). The | The principle of fair and equitable treatment of all students i.e. principle of non-discrimination is a guiding principle of all legal and policy documents pertaining to the area of education. Schools are obliged to treat each student fairly and to set equally high expectations toward | Students' evaluation of inclusive practices within piloted schools and, in particular, their perception of system fairness and of teachers' equality in approach to every student point to the need for a whole school approach to working on the school |

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|---|---|---|---|
| decisions that are of particular relevance to their academic and school life. With the aim of developing transparent, fair and equitable teaching and assessment practices, schools could also ask for students' contribution to the development of school tasks and assessment tools. Furthermore, schools need to exert additional effort to communicate with students in clear and timely manner about all relevant issues, especially about those related to students' assessment and evaluation. | items 'feels involved in formulating rules' and 'feels that classroom rules are fair' were also rated unfavourably comparing to other items; the averages were mostly below or around the value of 3. | students regardless of their background. As regards students' participation in school life, the *Act on Primary and Secondary Education* (2008) defines the composition and roles of pupils' councils. Pupils' representatives from all classes participate in the work of school bodies while discussing and making decisions regarding issues related to pupils' rights and obligations, but have no voting rights. School statutes precisely define selection process and area of work of pupils' councils. Legal and policy documents do not define wider participation of pupils in school life. There is also no nation-wide guideline for schools in developing school policies and documents. On the local level e.g. in Zagreb, there were some initiatives to develop unique standards and school procedures related to issues of disciplinary problems and truancy, but these do not advocate specifically for incorporation of pupils' perspectives. | policies, and especially for the wider participation of pupils. Students should be able to express their views on school policies and on matters of interest to them. Their views should play an essential role in the formulation of policies affecting their life. Working together with school staff on the school policies and documents has the potential of strengthening positive relationship between students and teachers, building commitment to school values and giving everybody a sense of ownership of the proposed solutions. |
| Schools are invited to secure continuous high-quality additional support for students with special needs and monitoring of their adaptation and progress. Support for these students might include various types of remedial teaching, assistance during regular teaching process, guidance and counselling etc. | Three schools did not engage assistant teachers for supporting children with learning difficulties. | Every student with special needs have the right for adequate education. According to the *Act on Primary and Secondary Education* (2008) schools may, at the proposal of the school founder, with the approval of the Ministry of Science, Education and Sports, engage educators (assistant teachers) to support students with special needs in school setting. Also, Article 15 of the *State Educational Standards for Elementary Education* (2008) stipulates that schools can provide teaching assistants, sign language interpreter and personal assistants to the students which have needs for assistance in learning, physical | During the economic crisis the state cut back the financial resources for the programme of assistant teachers for children with learning difficulties. The Ministry of Education does not directly provide financial means for payment of assistant teachers - this is the responsibility of local governments or NGOs involved in providing programmes for pupils with special needs. This creates a special challenge for schools in less developed areas and shifts the financial burden towards the parents or local communities. Although the |

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| | | movements and conducting of school activities and tasks. One of the measures of the *Education, Science and Technology Strategy 2013 – 2030* includes the development of fair and effective system for employment, training and licencing of assistant teachers. | legislation frame is existent, its implementation is not satisfactory due to the lack of financial support provided by the state. |
|---|---|---|---|

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**Annex 1. Breakdown of index by dimension and stakeholder group for primary school "Osnovna skola Dr. Ivan Merz", Zagreb**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.03 | 4.00 | 3.12 | |
| Difficulties of entry (ADJ) | 3.60 | 3.50 | 3.67 | |
| Students helped on entry | 4.20 | 4.50 | 3.15 | |
| Familiarisation | 4.00 | 4.00 | 2.57 | |
| **Average scores** | **3.96** | **4.00** | **3.13** | **3.69** |
| N of respondents | 35 | 6 | 34 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.23 | |
| Are other students friendly? | 3.47 | |
| Are teachers friendly? | 2.69 | |
| Has experienced bullying (ADJ) | 3.86 | |
| Feels involved in formulating rules | 2.72 | |
| Do teachers help with problems? | 3.42 | |
| Do other students help with problems? | 2.81 | |
| Participates in activities outside school | 3.56 | |
| Feels that classroom rules are fair | 2.94 | |
| Feels that teachers treat students equally | 1.56 | |
| Are teachers fair when they assess your work? | 3.00 | |
| Whether physical barriers to access school (ADJ) | 4.31 | |
| Whether physical barriers to enter school (ADJ) | 4.17 | |
| Whether school includes all students | 3.40 | |
| Whether inclusiveness is important policy | 3.81 | |
| **Average scores** | **3.26** | **3.26** |
| N of respondents | 36 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.91 | 3.67 | |
| Students well informed | 4.26 | 3.67 | |
| Students involved | 3.88 | 4.17 | |
| Equal treatment gender | 4.49 | 4.67 | |
| Equal treatment ethnicity | 4.57 | 4.33 | |
| Equal treatment religion | 4.57 | 4.33 | |
| Students give feedback | 3.97 | 4.33 | |
| Appointments merit based | 3.79 | 3.67 | |
| Teachers help unhappy students | 4.11 | 4.00 | |
| Teachers help students social problems | 3.80 | 4.00 | |
| Adequate support | 4.11 | 4.00 | |
| Students extra-curricular | 4.74 | 5.00 | |
| Inclusive practice important | 4.03 | 4.50 | |
| **Average scores** | **4.17** | **4.18** | **4.18** |
| N of respondents | 35 | 6 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.27 | 3.83 | 2.75 | 3 | |
| Coordinate with municipality | 3.60 | 4.17 | 2.93 | 4 | |
| Out of hours activities | 3.38 | 3.83 | 2.77 | 4 | |
| Rooms for public activities | 3.50 | 4.67 | 2.68 | 4 | |
| Collaboration | 4.12 | 4.50 | 3.21 | 4 | |
| Awareness of resources | 3.61 | 4.17 | 2.70 | 3 | |
| Local authority encourages | 2.88 | 3.50 | 2.08 | 4 | |
| Students maintain links | 3.21 | 2.83 | 2.15 | 3 | |
| Other schools engage | 3.12 | 3.83 | 2.42 | 4 | |
| Mission to engage | 3.53 | 4.00 | 2.54 | 4 | |
| Equal treatment | 4.12 | 4.17 | 3.37 | 5 | |
| Good relations with parents | 3.82 | 3.67 | 3.45 | 4 | |
| **Average scores** | **3.51** | **3.93** | **2.75** | **3.83** | **3.51** |
| N of respondents | 35 | 6 | 34 | 1 | - |

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**Annex 2. Breakdown of index by dimension and stakeholder group for primary school "Osnovna skola Okucani", Okuncani**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.88 | 4.60 | 3.54 | |
| Difficulties of entry (ADJ) | 3.82 | 4.00 | 3.98 | |
| Students helped on entry | 4.22 | 4.60 | 3.75 | |
| Familiarisation | 3.45 | 4.00 | 3.37 | |
| **Average scores** | **3.84** | **4.30** | **3.66** | **3.93** |
| N of respondents | 34 | 5 | 52 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.94 | |
| Are other students friendly? | 3.69 | |
| Are teachers friendly? | 3.34 | |
| Has experienced bullying (ADJ) | 4.41 | |
| Feels involved in formulating rules | 3.69 | |
| Do teachers help with problems? | 3.89 | |
| Do other students help with problems? | 3.81 | |
| Participates in activities outside school | 2.91 | |
| Feels that classroom rules are fair | 3.5 | |
| Feels that teachers treat students equally | 2.44 | |
| Are teachers fair when they assess your work? | 3.41 | |
| Whether physical barriers to access school (ADJ) | 4.31 | |
| Whether physical barriers to enter school (ADJ) | 3.56 | |
| Whether school includes all students | 3.94 | |
| Whether inclusiveness is important policy | 3.91 | |
| **Average scores** | **3.66** | **3.66** |
| N of respondents | 54 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.48 | 4.00 | |
| Students well informed | 4.09 | 4.80 | |
| Students involved | 4.09 | 4.60 | |
| Equal treatment gender | 4.42 | 4.60 | |
| Equal treatment ethnicity | 4.36 | 4.80 | |
| Equal treatment religion | 4.39 | 4.80 | |
| Students give feedback | 3.85 | 4.00 | |
| Appointments merit based | 3.61 | 4.00 | |
| Teachers help unhappy students | 3.88 | 4.20 | |
| Teachers help students social problems | 3.85 | 4.00 | |
| Adequate support | 3.76 | 4.20 | |
| Students extra-curricular | 4.52 | 4.80 | |
| Inclusive practice important | 4.22 | 4.80 | |
| **Average scores** | **4.04** | **4.43** | **4.24** |
| N of respondents | 34 | 5 | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.79 | 2.60 | 2.47 | 3 | |
| Coordinate with municipality | 3.24 | 3.40 | 3.21 | 4 | |
| Out of hours activities | 2.82 | 2.40 | 2.71 | 4 | |
| Rooms for public activities | 3.44 | 3.80 | 3.02 | 4 | |
| Collaboration | 3.74 | 3.80 | 3.50 | 4 | |
| Awareness of resources | 3.26 | 3.20 | 3.10 | 4 | |
| Local authority encourages | 2.97 | 2.40 | 2.79 | 3 | |
| Students maintain links | 2.47 | 2.60 | 2.37 | 3 | |
| Other schools engage | 3.26 | 4.00 | 2.71 | 4 | |
| Mission to engage | 3.47 | 4.80 | 2.88 | 4 | |
| Equal treatment | 3.82 | 4.80 | 3.27 | 4 | |
| Good relations with parents | 3.24 | 3.60 | 3.52 | 4 | |
| **Average scores** | **3.21** | **3.45** | **2.96** | **3.75** | **3.34** |
| N of respondents | 34 | 5 | 52 | 1 | |

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**Annex 3. Breakdown of index by dimension and stakeholder group for primary school "Osnovna skola Vladimir Nazor", Ploce**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.92 | 4.20 | 3.48 | |
| Difficulties of entry (ADJ) | 3.79 | 4.00 | 3.91 | |
| Students helped on entry | 4.24 | 3.60 | 3.52 | |
| Familiarisation | 3.29 | 2.80 | 3.27 | |
| **Average scores** | **3.81** | **3.65** | **3.55** | **3.67** |
| N of respondents | 38 | 5 | 56 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.82 | |
| Are other students friendly? | 3.97 | |
| Are teachers friendly? | 3.06 | |
| Has experienced bullying (ADJ) | 4.41 | |
| Feels involved in formulating rules | 3.06 | |
| Do teachers help with problems? | 3.7 | |
| Do other students help with problems? | 3.64 | |
| Participates in activities outside school | 3.45 | |
| Feels that classroom rules are fair | 2.97 | |
| Feels that teachers treat students equally | 2.15 | |
| Are teachers fair when they assess your work? | 3.3 | |
| Whether physical barriers to access school (ADJ) | 3.95 | |
| Whether physical barriers to enter school (ADJ) | 3.91 | |
| Whether school includes all students | 3.77 | |
| Whether inclusiveness is important policy | 4.11 | |
| **Average scores** | **3.55** | **3.55** |
| N of respondents | 66 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.63 | 3.20 | |
| Students well informed | 4.29 | 4.00 | |
| Students involved | 3.74 | 3.20 | |
| Equal treatment gender | 4.53 | 3.80 | |
| Equal treatment ethnicity | 4.71 | 3.80 | |
| Equal treatment religion | 4.63 | 3.40 | |
| Students give feedback | 4 | 3.20 | |
| Appointments merit based | 3.61 | 2.60 | |
| Teachers help unhappy students | 3.68 | 3.20 | |
| Teachers help students social problems | 3.5 | 3.20 | |
| Adequate support | 3.76 | 3.40 | |
| Students extra-curricular | 4.37 | 3.00 | |
| Inclusive practice important | 4.29 | 3.80 | |
| **Average scores** | **4.06** | **3.37** | **3.71** |
| N of respondents | 38 | 5 | |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.63 | 2.40 | 2.24 | 3 | |
| Coordinate with municipality | 3.37 | 3.00 | 2.87 | 5 | |
| Out of hours activities | 3.16 | 3.20 | 2.58 | 3 | |
| Rooms for public activities | 2.47 | 1.60 | 2.84 | 3 | |
| Collaboration | 3.58 | 3.40 | 3.43 | 3 | |
| Awareness of resources | 3.27 | 2.80 | 3.05 | 3 | |
| Local authority encourages | 2.92 | 2.60 | 2.44 | 4 | |
| Students maintain links | 2.61 | 2.60 | 2.00 | 3 | |
| Other schools engage | 3.11 | 3.20 | 2.58 | 5 | |
| Mission to engage | 3.32 | 3.40 | 2.78 | 5 | |
| Equal treatment | 4.00 | 4.40 | 3.34 | 5 | |
| Good relations with parents | 3.74 | 3.80 | 3.32 | 4 | |
| **Average scores** | **3.18** | **3.03** | **2.79** | **3.83** | **3.21** |
| N of respondents | 38 | 5 | 56 | 1 | |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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## Annex 4. Breakdown of index by dimension and stakeholder group for grammar school "II. gimnazija", Split

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.34 | 4.39 | 4.80 | 3.25 | |
| Difficulties of entry (ADJ) | 3.93 | 4.13 | 4.80 | 3.62 | |
| Students helped on entry | 3.21 | 4.13 | 4.60 | 3.16 | |
| Familiarisation | 2.11 | 3.68 | 4.60 | 2.19 | |
| **Average scores** | **3.15** | **4.09** | **4.70** | **3.06** | **3.75** |
| N of respondents | 89 | 38 | 5 | 65 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.83 | |
| Are other students friendly? | 4.01 | |
| Are teachers friendly? | 3.13 | |
| Has experienced bullying (ADJ) | 4.69 | |
| Feels involved in formulating rules | 3.05 | |
| Do teachers help with problems? | 3.27 | |
| Do other students help with problems? | 3.67 | |
| Participates in activities outside school | 2.83 | |
| Feels that classroom rules are fair | 2.89 | |
| Feels that teachers treat students equally | 2.12 | |
| Are teachers fair when they assess your work? | 3.01 | |
| Whether physical barriers to access school (ADJ) | 3.72 | |
| Whether physical barriers to enter school (ADJ) | 3.20 | |
| Whether school includes all students | 3.15 | |
| Whether inclusiveness is important policy | 3.78 | |
| **Average scores** | **3.36** | **3.36** |
| N of respondents | 89 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.66 | 4.20 | |
| Students well informed | 4.29 | 4.40 | |
| Students involved | 3.50 | 3.40 | |
| Equal treatment gender | 4.47 | 4.80 | |
| Equal treatment ethnicity | 4.63 | 4.80 | |
| Equal treatment religion | 4.45 | 4.80 | |
| Students give feedback | 3.97 | 4.20 | |
| Appointments merit based | 3.87 | 4.00 | |
| Teachers help unhappy students | 4.05 | 4.60 | |
| Teachers help students social problems | 3.76 | 4.40 | |
| Adequate support | 4.24 | 4.60 | |
| Students extra-curricular | 4.37 | 4.40 | |
| Inclusive practice important | 4.05 | 4.80 | |
| **Average scores** | **4.10** | **4.42** | **4.26** |
| N of respondents | 38 | 5 | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 1.92 | 2.40 | 1.52 | 3 | |
| Coordinate with municipality | 3.05 | 4.20 | 2.69 | 4 | |
| Out of hours activities | 2.32 | 3.40 | 1.95 | 3 | |
| Rooms for public activities | 2.53 | 3.60 | 2.23 | 3 | |
| Collaboration | 3.03 | 4.00 | 2.55 | 3 | |
| Awareness of resources | 2.87 | 3.80 | 2.35 | 4 | |
| Local authority encourages | 2.54 | 3.00 | 2.12 | 2 | |
| Students maintain links | 3.03 | 3.80 | 2.18 | 2 | |
| Other schools engage | 2.7 | 3.40 | 2.28 | 3 | |
| Mission to engage | 2.84 | 3.60 | 2.26 | 4 | |
| Equal treatment | 4.17 | 4.20 | 3.28 | 4 | |
| Good relations with parents | 4.05 | 4.00 | 3.29 | 3 | |
| **Average scores** | **2.92** | **3.62** | **2.39** | **3.17** | **3.02** |
| N of respondents | 38 | 5 | 65 | 1 | |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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**Annex 5. Breakdown of index by dimension and stakeholder group for mixed school "Gimnazija Bernardina Frankopana", Ogulin**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.21 | 4.38 | 3.67 | 3.62 | |
| Difficulties of entry (ADJ) | 3.72 | 4.22 | 3.00 | 3.87 | |
| Students helped on entry | 3.41 | 4.47 | 4.17 | 3.51 | |
| Familiarisation | 2.78 | 3.97 | 3.83 | 3.09 | |
| **Average scores** | **3.28** | **4.26** | **3.67** | **3.52** | **3.68** |
| N of respondents | 169 | 32 | 6 | 129 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.62 | |
| Are other students friendly? | 3.69 | |
| Are teachers friendly? | 3.03 | |
| Has experienced bullying (ADJ) | 4.70 | |
| Feels involved in formulating rules | 2.83 | |
| Do teachers help with problems? | 3.48 | |
| Do other students help with problems? | 3.34 | |
| Participates in activities outside school | 2.29 | |
| Feels that classroom rules are fair | 3.06 | |
| Feels that teachers treat students equally | 2.17 | |
| Are teachers fair when they assess your work? | 3.08 | |
| Whether physical barriers to access school (ADJ) | 4.09 | |
| Whether physical barriers to enter school (ADJ) | 4.16 | |
| Whether school includes all students | 3.43 | |
| Whether inclusiveness is important policy | 3.49 | |
| **Average scores** | **3.36** | **3.36** |
| N of respondents | 169 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.84 | 4.00 | |
| Students well informed | 4.44 | 4.67 | |
| Students involved | 3.81 | 3.50 | |
| Equal treatment gender | 4.81 | 4.83 | |
| Equal treatment ethnicity | 4.78 | 4.50 | |
| Equal treatment religion | 4.72 | 4.67 | |
| Students give feedback | 4.28 | 4.00 | |
| Appointments merit based | 4.16 | 4.33 | |
| Teachers help unhappy students | 3.81 | 3.50 | |
| Teachers help students social problems | 3.50 | 3.67 | |
| Adequate support | 4.03 | 3.67 | |
| Students extra-curricular | 4.31 | 4.00 | |
| Inclusive practice important | 4.19 | 4.50 | |
| **Average scores** | **4.21** | **4.14** | **4.17** |
| N of respondents | 32 | 6 | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.04 | 1.50 | 1.77 | 3 | |
| Coordinate with municipality | 3.6 | 3.50 | 2.94 | 4 | |
| Out of hours activities | 2.7 | 2.17 | 2.27 | 2 | |
| Rooms for public activities | 2.97 | 2.33 | 2.27 | 3 | |
| Collaboration | 3.34 | 3.33 | 2.89 | 3 | |
| Awareness of resources | 3.5 | 3.40 | 2.81 | 4 | |
| Local authority encourages | 3.1 | 3.00 | 2.62 | 4 | |
| Students maintain links | 2.87 | 2.33 | 2.14 | 3 | |
| Other schools engage | 3.27 | 3.50 | 2.64 | 4 | |
| Mission to engage | 3.63 | 3.50 | 2.82 | N/A | |
| Equal treatment | 4.29 | 4.67 | 3.43 | N/A | |
| Good relations with parents | 3.94 | 3.33 | 3.71 | N/A | |
| **Average scores** | **3.27** | **3.05** | **2.69** | **3.33** | **3.09** |
| N of respondents | 32 | 6 | 129 | 1 | |

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**Annex 6. Breakdown of index by dimension and stakeholder group for vocational school "Ekonomska i upravna skola", Osijek**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.11 | 4.25 | 3.50 | 3.47 | |
| Difficulties of entry (ADJ) | 3.67 | 3.79 | 3.17 | 3.92 | |
| Students helped on entry | 3.21 | 4.25 | 3.83 | 3.17 | |
| Familiarisation | 2.31 | 3.96 | 3.17 | 2.42 | |
| **Average scores** | **3.08** | **4.06** | **3.42** | **3.25** | **3.45** |
| N of respondents | 121 | 53 | 6 | 95 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.46 | |
| Are other students friendly? | 3.79 | |
| Are teachers friendly? | 2.77 | |
| Has experienced bullying (ADJ) | 4.69 | |
| Feels involved in formulating rules | 2.79 | |
| Do teachers help with problems? | 3.07 | |
| Do other students help with problems? | 3.44 | |
| Participates in activities outside school | 2.47 | |
| Feels that classroom rules are fair | 2.82 | |
| Feels that teachers treat students equally | 1.96 | |
| Are teachers fair when they assess your work? | 3.07 | |
| Whether physical barriers to access school (ADJ) | 4.09 | |
| Whether physical barriers to enter school (ADJ) | 4.26 | |
| Whether school includes all students | 3.36 | |
| Whether inclusiveness is important policy | 3.82 | |
| **Average scores** | **3.32** | **3.32** |
| N of respondents | 121 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.48 | 3.67 | |
| Students well informed | 4.17 | 4.00 | |
| Students involved | 3.67 | 3.00 | |
| Equal treatment gender | 4.52 | 4.17 | |
| Equal treatment ethnicity | 4.62 | 3.83 | |
| Equal treatment religion | 4.60 | 3.67 | |
| Students give feedback | 4.27 | 3.67 | |
| Appointments merit based | 3.43 | 3.00 | |
| Teachers help unhappy students | 3.92 | 3.83 | |
| Teachers help students social problems | 3.50 | 3.83 | |
| Adequate support | 3.98 | 3.67 | |
| Students extra-curricular | 4.33 | 4.17 | |
| Inclusive practice important | 4.12 | 4.17 | |
| **Average scores** | **4.05** | **3.74** | **3.90** |
| N of respondents | 53 | 6 | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.00 | 1.83 | 1.82 | 2 | |
| Coordinate with municipality | 3.29 | 3.50 | 2.88 | 3 | |
| Out of hours activities | 2.58 | 2.50 | 2.19 | 3 | |
| Rooms for public activities | 2.96 | 3.17 | 2.11 | 1 | |
| Collaboration | 3.49 | 4.00 | 2.93 | 5 | |
| Awareness of resources | 3.47 | 3.33 | 2.77 | 3 | |
| Local authority encourages | 2.96 | 2.83 | 2.41 | 3 | |
| Students maintain links | 3.27 | 3.00 | 2.19 | 3 | |
| Other schools engage | 3.18 | 3.00 | 2.57 | 3 | |
| Mission to engage | 3.41 | 3.50 | 2.60 | 3 | |
| Equal treatment | 4.10 | 3.83 | 3.26 | 5 | |
| Good relations with parents | 3.80 | 3.50 | 3.43 | 4 | |
| **Average scores** | **3.21** | **3.17** | **2.60** | **3.17** | **3.03** |
| N of respondents | 53 | 6 | 95 | 1 | |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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**Annex 7. Breakdown of index by dimension and stakeholder group for vocational school "Gospodarska skola Cakovec"**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A<br>average |
|---|---|---|---|---|---|
| All students welcomed | 3.16 | 4.28 | 4.17 | 3.44 | |
| Difficulties of entry (ADJ) | 3.63 | 3.33 | 3.17 | 3.89 | |
| Students helped on entry | 3.24 | 4.15 | 3.83 | 3.54 | |
| Familiarisation | 2.77 | 4.24 | 4.00 | 3.43 | |
| **Average scores** | **3.20** | **4.00** | **3.79** | **3.58** | **3.64** |
| N of respondents | 155 | 60 | 6 | 49 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B<br>average |
|---|---|---|
| Do you feel welcome at school? | 3.34 | |
| Are other students friendly? | 3.76 | |
| Are teachers friendly? | 3.07 | |
| Has experienced bullying (ADJ) | 4.31 | |
| Feels involved in formulating rules | 2.79 | |
| Do teachers help with problems? | 3.42 | |
| Do other students help with problems? | 3.51 | |
| Participates in activities outside school | 2.49 | |
| Feels that classroom rules are fair | 2.83 | |
| Feels that teachers treat students equally | 2.30 | |
| Are teachers fair when they assess your work? | 2.84 | |
| Whether physical barriers to access school (ADJ) | 3.82 | |
| Whether physical barriers to enter school (ADJ) | 4.08 | |
| Whether school includes all students | 3.37 | |
| Whether inclusiveness is important policy | 3.25 | |
| **Average scores** | **3.28** | **3.28** |
| N of respondents | 155 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C<br>average |
|---|---|---|---|
| Rules applied consistently | 3.35 | 3.67 | |
| Students well informed | 3.93 | 4.00 | |
| Students involved | 3.52 | 3.83 | |
| Equal treatment gender | 4.28 | 4.33 | |
| Equal treatment ethnicity | 4.30 | 3.83 | |
| Equal treatment religion | 4.48 | 4.17 | |
| Students give feedback | 3.91 | 4.00 | |
| Appointments merit based | 3.63 | 4.20 | |
| Teachers help unhappy students | 4.13 | 3.50 | |
| Teachers help students social problems | 3.78 | 3.33 | |
| Adequate support | 4.00 | 3.50 | |
| Students extra-curricular | 3.95 | 3.33 | |
| Inclusive practice important | 3.78 | 3.83 | |
| **Average scores** | **3.93** | **3.81** | **3.87** |
| N of respondents | 60 | 6 | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.05 | 2.17 | 1.93 | 3 | |
| Coordinate with municipality | 3.25 | 3.00 | 3.19 | 4 | |
| Out of hours activities | 2.83 | 2.83 | 2.69 | 4 | |
| Rooms for public activities | 2.85 | 2.17 | 2.2 | 4 | |
| Collaboration | 2.97 | 2.50 | 2.94 | 4 | |
| Awareness of resources | 3.25 | 2.50 | 2.81 | 4 | |
| Local authority encourages | 3.00 | 2.17 | 2.70 | 4 | |
| Students maintain links | 2.90 | 1.83 | 2.17 | 3 | |
| Other schools engage | 3.17 | 2.50 | 2.74 | 4 | |
| Mission to engage | 3.29 | 3.17 | 2.58 | 3 | |
| Equal treatment | 3.77 | 3.33 | 3.48 | 4 | |
| Good relations with parents | 3.70 | 3.50 | 3.91 | 4 | |
| **Average scores** | **3.09** | **2.64** | **2.78** | **3.75** | **3.06** |
| N of respondents | 60 | 6 | 49 | 1 | |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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## "Regional Support for Inclusive Education"

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**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT
# "The former Yugoslav Republic of Macedonia"

**Delivered in partnership with**

LSE Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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**Preface**

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on "the Former Yugoslav Republic of Macedonia" details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system

The Macedonian education system operates with a decentralized structure in which municipalities have responsibility over the management of primary and secondary schools (including pre-primary education). This devolution of managing power is complemented by centralized responsibilities over quality control and assurance. The centralised functions are performed by several institutions within the Ministry of Education and Science (MES), with somewhat overlapping roles which, at times, constrains efficient policymaking and policy implementation (Mojsoska-Blazevski and Ristovska, 2013; Cambridge, 2013). These institutions are:

- the Bureau for Development of Education (BDE), in charge of monitoring, research, improvement and development of the educational processes. In addition, the BDE develops and implements the process of internal assessments;
- the State Education Inspectorate (SEI) which oversees the quality, with its main tool being the integral evaluation;
- the State Examination Centre (SEC) which is responsible for delivering the State Matura, external assessments of learners' achievements, the international studies in the "the Former Yugoslav Republic of Macedonia" and the school director examinations; and
- the Centre for Vocational Education and Training (VET Centre) responsible for curricula development and implementation, planning, social partnerships, etc. in vocational schools.

In the last decade, "the Former Yugoslav Republic of Macedonia" has implemented educational reforms at all levels of education aimed at improving both the quantity and quality of education. It introduced mandatory secondary education, along with supporting measures such as free textbooks and transportation, and penalties to parents of children who are left out of school. As a motivational factor, conditional cash transfers (CCTs) were introduced for children from poor families who attend secondary school regularly. Physical infrastructure was improved through the renovation of school buildings and the purchase of IT equipment. Quality improvements were achieved through changes including revisions to the curricula which promoted outcome-oriented and interactive teaching and learning, early learning of English language and information technology skills, and training for teachers.

These reforms have resulted in large improvements in the indicators of the education attainment of the Macedonian population (i.e. quantity of education); this is measured by the share of the population holding tertiary degree, share of early school leavers, school drop-outs, etc. However, there is not yet evidence of improvement in the quality of education and in human capital.

Studies show that, in general, Macedonian policies encourage the establishment of inclusive systems. The legislation and strategic documents related to education do make reference to social inclusion, anti-discrimination, and equal access, although the concept is understood very narrowly: social inclusion is most often related to some form of disability, or pupils 'with special needs' (Spasovski et al., 2010; Mojsoska-Blazevski and Ristovska, 2013). In addition, the fight against exclusion is bound to ethnicity, financial constraints, etc., whereas less attention is given to other risk factors such as the vulnerability of pupils from remote and rural areas, physically disabled pupils and pupils with learning difficulties. Macedonian legislation guarantees equal access to education for any young person and prohibits discrimination based on gender, race, nationality, economic and social background, and political and religious beliefs. Pupils from ethnic minorities are provided with an education in their mother tongue (Law on Primary Education, article 9, Official Gazette No. 14/2014). On a more operational level, some specific measures for increasing the inclusiveness of education include the introduction of new elective courses at secondary school level on the themes of civic culture (in general secondary schools/gymnasiums) and culture of protection, peace, and tolerance (in both general and vocational schools). Studies also show that the VET system has so far

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not served or fulfilled its role as a tool for supporting the social inclusion and cohesion in the Western Balkan countries. This can be explained by the fragmented manner in which educational policies are designed: weak linkages between educational institutions and the labour market, very narrow systems of teacher development, etc.

Even though the concept of inclusive education appears to be recognized by the national authorities, the implementation of the policies still remains a challenge for the national authorities and organizations working in this area. The decentralized management of schools creates a gap in oversight and in the ability for centralized policy-makers to ensure that the policies are implemented. It might be seen that the implementation is often left to the good will of schools or civil society organizations to influence policy (Johnston, 2010).

## 1.1 The primary education system

In 2005, the country extended the duration of primary school from 8 to 9 years through reduction of the age at which pupils start their compulsory (primary) education from 7 to 6 years (Official Gazette No. 63/2004). The main argument behind the reform was the low enrolment of pupils into pre-primary education (net enrolment ratio of children aged 3-6 was 29% in 2000/01), bringing large learning and knowledge disparities between pupils in the first grade of primary school. According to the Law on Primary Education (Official Gazette No. 14/2014) the primary education process is organized in three periods: year 1-3, year 4-6 and years 7-9. The class delivery is divided into classroom teaching for the first 5 years and course-based teaching for the last 4 years. Pupils are enrolled for the next school year at the end of May, when a school pedagogue and psychologist assess the psychological preparedness and abilities of the pupil for the schooling. When a student is enrolled for the following school year, parents have to provide a proof of the immunisations of the pupil.

Enrolment in a particular school is conditional on whether or not a pupil resides in the school district. In cases when a school has spare space, it can enrol pupils from other districts or municipalities. Macedonian law prescribes that a standard class size is between 24 and 34 pupils (about 5 years ago, these limits were 20 to 30). In case of less than 24 pupils, the founder of the school (that is the municipality) has to provide a permit to the school to form the class. In practice, the class size in some schools from the most populated municipalities work with more than 34 children. Moreover, some schools work in shifts as to accommodate large number of pupils. School with few pupils (mainly from rural areas) can organize mixed classes with pupils at different ages and school levels, upon approval from the MES. This illustrates how primary schools can adjust in response to two extremes which may result in low quality of education, one in which schools have very few pupils and one in which schools cannot accommodate all pupils. Schools may be confronted by these issues in the context of population decline, as well as large scale migration concentrated in a few regions. The MES covers transportation costs for pupils residing more than 2 km from the nearest school.

Data from the State Statistical Office show that the net enrolment rate into primary school in "the Former Yugoslav Republic of Macedonia" was 90.7% in the school year 2012/13 (a decline from 92.8% in 2002/03), equally distributed among genders. Apparently, a rather large proportion of children are still left out of schools. There are no official data on the share of pupils enrolled in private school although it might be considered negligible as legislation limits the possibility for the organisation of primary education in private schools. According to the Constitution, primary education might be organized only in public schools, though there are international private primary schools that operate in "the Former Yugoslav Republic of Macedonia" but those schools have been verified by MES as experimental programs. Given their 'experimental nature', the State Statistical

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Office does not collect and report data on the number of children enrolled in these private primary education schools. Children attending private primary schools can enrol into public secondary schools on the basis of the same criteria for pupils from secondary schools.

The process of curriculum development is centralized at the national level. The Minister of Education approves a concept for primary education, which then serves as a basis for the development of the curricula which is a responsibility of the BDE. At the school level, the implementation of the curriculum is ensured through the annual school curriculum plans. Moreover, the SEI serves as a control mechanism that oversees the delivery and implementation of the curriculum. The process of curriculum development and implementation can be characterised as well-organized, ensuring same quality standards across all schools. There are however disadvantages in such system: i) schools cannot respond to local specificities, ii) teachers are constrained by the strict requirements and cannot adjust teaching to the learning needs and abilities of pupils/classes (Cambridge, 2013). This raises a need for devoting greater decision-making power over curricula to the schools and/or teachers.

**1.2 The secondary education system: gymnasia and general schools**

Young people enrol in secondary schools at the age of 15 (with a maximum age limit of 17 years, or up to 25 for pupils with learning disabilities). General secondary school (or gymnasia) lasts four years. There are both public and private secondary schools, though the share of pupils in private schools is very modest (1.6% of total number of pupils). One of the major reforms of the Macedonian education system was the introduction of mandatory secondary education starting from the school year 2008/2009. The Law on Secondary Education imposes a penalty of €1,000 for parents whose children are not enrolled or do not regularly attend classes (Official Gazette, No. 49/2007). To support to this policy, the Government provides free books and transportation to lessen the financial constraints to school participation and attendance. Children from poor families are also entitled to the Conditional Cash Transfers (CCTs) conditional on regular attendance at secondary schools. Besides that, the Government introduced some additional support measures such as a system of mentoring and tutoring for the students with poor performance, counselling with the parents of those children, scholarships for successful Roma pupils, etc.

Enrolment into secondary education increased considerably in the last decade, especially with the introduction of mandatory secondary school (although the absolute number of secondary school pupils declines continuously). Prior to this reform, the net enrolment rate was 67% (in the school year 2007/08), whereas it reached 73% in 2012/13. Young females have lower enrolment rate of 72%. Most of the pupils (96%) are enrolled into 4-year programs, and 40% are studying in gymnasia (with slightly higher representation of females).

Secondary schools are established with approval from the Government which sets the type of the school, taught programmes, the number and qualifications of teachers, the number of maximum pupils to be enrolled, etc. Macedonian law prescribes that a standard class size should be between 25 and 34 pupils. In the case there are less than 25 pupils, the MES has to provide a permit to the school to form the class. Schools operate under annual work programs which are proposed by the Teachers' Council and approved by the School Council, the managing body of the secondary schools, with representative from founder, parents and teachers.

The process of curriculum development is centralized at the national level, with national institutions ensuring same standards across all public schools. The BDE develops the curricula and study programs, which are then approved by the Minister. Besides the schools themselves, employers, institutions and other legal entities can propose study programs. The BDE is also responsible for the

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preparation of textbooks concepts, which are then published by individual or legal entities based on a competitive bid and a review by the BDE. The minister can approve more than one textbook to be used for a same course/subject.

Pupils from the general secondary school pass the Matura exam at the end of the final year of study, which is a requirement for entry at universities. Schools can implement international Matura (international baccalaureate) with prior approval from the Minister.

The main selection criteria for secondary school is the student's performance in primary school, however in case of more applicants than available positions, some additional criteria are included, such as awards from international and national competitions, entry exam, etc., based on a decision by the Ministers. Detailed selection criteria are set in the public announcement for enrolments (published before the 31st March for the next school year). The minimum enrolment criteria are set for each specific education stream/program, where the minimum criteria are highest for medical schools (minimum of 70 points), gymnasiums (minimum 60 points) and then vocational schools. Enrolled pupils are not grouped into classes based on their ability.

**1.3 The secondary education system: vocational schools**

Young people enrol at secondary schools at the age of 15 (with a maximum age limit of 17 years, or up to 25 for pupils with learning disabilities). A majority of young people in "the Former Yugoslav Republic of Macedonia" (about 60% in the school year 2012/13) attend vocational secondary schools (VET schools). This share however has been on a declining trend over the last decade (from 70% in 2001). Secondary vocational schools last three to four years, with a small share of pupils (7%) enrolling in the 3-year programs. This has an impact on the possibility for these students to continue onto tertiary education, which is open only to pupils who have completed 4 years of secondary education and have taken the state Matura, rather than the school Matura (pupils from VET school can chose whether they will take state or school Matura). Slightly less than half of the vocational education pupils are females.

Enrolment into VET education is in most cases a second best alternative for pupils (ETF, 2010). There is greater pressure for enrolment into general secondary schools but because of their limited capacity, students that fail to enrol in those schools (due to their low prior performance) end up studying in VET schools. For enrolment into secondary schools, pupils are ranked based on their average grades in primary education, average grades in their native and a foreign language subjects and from 2 specific subjects relevant for the education stream in which they want to enrol, diplomas from international and national competitions in the specific subjects and average points of student school behaviour. The minimum enrolment criteria are highest for medical schools (minimum of 70 points), gymnasiums (minimum of 60 points) and then the vocational schools (minimum of 35-60 points, 35 points for 3-year programs). The selection points are decreased by 5 points in the second and third enrolment cycle. For Roma students, the minimum enrolment point criteria are reduced by 10% in each education stream, starting from the 2009/10 school year. Given that performance differences are likely to be associated with the different socio-economic background, pupils from poorer families are more likely to self-select and enrol at vocation schools (Mojsoska-Blazevski and Ristovska, 2013).

VET schools are regulated by the Law on Secondary Education (Official Gazette, No. 52/2002) and the Law on Vocational Education and Training (Official Gazette, No. 71/2006, and most recent changes 17/2011). The 2010 ETF study found that these two laws are not fully coordinated. The central role in the institutional setting of the VET system belongs to the VET Centre, which was established in 2006. Besides the VET Centre, several other institutions are involved in the vocational

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education: BDE, SEI and SEC. There is some overlap between the competencies of these institutions which might create some inefficiency in the system: for instance, the BDE is responsible for teachers teaching general subjects in 4-year VET programmes, whereas the VET Centre is responsible for teachers teaching vocational subjects. Similarly, the VET Centre is responsible for the preparation of external tests for vocational subjects in secondary vocational schools, whereas the SEC is responsible for the general subjects.

As part of the overall efforts for decentralization of the delivery of public services, the competencies and responsibilities over the delivery of VET education were transferred to the local self-governments to some extent. However, the capacity of the local self-governments for assessing the local needs for certain occupations and profiles has not yet been developed, so the decentralization has not had the expected benefits in terms of greater links between the curricula and the local labour market needs and the demand for workers.

The VET system has undergone significant changes during the last two decades. Within the reforms, only 4-year vocational secondary education underwent comprehensive reforms, whereas 3-year vocational education was not reformed on a larger scale and its curricula dates back to the ex-Yugoslavia period (with exception of two tracks). In the last couple of years, the Government has given priority to VET education, especially technical profiles, mainly as part of its efforts and goal to increase the number (and proportion) of graduates from technology and math studies. In 2012, the Government started a public campaign to promote enrolments into VET education.

The legislation and strategic documents related to education do make reference to social inclusion, anti-discrimination, and equal access, although the concept is understood very narrowly: social inclusion is most often related to some form of disability, or pupils 'with special needs' (Spasovski et al., 2010; Mojsoska-Blazevski and Ristovska, 2013). In addition, the fight against exclusion is bound to ethnicity, financial constraints, etc., whereas less attention is given to other risk factors such as the vulnerability of pupils from remote and rural areas, physically disabled pupils and pupils with learning difficulties.

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[83]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in the "the Former Yugoslav Republic of Macedonia" are detailed below.

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[83] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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Table 1: descriptive details of primary school "Joakim Krcovski", Volkovo

| Name of the school | Joakim Krcovski | | |
|---|---|---|---|
| Location | Skopje, Skopje Region | | |
| Number of classes | 18 | | |
| Number of pupils | 384 | | |
| Specificities | The school is located in the village Volkovo, municipality Gorce Petrov, Skopje region. Even though greatly urbanized still it is considered as a rural area. The majority of the population is Macedonians (92%), followed by Serbs and Roma. The area is characterized by good economic activity and well established infrastructure. The new main ring road that surrounds Skopje passes nearby Volkovo that improves the investment climate of the area. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying[84] | | ✓ |
| | Teachers design classroom rules at the beginning of the school year[85] | | ✓ |
| | Physical access for disabled students charge[86] | | ✓ |
| | Assistant teachers for children with learning difficulties[87] | ✓ | |
| | Ethics code for school staff | | ✓ |
| | Students involved in the evaluation of teachers[88] | ✓ | |
| | Organisation of extra-curricular activities free of charge[89] | | ✓ |
| | Procedures for cooperation with parents[90] | | ✓ |
| | Continuous professional development plan for teachers | | ✓ |
| | Organisation of volunteering activities for students outside the school[91] | ✓ | |
| | Procedures for the evaluation of teachers | | ✓ |

Table 2: descriptive details of primary school "Straso Pingur", Negotino

| Name of the school | Straso Pingur | | |
|---|---|---|---|
| Location | Negotino, Vardar Region | | |
| Number of classes | 28 | | |
| Number of pupils | 650 | | |
| Specificities | The school is located in the town Negotino, municipality Negotino, Vardar Region. The area is characterized by good infrastructure. Majority of the citizens are Macedonian, followed by Serbians, Roma and Turks. Agriculture is the main economic activity in Negotino with large grape plants and it is the area known as the greatest producer of wine. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |

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[84] Out of 6 members that answered the questioner, 2 members of the school project team gave a different answer.
[85] 1 member of the school project team gave a different answer.
[86] 2 members of the school project team gave a different answer.
[87] 2 members of the school project team gave a different answer.
[88] 3 members of the school project team gave a different answer.
[89] 1 member of the school project team gave a different answer.
[90] 1 member of the school project team gave a different answer.
[91] 1 member of the school project team gave a different answer.

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| | | | |
|---|---|---|---|
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | | ✓ |
| | Procedures for the evaluation of teachers | ✓ | |

Table 3: descriptive details of primary school "Vasil Glavinov", Veles

| Name of the school | Vasil Glavinov | | |
|---|---|---|---|
| Location | Veles, Vardar Region | | |
| Number of classes | 60 | | |
| Number of pupils | 1389 | | |
| Specificities | The school is located in the town Veles, municipality Veles, Vardar Region. The majority of the citizens are Macedonian, followed by Turks and Roma. The area is characterized by good infrastructure and is an emerging industrial area. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 4: descriptive details of secondary gymnasia school "Kosta Susinov", Radovis

| Name of the school | Kosta Susinov | | |
|---|---|---|---|
| Location | Radovish, Southeast Region | | |
| Number of classes | 35 | | |
| Number of pupils | 895 | | |
| Specificities | The school is located in the town Radovish, municipality Radovish, Southeast Region. The area is characterized by good infrastructure. Its main feature is closeness to magisterial road M6 which enable good connectivity with Skopje and neighbouring Bulgaria. The majority of the citizens are Macedonian, followed by Turks and Roma. Business activities in this municipality are mainly distributed in mining, textile, agriculture, tobacco industry, trade and tourism. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |

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| | | Yes | No |
|---|---|:---:|---|
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 5: descriptive details of secondary gymnasia school "Taki Daskalo", Bitola

| Name of the school | Taki Daskalo | | |
|---|---|---|---|
| Location | Bitola, Pelagonia Region | | |
| Number of classes | 61 | | |
| Number of pupils | 1270 | | |
| Specificities | The school is located in the town Bitola, municipality Bitola, Pelagonia region. It is the largest region covering 18.9% of the total land area of the country. This region has pronounced emigration of the population and as a result has a negative natural population increase. The municipality of Bitola has a mainly Macedonian population (83%) followed by Roma, Albanian and Turkish citizens. Business activities in this municipality are mainly distributed in agriculture, food industry, mining, textile industry, construction, metal industry, trade and tourism. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 6: descriptive details of vocational secondary school "ASUC-Boro Petrusevski", Skopje

| Name of the school | ASUC - Boro Petrusevski |
|---|---|
| Location | Skopje, Skopje Region |
| Number of classes | 40 |
| Number of pupils | 1001 |
| Specificities | VET school "ASUC Boro Petrusevski" is located in the town Skopje, municipality Gazi Baba, Skopje region. This region is the smallest and most populous region in "the Former Yugoslav Republic of Macedonia". It is the main hub of the country and has the most developed traffic infrastructure. Most of the country's industrial, trade and service capacities are concentrated in this region. In 2010 the Skopje region had the highest GDP per capita, 50% higher than the national average. The majority of the |

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| | | Yes | No |
|---|---|---|---|
| | population is ethnic Macedonians (60.8%), followed by ethnic Albanians (20.5%), Roma (3%) and other minorities. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[92] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 7: descriptive details of vocational secondary school "Mosha Pijade", Tetovo

| | | Yes | No |
|---|---|---|---|
| Name of the school | Mosha Pijade | | |
| Location | Tetovo, Polog Region | | |
| Number of classes | 75 | | |
| Number of pupils | 1579 | | |
| Specificities | The school is located in the municipality of Tetovo, Polog Region. The region is characterized by a low GDP per capita, which in 2010 was 47% of the average national GDP per capita, the lowest across all 8 regions. The municipality of Tetovo is a multi-ethnic environment with a strong predominance of ethnic Albanians who make up 70% of the total population of the municipality (estimated population 200,000 citizens), 23% are ethnic Macedonians and 7% Turks, Roma and other ethnic minorities. The business activities in this municipality are mainly located in the wood industry, construction, agriculture, textile industry. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge[93] | ✓ | |
| | Assistant teachers for children with learning difficulties[94] | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers[95] | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents[96] | ✓ | |
| | Continuous professional development plan for teachers[97] | ✓ | |
| | Organisation of volunteering activities for students outside the school[98] | | ✓ |
| | Procedures for the evaluation of teachers | ✓ | |

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[92] Out of 5 members that answered the questioner, 1 member of the school project team gave different answer.
[93] Out of 6 members that answered the questioner, 1 member of the school project team gave different answer.
[94] 2 members of the school project team gave different answer.
[95] 1 member of the school project team gave different answer.
[96] 1 member of the school project team gave different answer.
[97] 3 members of the school project team gave different answer.
[98] 2 members of the school project team gave different answer.

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## 3. The index for inclusion

The index for inclusion was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:

Q. Inclusive practices for entry to school
R. Inclusion within the school
S. Inclusive teaching and practice approaches
T. Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

|  | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in the "the Former Yugoslav Republic of Macedonia". The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

Table 9: Index for inclusion

| School name | Primary school "Joakim Krcovski", Volkovo | Primary school "Straso Pingur", Negotino | Primary school "Vasil Glavinov", Veles | Secondary gymnasia school "Kosta Susinov", Radovis | Secondary gymnasia school "Taki Daskalo", Bitola | Vocational secondary school "ASUC - Boro Petrusevski", Skopje | Vocational secondary school "Mosha Pijade", Tetovo |
|---|---|---|---|---|---|---|---|
| Dimension A | 4.19 | 4.08 | 4.27 | 3.87 | 3.86 | 4.02 | 3.72 |
| Dimension B | 3.96 | 3.76 | 3.72 | 3.31 | 3.40 | 3.33 | 3.44 |
| Dimension C | 4.14 | 4.14 | 4.28 | 3.96 | 4.20 | 4.07 | 3.61 |
| Dimension D | 3.54 | 3.56 | 3.80 | 3.47 | 3.40 | 3.54 | 3.14 |
| **Index for inclusion** | **3.96** | **3.88** | **4.02** | **3.65** | **3.72** | **3.74** | **3.48** |

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The index for inclusion ranges between 3.48 (in one of the secondary vocational schools) to 4.02 (in an elementary school), with an average of 3.8 across all the schools. Moreover, there are small differences (i.e. variation) across schools (standard deviation of 0.2). This implies that the schools are assessed as being 'very inclusive'. Across the different stakeholders, parents tend to perceive school practices as the least inclusive (though still falling into the category 'somewhat inclusive'), whereas the principles as most inclusive ('very inclusive'). Moreover, in secondary schools, where students are included in Dimension A (inclusive practices for entry in the school), the perception of parents and students is very similar (and different from the other stakeholders).

Across the different dimensions of the index, the largest variation (coefficient of variation of 7) is found in Dimension B (inclusion within the school), which collects only student responses. Students tend to perceive the following sub-categories as being least inclusive: 'feels involved in formulating rules', 'participates in activities outside schools' and 'feels that teachers treat the students equally'. This finding is the same across all the levels and types of schools.

The lowest average score (3.5) is found in Dimension D (community engagement). Lowest scores within this dimension are detected in the: 'involvement of parents', 'communication with the public and voluntary/youth organizations', 'maintaining links between schools and the alumni', and 'out of hours activities'.

Dimension C (inclusive teaching and practice approaches) has largest score among all dimensions (average score of 4.1). However, this high score might reflect certain bias, as these questions were answered only by the teachers and principals. Teachers just reflect certain concern about the fairness of the appointments.
The only noticeable difference between the schools is found in the Dimension A. In particular, the scores on this dimension in secondary schools (both vocational and gymnasia) are lower than those of the primary schools. A more detailed analysis shows that the differences are based on the sub-category "familiarization" which has lowest score among all other categories. Moreover, the parents' and pupils' perception of this sub-category is very similar, and much lower than the perception of the teachers and principals.

## 4. Conclusion

As part of the current project on 'Regional Support to Inclusive Education', an index for inclusion was calculated for seven selected schools in "the Former Yugoslav Republic of Macedonia": three primary schools, two secondary schools-gymnasia and two VET schools. The index for inclusion has been calculated based on four dimensions, consistent with the index for inclusion developed by Booth and Ainscow (2002). The questionnaire developed for the purpose of this research was disseminated to the students, teachers, parents, principals and local authorities in the selected schools, for a total collection of 1,368 answers.

The index for inclusion shows that the selected schools in "the Former Yugoslav Republic of Macedonia" are in general inclusive, with an average score of 3.8 (between 'somewhat' and 'very' inclusive). There are no large differences between the types of school (VET vs. gymnasia) or between the schools at different levels (primary vs. secondary). Differences exist between the perceptions of different stakeholders towards the inclusiveness of the schools: principals, teachers and the local community give better assessment for the inclusiveness, whereas pupils and parents rate inclusiveness lower. The lowest average score (3.5) is found in Dimension D (Community engagement), while the largest average score (4.1) was found in Dimension C (inclusive teaching and practice approaches).

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy Recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| Schools, especially vocational and gymnasia secondary schools, should increase their activities to familiarise students and their parents with the school prior to their enrolment. Similarly, schools might organize open days for the parents and pupils prior to the enrolment period. The Government should consider the possibility for introduction of quality career guidance and information at the primary schools which should unveil and form professional abilities of pupils and/or consider the introduction of some form of teaching pupils about possible future occupations either as a separate program or throughout the curricula. | The difference between the schools is found in Dimension A (Inclusive practices for entry at school). In particular, the scores on Dimension A in secondary schools (both vocational and gymnasia) are lower than those of the primary schools. A more detailed analysis shows that the differences are found in the level of familiarization – the question "Are steps taken by the school to familiarise students and their parents with the school prior to their enrolment?" – which has lowest score among all other categories. Moreover, the parents' and pupils' perception on this sub-category is very close, and much lower than the perception of the teachers and principals. | There are initiatives on national and local levels for familiarisation of students and their parents about school/streams/tracks prior to their enrolment in the school. On national level, the Agency for employment in cooperation with the Ministry of Education and Science, and the Ministry of labour organizes testing for pupils in the final year of primary school for assessing pupils' abilities and professional aptitudes and providing advice to parents on the best suited school/track for student. This testing is still in a pilot phase and is performed only on an initiative and request by a parent. It is planned that from the next year the testing will be done for all pupils in the final year of primary education. Also, at the local level, the proactive approach of the schools in the last two years is noticeable through organization of open days for parents and students prior to enrolment, dissemination of information brochures, organization of informative classes within the school etc. The assessment of the openness of the schools towards sharing information is also evaluated as a part of the integral evaluation framework performed by State Education Inspectorate. | Even though there are initiatives on national level and school level to familiarise students/parents with the school choice prior to their enrolment, still the authorities might want to consider further strengthening the current activities and supporting them by establishing career guidance in the school curricula which is particularly important at transition points from one level of education to another. This might improve the pupils' study skills and give information to students/parents about different occupations in a systematic way. |

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|---|---|---|---|
| Schools should strengthen inclusion practices within schools by the introduction of greater transparency in formulation of classroom rules, greater involvement of students in the formulation phase, and establishment of extra curricula programs that would anticipate diversity of activities outside the school (art, drama, sport, voluntary work etc.) | Across the different dimensions of the index, largest variation (coefficient of variation of 7) is found in Dimension B (Inclusion within the school) which collects responses only from students. Students tend to perceive the following sub-categories as being least inclusive: 'feels involved in formulating rules', 'participates in activities outside schools' and 'feels that teachers treat the students equally'. This finding is same across the levels and types of schools. | The various inclusion practices within the school including the extra curricula activities, fair treatment of students etc. are anticipated in the Indicators for the quality of the work in the schools developed by the State Education Inspectorate. Given that there is a national regulatory framework in place, the weaknesses found at the school level might be attributed to poor implementation. | The largest variation across the dimensions is found in Dimension B. It is valuable input for schools to learn on students' experience and perception of the inclusion practices within the school. Therefore the schools are to be strongly encouraged to involve students in various activities. All students in the school should have an opportunity to contribute in some way. Improving the students' experience within the school might raise pupils' performance and lead to greater student satisfaction. |
| Schools are recommended to introduce greater transparency of the process of teacher appointments and government should help this process by establishing a suitable regulation at national level for teacher professional and career development. | Dimension C (inclusive teaching and practice approaches) has the highest score among all dimensions (average score of 4.1). However, this high score might reflect certain bias, as these questions were answered only by the teachers and principals. Teachers just reflect certain concern about the fairness of the appointments. | Despite some regulation in the field of the teacher professional and career development, there is a lack of developed standards for teacher competencies and proper national level legislation that provides the schools with clear guidance on teacher core competencies and standards, tools and procedures for evaluation of teachers competencies, professional development plans, teacher career development system and systematic information to teachers about the professional and career development opportunities. | Inclusive teaching practices are evaluated with largest score among all dimensions of the index for inclusion. This indicator might be improved through an adoption of official policy framework. The national legislation would improve the teacher professional and career development system, contribute to greater quality of instructions, performance-related appointments as well as greater transparency of the appointment system. |
| Schools are recommended to develop community engagement plans that would contribute to improvement of the communication | The lowest average score (3.5) is found in Dimension D (Community engagement). Lowest scores within this dimension are detected in the: | There is no limitation by any regulation on national level for schools to implement various activities for community engagement. The community engagement | Implementation of the activities for working with parents, community organizations and former students may be helpful to find out the views of |

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|---|---|---|---|
| between the schools and community members. | 'involvement of parents', 'communication with the public and voluntary/youth organizations', 'maintaining links between schools and alumni' and 'out of hours activities'. | is supported by many strategic documents adopted at national level and is part of the Indicators for the quality of the work in the schools developed by State education Inspectorate. Still, the actual implementation of community engagement activities depends on willingness, initiatives and inventiveness of the schools. Therefore, the schools are to be supported to develop community engagement plans. The plan might anticipate organization of regular school/community member consultation groups, offering activities outside the school hours that are open to the wider public, providing school rooms for activities of general public interest, such as organization of some charity events related to the local community, meetings of volunteer or youth organisations. Schools might also establish "organized" system for communication with former students, for example usage of some of the networking platforms e.g. facebook, linkedin. | others in the communities surrounding the school. This would in addition help the schools to improve their public image and reputation. |

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**Annex 1. Breakdown of index by dimension and stakeholder group for elementary school "Joakim Krcovski" - Volkovo**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.46 | 4.33 | 3.83 | |
| Difficulties of entry | 3.95 | 4.50 | 4.11 | |
| Students helped on entry | 4.39 | 4.50 | 3.94 | |
| Familiarisation | 4.10 | 4.67 | 3.45 | |
| **Average scores** | **4.23** | **4.50** | **3.83** | **4.19** |
| N of respondents | 41 | 6 | 64 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.95 | |
| Are other students friendly? | 4.27 | |
| Are teachers friendly? | 3.84 | |
| Has experienced bullying | 4.04 | |
| Feels involved in formulating rules | 3.57 | |
| Do teachers help with problems? | 4.21 | |
| Do other students help with problems? | 3.95 | |
| Participates in activities outside school | 3.43 | |
| Feels that classroom rules are fair | 3.89 | |
| Feels that teachers treat students equally | 3.54 | |
| Are teachers fair when they assess your work? | 3.66 | |
| Whether physical barriers to access school | 4.43 | |
| Whether physical barriers to enter school | 4.45 | |
| Whether school includes all students | 4.32 | |
| Whether inclusiveness is important policy | 3.84 | |
| **Average scores** | **3.96** | **3.96** |
| N of respondents | 56 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.54 | 3.67 | |
| Students well informed | 4.22 | 4.17 | |
| Students involved | 4 | 4.17 | |
| Equal treatment gender | 4.41 | 5 | |
| Equal treatment ethnicity | 4.39 | 4.83 | |
| Equal treatment religion | 4.41 | 5 | |
| Students give feedback | 3.85 | 3.67 | |
| Appointments merit based | 3.56 | 4 | |
| Teachers help unhappy students | 4 | 4 | |
| Teachers help students social problems | 3.83 | 3.83 | |
| Adequate support | 3.93 | 3.83 | |
| Students extra-curricular | 4.15 | 4.67 | |
| Inclusive practice important | 3.73 | 4.67 | |
| **Average scores** | 4.00 | 4.27 | **4.14** |
| N of respondents | 41 | 6 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.17 | 4 | 2.44 | 4 | |
| Coordinate with municipality | 3.63 | 4.17 | 3.5 | 4 | |
| Out of hours activities | 3.2 | 3.17 | 3.13 | 5 | |
| Rooms for public activities | 2.39 | 1.5 | 2.78 | 2 | |
| Collaboration | 3.17 | 3.33 | 3.75 | 3 | |
| Awareness of resources | 3.37 | 3 | 3.27 | 4 | |
| Local authority encourages | 3.39 | 3.83 | 3.14 | 5 | |
| Students maintain links | 2.98 | 3.5 | 2.84 | 3 | |
| Other schools engage | 3.41 | 3.83 | 3.31 | 4 | |
| Mission to engage | 3.8 | 4.33 | 3.41 | 4 | |
| Equal treatment | 4.07 | 4.17 | 3.8 | 5 | |
| Good relations with parents | 4.27 | 4.17 | 3.89 | 4 | |
| **Average scores** | **3.40** | **3.58** | **3.27** | **3.92** | **3.54** |
| N of respondents | 41 | 6 | 64 | 1 | - |

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**Annex 2. Breakdown of index by dimension and stakeholder group for elementary school "Straso Pingur" - Negotino**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.35 | 4.25 | 3.96 | |
| Difficulties of entry | 4.59 | 5.00 | 4.21 | |
| Students helped on entry | 4.33 | 3.50 | 3.77 | |
| Familiarisation | 3.83 | 4.00 | 3.13 | |
| **Average scores** | **4.28** | **4.19** | **3.77** | **4.08** |
| N of respondents | 54 | 4 | 53 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.12 | |
| Are other students friendly? | 3.7 | |
| Are teachers friendly? | 3.66 | |
| Has experienced bullying | 3.98 | |
| Feels involved in formulating rules | 3.3 | |
| Do teachers help with problems? | 3.82 | |
| Do other students help with problems? | 3.22 | |
| Participates in activities outside school | 3.48 | |
| Feels that classroom rules are fair | 3.7 | |
| Feels that teachers treat students equally | 3.1 | |
| Are teachers fair when they assess your work? | 3.56 | |
| Whether physical barriers to access school | 4.32 | |
| Whether physical barriers to enter school | 4.50 | |
| Whether school includes all students | 3.82 | |
| Whether inclusiveness is important policy | 4.06 | |
| **Average scores** | **3.76** | **3.76** |
| N of respondents | 50 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.46 | 3.5 | |
| Students well informed | 4.28 | 4.75 | |
| Students involved | 3.81 | 4 | |
| Equal treatment gender | 4.52 | 4.5 | |
| Equal treatment ethnicity | 4.46 | 4 | |
| Equal treatment religion | 4.5 | 4 | |
| Students give feedback | 4.11 | 5 | |
| Appointments merit based | 3.63 | 4 | |
| Teachers help unhappy students | 3.96 | 4.5 | |
| Teachers help students social problems | 3.37 | 4 | |
| Adequate support | 3.89 | 4.5 | |
| Students extra-curricular | 4.35 | 4.5 | |
| Inclusive practice important | 3.72 | 4.25 | |
| **Average scores** | 4.00 | 4.27 | **4.14** |
| N of respondents | 54 | 4 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.59 | 3 | 2.38 | 3 | |
| Coordinate with municipality | 3.69 | 4.25 | 3.72 | 5 | |
| Out of hours activities | 3.24 | 1.75 | 2.89 | 3 | |
| Rooms for public activities | 2.91 | 2 | 2.6 | 5 | |
| Collaboration | 3.59 | 3.75 | 3.02 | 5 | |
| Awareness of resources | 3.28 | 4.5 | 3.15 | 3 | |
| Local authority encourages | 3.24 | 4.75 | 3.04 | 3 | |
| Students maintain links | 2.96 | 3 | 2.6 | 3 | |
| Other schools engage | 3.52 | 4.5 | 3.11 | 5 | |
| Mission to engage | 3.93 | 4.75 | 3.32 | 5 | |
| Equal treatment | 3.98 | 4.5 | 3.55 | 5 | |
| Good relations with parents | 4.19 | 4 | 3.62 | 3 | |
| **Average scores** | **3.42** | **3.73** | **3.08** | **4.00** | **3.56** |
| N of respondents | 54 | 4 | 53 | 1 | - |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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**Annex 3. Breakdown of index by dimension and stakeholder group for elementary school "Vasil Glavinov" - Veles**

| Dimension A<br>Inclusive practices for entry into school | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.41 | 5.00 | 3.76 | |
| Difficulties of entry | 4.39 | 5.00 | 3.96 | |
| Students helped on entry | 4.47 | 4.60 | 3.78 | |
| Familiarisation | 3.94 | 4.40 | 3.47 | |
| **Average scores** | **4.30** | **4.75** | **3.74** | **4.27** |
| N of respondents | 49 | 5 | 51 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.96 | |
| Are other students friendly? | 4.11 | |
| Are teachers friendly? | 3.59 | |
| Has experienced bullying | 4.18 | |
| Feels involved in formulating rules | 2.64 | |
| Do teachers help with problems? | 4.04 | |
| Do other students help with problems? | 3.93 | |
| Participates in activities outside school | 3.52 | |
| Feels that classroom rules are fair | 3.8 | |
| Feels that teachers treat students equally | 2.82 | |
| Are teachers fair when they assess your work? | 3.5 | |
| Whether physical barriers to access school | 3.59 | |
| Whether physical barriers to enter school | 4.25 | |
| Whether school includes all students | 4.04 | |
| Whether inclusiveness is important policy | 3.86 | |
| **Average scores** | **3.32** | **3.72** |
| N of respondents | 56 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4 | 4 | |
| Students well informed | 4.39 | 4.4 | |
| Students involved | 4.18 | 4.2 | |
| Equal treatment gender | 4.53 | 5 | |
| Equal treatment ethnicity | 4.47 | 4.8 | |
| Equal treatment religion | 4.53 | 4.8 | |
| Students give feedback | 4.22 | 4.2 | |
| Appointments merit based | 3.63 | 4 | |
| Teachers help unhappy students | 4.22 | 4.2 | |
| Teachers help students social problems | 3.8 | 4 | |
| Adequate support | 4.08 | 4.2 | |
| Students extra-curricular | 4.31 | 5 | |
| Inclusive practice important | 4.08 | 4 | |
| **Average scores** | 4.19 | 4.37 | **4.28** |
| N of respondents | 49 | 5 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.96 | 3.6 | 2.73 | 3 | |
| Coordinate with municipality | 3.78 | 4 | 3.45 | 4 | |
| Out of hours activities | 3.71 | 4.4 | 3.37 | 3.5 | |
| Rooms for public activities | 3.9 | 4.2 | 3.1 | 4 | |
| Collaboration | 4.1 | 4.4 | 3.75 | 4 | |
| Awareness of resources | 3.65 | 4.2 | 3.73 | 5 | |
| Local authority encourages | 3.51 | 4.2 | 3.41 | 5 | |
| Students maintain links | 3.31 | 3.6 | 3.1 | 2.5 | |
| Other schools engage | 3.65 | 4 | 3.27 | 4 | |
| Mission to engage | 4.06 | 4.2 | 3.69 | 4 | |
| Equal treatment | 4.08 | 4.2 | 3.65 | 4.5 | |
| Good relations with parents | 4 | 4.2 | 3.84 | 4 | |
| **Average scores** | **3.72** | **4.10** | **3.42** | **3.96** | **3.80** |
| N of respondents | 49 | 5 | 51 | 2 | - |

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**Annex 4. Breakdown of index by dimension and stakeholder group Secondary gymnasia school "Kosta Susinov" - Radovis**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.05 | 4.22 | 5.00 | 3.19 | |
| Difficulties of entry | 3.94 | 4.02 | 5.00 | 4.09 | |
| Students helped on entry | 3.23 | 4.24 | 4.33 | 3.35 | |
| Familiarisation | 2.89 | 4.06 | 4.67 | 2.68 | |
| **Average scores** | **3.28** | **4.14** | **4.75** | **3.33** | **3.87** |
| N of respondents | 97 | 54 | 3 | 57 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.34 | |
| Are other students friendly? | 3.46 | |
| Are teachers friendly? | 3.24 | |
| Has experienced bullying | 4.00 | |
| Feels involved in formulating rules | 2.69 | |
| Do teachers help with problems? | 3.41 | |
| Do other students help with problems? | 3.38 | |
| Participates in activities outside school | 2.94 | |
| Feels that classroom rules are fair | 3.07 | |
| Feels that teachers treat students equally | 2.68 | |
| Are teachers fair when they assess your work? | 3.01 | |
| Whether physical barriers to access school | 3.81 | |
| Whether physical barriers to enter school | 4.05 | |
| Whether school includes all students | 3.23 | |
| Whether inclusiveness is important policy | 3.27 | |
| **Average scores** | **3.31** | **3.31** |
| N of respondents | 97 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.35 | 4.33 | |
| Students well informed | 4.06 | 4.67 | |
| Students involved | 3.19 | 3.33 | |
| Equal treatment gender | 4.35 | 4.67 | |
| Equal treatment ethnicity | 4.15 | 4.67 | |
| Equal treatment religion | 4.22 | 4.67 | |
| Students give feedback | 3.94 | 4.67 | |
| Appointments merit based | 3.19 | 4 | |
| Teachers help unhappy students | 3.61 | 4 | |
| Teachers help students social problems | 3.2 | 3.67 | |
| Adequate support | 3.44 | 3.67 | |
| Students extra-curricular | 3.93 | 4.33 | |
| Inclusive practice important | 3.43 | 4.33 | |
| **Average scores** | 3.70 | 4.23 | **3.96** |
| N of respondents | 54 | 3 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.24 | 3 | 1.91 | 3 | |
| Coordinate with municipality | 3.33 | 4.67 | 3.05 | 5 | |
| Out of hours activities | 2.94 | 4.67 | 2.44 | 4 | |
| Rooms for public activities | 2.8 | 4.33 | 2.39 | 2 | |
| Collaboration | 3.28 | 4.67 | 2.86 | 3 | |
| Awareness of resources | 3.17 | 4.33 | 2.77 | 4 | |
| Local authority encourages | 3.28 | 3.67 | 2.49 | 4 | |
| Students maintain links | 2.72 | 3.67 | 2.33 | 3 | |
| Other schools engage | 3.35 | 3.67 | 2.46 | 4 | |
| Mission to engage | 3.57 | 4.67 | 2.7 | 5 | |
| Equal treatment | 3.83 | 4.33 | 3 | 5 | |
| Good relations with parents | 4 | 4.33 | 3.49 | 4 | |
| **Average scores** | **3.21** | **4.17** | **2.66** | **3.83** | **3.47** |
| N of respondents | 52 | 3 | 57 | 1 | - |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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## Annex 5. Breakdown of index by dimension and stakeholder group secondary gymnasia school "Taki Daskalo" - Bitola

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.46 | 4.18 | 4.67 | **3.69** | |
| Difficulties of entry | 4.09 | 4.29 | 4.33 | **4.18** | |
| Students helped on entry | 3.35 | 3.86 | 4.33 | **3.75** | |
| Familiarisation | 2.76 | 3.94 | 4.33 | **2.47** | |
| **Average scores** | **3.42** | **4.07** | **4.42** | **3.52** | **3.86** |
| N of respondents | 100 | 49 | 3 | 51 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.84 | |
| Are other students friendly? | 3.98 | |
| Are teachers friendly? | 3.61 | |
| Has experienced bullying | 4.12 | |
| Feels involved in formulating rules | 2.59 | |
| Do teachers help with problems? | 3.44 | |
| Do other students help with problems? | 3.46 | |
| Participates in activities outside school | 2.64 | |
| Feels that classroom rules are fair | 3.15 | |
| Feels that teachers treat students equally | 2.68 | |
| Are teachers fair when they assess your work? | 3.18 | |
| Whether physical barriers to access school | 3.76 | |
| Whether physical barriers to enter school | 3.88 | |
| Whether school includes all students | 3.13 | |
| Whether inclusiveness is important policy | 3.58 | |
| **Average scores** | **3.40** | **3.40** |
| N of respondents | 99 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.71 | 3.67 | |
| Students well informed | 4.2 | 4 | |
| Students involved | 3.86 | 4 | |
| Equal treatment gender | 4.51 | 5 | |
| Equal treatment ethnicity | 4.69 | 5 | |
| Equal treatment religion | 4.61 | 5 | |
| Students give feedback | 4.08 | 4 | |
| Appointments merit based | 3.57 | 4.67 | |
| Teachers help unhappy students | 3.96 | 4.67 | |
| Teachers help students social problems | 3.78 | 4 | |
| Adequate support | 4.08 | 4 | |
| Students extra-curricular | 4.33 | 4.33 | |
| Inclusive practice important | 3.86 | 3.67 | |
| **Average scores** | 4.10 | 4.31 | **4.20** |
| N of respondents | 49 | 3 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.44 | 3 | 1.9 | 2 | |
| Coordinate with municipality | 3.38 | 4.33 | 3.06 | 3 | |
| Out of hours activities | 3.31 | 4 | 2.57 | 3 | |
| Rooms for public activities | 3.58 | 4 | 2.88 | 3 | |
| Collaboration | 3.96 | 4.33 | 3.33 | 4 | |
| Awareness of resources | 3.79 | 4 | 2.84 | 3 | |
| Local authority encourages | 3.58 | 4.33 | 2.63 | 4 | |
| Students maintain links | 3.04 | 3.67 | 2.47 | 2 | |
| Other schools engage | 3.44 | 4 | 3.08 | 3 | |
| Mission to engage | 3.85 | 4.33 | 3.27 | 3 | |
| Equal treatment | 4.21 | 4.67 | 3.67 | 3 | |
| Good relations with parents | 4.28 | 4.33 | 3.71 | 3 | |
| **Average scores** | **3.57166** | **4.08** | **2.95** | **3.00** | **3.40** |
| N of respondents | 47 | 3 | 51 | 1 | - |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|

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### Annex 6. Breakdown of index by dimension and stakeholder group vocational secondary school "ASUC-Boro Petrusevski"-Skopje

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.36 | 4.39 | 4.40 | **3.98** | |
| Difficulties of entry | 3.95 | 4.18 | 5.00 | **4.56** | |
| Students helped on entry | 3.25 | 4.18 | 4.00 | **3.83** | |
| Familiarisation | 2.95 | 4.33 | 4.40 | **3.62** | |
| **Average scores** | **3.38** | **4.27** | **4.45** | **4.00** | **4.02** |
| N of respondents | 150 | 51 | 5 | 52 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.57 | |
| Are other students friendly? | 3.45 | |
| Are teachers friendly? | 3.61 | |
| Has experienced bullying | 3.67 | |
| Feels involved in formulating rules | 2.56 | |
| Do teachers help with problems? | 3.8 | |
| Do other students help with problems? | 3.57 | |
| Participates in activities outside school | 2.51 | |
| Feels that classroom rules are fair | 3.43 | |
| Feels that teachers treat students equally | 2.87 | |
| Are teachers fair when they assess your work? | 3.44 | |
| Whether physical barriers to access school | 3.42 | |
| Whether physical barriers to enter school | 3.58 | |
| Whether school includes all students | 3.24 | |
| Whether inclusiveness is important policy | 3.25 | |
| **Average scores** | **3.33** | **3.33** |
| N of respondents | 150 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.9 | 4.2 | |
| Students well informed | 4.12 | 4.8 | |
| Students involved | 3.86 | 3.6 | |
| Equal treatment gender | 4.43 | 4.6 | |
| Equal treatment ethnicity | 4.33 | 4.6 | |
| Equal treatment religion | 4.39 | 4.8 | |
| Students give feedback | 4 | 3.2 | |
| Appointments merit based | 4 | 3.2 | |
| Teachers help unhappy students | 4.18 | 3.6 | |
| Teachers help students social problems | 4 | 3.2 | |
| Adequate support | 4.31 | 4 | |
| Students extra-curricular | 3.96 | 4.2 | |
| Inclusive practice important | 4.06 | 4.2 | |
| **Average scores** | 4.12 | 4.02 | **4.07** |
| N of respondents | 51 | 5 | - |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.94 | 2.8 | 2.88 | 3 | |
| Coordinate with municipality | 3.61 | 4.4 | 3.4 | 3 | |
| Out of hours activities | 3.71 | 4 | 3.38 | 3 | |
| Rooms for public activities | 3.69 | 4 | 3.71 | 2 | |
| Collaboration | 3.84 | 4.8 | 3.54 | 4 | |
| Awareness of resources | 3.82 | 4.2 | 3.38 | 2 | |
| Local authority encourages | 3.76 | 4 | 3.37 | 3 | |
| Students maintain links | 3.59 | 3.2 | 3.13 | 2 | |
| Other schools engage | 3.49 | 3.4 | 3.15 | 3 | |
| Mission to engage | 3.82 | 3.8 | 3.56 | 3 | |
| Equal treatment | 4.34 | 4.6 | 4.31 | 4 | |
| Good relations with parents | 4.48 | 4.4 | 4.5 | 3 | |
| **Average scores** | **3.76** | **3.97** | **3.53** | **2.92** | **3.54** |
| N of respondents | 51 | 5 | 52 | 1 | - |

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## Annex 7. Breakdown of index by dimension and stakeholder group vocational secondary school
## Vocational secondary school "Mosha Pijade"- Tetovo

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.61 | 4.28 | 3.83 | 3.93 | |
| Difficulties of entry | 3.82 | 4.02 | 4.00 | 4.48 | |
| Students helped on entry | 3.52 | 4.00 | 3.50 | 3.48 | |
| Familiarisation | 3.10 | 3.46 | 3.50 | 2.93 | |
| **Average scores** | **3.51** | **3.94** | **3.71** | **3.71** | **3.72** |
| N of respondents | 114 | 50 | 6 | 29 | - |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.59 | |
| Are other students friendly? | 3.47 | |
| Are teachers friendly? | 3.75 | |
| Has experienced bullying | 3.87 | |
| Feels involved in formulating rules | 2.89 | |
| Do teachers help with problems? | 3.96 | |
| Do other students help with problems? | 3.33 | |
| Participates in activities outside school | 2.53 | |
| Feels that classroom rules are fair | 3.14 | |
| Feels that teachers treat students equally | 3.18 | |
| Are teachers fair when they assess your work? | 3.41 | |
| Whether physical barriers to access school | 3.73 | |
| Whether physical barriers to enter school | 4.04 | |
| Whether school includes all students | 3.61 | |
| Whether inclusiveness is important policy | 3.17 | |
| **Average scores** | **3.44** | **3.44** |
| N of respondents | 114 | - |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.4 | 3 | |
| Students well informed | 4 | 3.67 | |
| Students involved | 3.44 | 3.17 | |
| Equal treatment gender | 4.24 | 4 | |
| Equal treatment ethnicity | 4.26 | 4 | |
| Equal treatment religion | 4.36 | 4 | |
| Students give feedback | 3.8 | 3.17 | |
| Appointments merit based | 3.12 | 3 | |
| Teachers help unhappy students | 3.58 | 3.67 | |
| Teachers help students social problems | 3.32 | 3.17 | |
| Adequate support | 3.6 | 3.67 | |
| Students extra-curricular | 3.66 | 3.5 | |
| Inclusive practice important | 3.64 | 3.5 | |
| **Average scores** | 3.72 | 3.50 | **3.61** |
| N of respondents | 50 | 6 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.46 | 2 | 1.41 | 3 | |
| Coordinate with municipality | 3 | 3.33 | 2.9 | 3 | |
| Out of hours activities | 2.82 | 3 | 2.52 | 3 | |
| Rooms for public activities | 2.9 | 3.67 | 2.21 | 5 | |
| Collaboration | 2.94 | 3.5 | 2.52 | 3 | |
| Awareness of resources | 2.8 | 3.33 | 2.66 | 5 | |
| Local authority encourages | 2.54 | 3.67 | 2.5 | 5 | |
| Students maintain links | 2.6 | 3.17 | 2.55 | 4 | |
| Other schools engage | 3.02 | 3.17 | 2.59 | 3 | |
| Mission to engage | 3.28 | 3.5 | 2.86 | 2 | |
| Equal treatment | 3.44 | 3.67 | 3.38 | 4 | |
| Good relations with parents | 3.62 | 3.33 | 3.79 | 4 | |
| **Average scores** | **2.95** | **3.28** | **2.66** | **3.67** | **3.14** |
| N of respondents | 50 | 6 | 29 | 1 | - |

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## "Regional Support for Inclusive Education"

Funded
by the European Union
and the Council of Europe

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT

# Kosovo*

**Delivered in partnership with**

LSE Enterprise

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* This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence

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## Preface

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on Kosovo* details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system

Pre-university education in Kosovo* comprises of primary education, lower-secondary and upper secondary education (general Gymnasia and vocational schools), and post-secondary vocational education:

- primary education lasts five years normally from age six (ISCED 1);
- lower secondary education lasts for four years normally from age eleven (ISCED 2);
- upper secondary education lasts for three years normally from age fifteen (ISCED 3), and
- post-secondary vocational institution for one to two years normally from age eighteen (ISCED 4).

The core legal framework which guides primary and secondary education is based on:

- *Law No.04/L-032 on Pre-University Education in the Republic of Kosovo*;*
- *Law No. 04/L-138 for Vocational Education and Training;*
- *Law No. 03/L-060 Law on National Qualifications;*
- *Law No. 03/L-018 on Final Exam and State Matura Exam.*

As foreseen by the *Law for Pre-University Education* compulsory schooling shall begin at the start of the school year following the date on which a child attains the age of six, the minimum compulsory school age and shall end upon the completion of upper-primary education. Based on the Law for Pre-University Education each school at primary and upper-secondary education shall have a catchment area defined by the municipality. All pupils of compulsory school age living within the catchment area shall have the right to enrol at and attend a school of the appropriate level.

The Ministry of Education Science and Technology (MEST) is responsible for the strategic direction of education policy whereas the Municipal Education Directorates (MEDs) cover the local governance of the pre-university education system and are in charge of budget distribution to schools. The allocation is based on the school budget planning, employment of teachers and other school personnel, payment of the managerial staff as well as other employed personnel, construction and maintenance of the school buildings.

The quality of education is the main concern of the education sector. With regard to secondary education the key issue has been the low pass rate for the Matura exam especially among VET graduates although a possible explanation given is that the content of Matura exam is more accommodated for Gymnasia than VET graduates. The perceived poor quality of education is also based on concerns raised by employers that skill supply does not match the labour market demand. This claim is particularly strong for VET schools whose aim is to produce graduates ready to join the labour market. Another area that is gaining focus in recent years is inclusion of students with special needs to the education system.

Social inclusion is among the main priorities of the government, which acknowledges that low skill levels and poor educational attainment contribute to social exclusion since those with low skills are more prone to be unemployed and perform worse in the labour market. However, issues of equity and inclusion have not been central to most schools. Such issues have usually been considered as something 'extra' (usually supported by donors) rather than as an integral part of the day-to-day functioning of the VET system (ETF, 2012). Referring to the VET schools the 2012 Torino Process report states that the concepts of social inclusion, social cohesion and equity are unfamiliar or relatively new and the capacities of the existing system for dealing with social inclusion are limited.

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Main documents on social inclusion in Kosovo*are the following:

- *Kosovo* Education Strategic Plan 2011-2016*: It articulates the inclusive education (not social inclusion though);
- *Law for VET and Adult Education of 2013*: Main principles are inclusiveness, access, transfer and progression, support to career development as integrated part of lifelong learning considered as main principles of the entire VET Law;
- *Kosovo* Curriculum Framework* through Special Curriculum Provisions**: The curriculum policy of inclusion requires that all students in attached classes and in integrated classes follow the same core curriculum requirements as students in mainstream classes, but on the basis of individual education plans (IEP), followed by individual assessment and evaluation procedures;
- *Strategy For Integration of Roma, Ashkali, and Egyptian Communities in Kosovo* 2007-2017* by promoting inclusive society, respecting diversity, fully integrated into European society, offering equal opportunities for personal development of all individuals of Roma, Ashkali and Egyptian communities;
- *National Qualifications Framework* and the *Law on National Qualifications*: The NQF envisages lifelong learning opportunities for all and therefore prevention of dropout due to the flexible system which people can enter or leave at any time;
- *National Action Plan against the School Abandonment 2009-2014* aiming to reduce the school abandonment.
- *Strategic Plan for Organizing Inclusive Education for Children with Special Educational Needs in Pre-University Education in Kosovo* 2010 – 2015*[99]. The main objectives of the Plan are: annual identification and intervention and increase the inclusion of children with special educational needs; provision and strengthening support mechanisms for inclusive schools; professional development of educational personnel; improvement of physical infrastructure for inclusive schools; and awareness raising on Inclusive Education.

The Ministry of Education, Science and Technology is committed to extend opportunities to all ethnic communities (minority communities and majority communities) living in Kosovo* to have education in their mother tongue. Apart from the Albanian language, instruction is carried out in Serbian, Bosnian, and Turkish. School pedagogic documentation (the class-book, transcripts, main registry book of students, diplomas, and certificates) have been developed and published in community languages. Attention has been paid to the education of Roma, Ashkali, and Egyptian (RAE) communities through a range of awareness raising measures and other incentives, as well as development of curricula in Romani language with elements of their culture and history, as an optional subject.

An important development for pre-university education is the new *Curriculum Framework for Pre-University Education (KCF)* finalised in 2011. The KCF covers pre-school, primary and secondary education and requires that education institutions follow a number of underpinning principles in providing education such as quality education for all, inclusiveness, learner-centred, competency-based approaches, flexibility and mobility, transparency and accountability. According to the KCF, the curriculum is composed of two parts: the Core Curriculum and the School-Based Curriculum. MEST is fully responsible for the Core Curriculum, while the School Based Curriculum is founded on school autonomy within a decentralised system. It is envisioned as to provide flexibility by enabling each school to build its own profile in the best interest of its pupils in the area where it operates.

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[99] Only draft version available in electronic format: http://www.masht-gov.net/advCms/documents/Strategic_plan%20for_organizing_inclusive_education_for_children_with_special_educational_needs_in_pre_university_education_2010_2015.pdf

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## 1.1 The primary education system

In Kosovo* compulsory schooling begins when a child reaches the age of six, the minimum compulsory school age, and ends upon the completion of lower secondary education at age 14. Primary education lasts five years (normally from age 6 (ISCED 1)) and lower secondary education lasts for four years (normally from age 11 (ISCED 2)). For many years the government has provided textbooks for free at the level of compulsory education in order to ensure books availability for all students regardless of their economic background. Due to high investments in new schools most schools run two shifts. Physical access remains a challenge for some villages were population levels are not high enough for a school could to be built in a nearby location. Even though improvements have been done, the main challenge for primary school education remains the integration of students with special needs. Education for primary and lower secondary students with special needs is organised in special schools, attached classes and in regular classes. There are 7 schools of special education and at least 2 attached classes per municipality in regular schools. Partially sighted and blind pupils have the right to study the use of Braille and necessary technical aids.

As a result of advocacy work by Save the Children, the Index for Inclusion is included in the *Strategy of Pre-University Education 2011-2016* which is being used to promote inclusive education (Save the Children, 2014)[100]. The Index for Inclusion is a set of indicators and guidance to help schools reduce barriers to learning and participation, whereby schools review all aspects of their situation in the context of obstacles to learning and participation, establish consequent priorities for development, and work to implement them in partnership with the community.

## 1.2 The secondary education system: gymnasia/general schools

The entry age into secondary education is 15 and education lasts for three years. To enrol into Gymnasia students need to undertake an entry test. Performance in primary and lower-secondary school is taken into account together with entry exam results. Usually the best students enrol in Gymnasia and applications are always more than the number of places available. MEST is in charge of developing curricula which are used across all schools the territory. There is no separation based on ability except the fact that students that enrol in Gymnasia have shown good performance in primary and lower-secondary education. During this research no studies were found that have addressed the social inclusion in gymnasia.

## 1.3 The secondary education system: vocational schools

The vocational sub-sector is part of the upper-secondary level education system (ISCED 3 or levels 2, 3 and 4 of the NQF) and serves the age group 15-18. According to the new *Kosovo*Curriculum Framework (KCF)*, professional practice programs form part of the VET secondary school curriculum, which focuses on competence-based education and learning outcomes, building the following structure:
  - Grade 10: Theory 60% vs. Practice 40%;
  - Grade 11: Theory 50% vs. practice 50%;
  - Grade 12: Theory 40% vs. practice 60%.

VET secondary schools in Kosovo*offer two main types of work-based learning programs – work-based learning in vocational schools own workshops and professional practice in enterprises. A recent study found that students in VET schools are not separated according to their abilities (Gashi and Serhati, 2013). Vocational education for a number of students with disabilities (intellectual

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[100] http://kosovo.savethechildren.net/what-we-do/education

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impairments, blindness, speaking or hearing impairment) is organised in five Resource Centres. Their numbers increased by 12% compared to 2010 (ETF, 2012). In the 10th grade of vocational education, the enrolment rate for this group has been 42%. However, there is a very low inclusion level of students from Resource Centres into the regular schools (only three students from Resource Centres registered in regular schools of all five regions). This group faces major barriers in access to education. Less than 2 percent of the MEST budget is allocated for the education of children with special needs (Landsman and Berdyna, 2012). In general, it can be concluded that the attractiveness of vocational education for socially excluded groups remains quite low. The increase in enrolment rates of students with disabilities, the attempts to involve the minorities in the system by providing curricula in all minority languages and teacher training for minority staff (ETF, 2012), suggest that there has been an increase in attention to inclusive education policies. However, implementation remains a matter of individual cases, rather than system level instruments (Gashi and Serhati, 2013).

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[*]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in Kosovo*are detailed below.

Table 1: Descriptive details of Primary school "Deshmoret e Kombit", Vraniq, Suhareke

| Name of the school | Deshmoret e Kombit | | |
|---|---|---|---|
| Location | Vraniq, Suhareke | | |
| Number of classes | 18 | | |
| Number of pupils | 448 | | |
| Specificities | There are no data on poverty at the municipal level. As for physical access in recent years there has increasing investment in infrastructure all around Kosovo[*] and physical access is usually not an obstacle. | | |
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties | | √ |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |

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[*] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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| | | Yes | No |
|---|---|---|---|
| to the relevant questions in the section V of the principals questionnaire] | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 2: Descriptive details of Primary school "Daut Bogujevci", Fushe Kosove, Fushe Kosove

| Name of the school | Daut Bogujevci | | |
|---|---|---|---|
| Location | Fushe Kosove, Fushe Kosove | | |
| Number of classes | 18 | | |
| Number of pupils | 548 | | |
| Specificities | Fushe Kosova is close to Prishtina and the Airport of Prishtina hence in a good geographical position. However, no data on poverty and income level available. Physical access is not a problem in this area. | | |
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | √ | |
| | Assistant teachers for children with learning difficulties | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | | √ |
| | Procedures for the evaluation of teachers | √ | |

Table 3: Descriptive details of Primary school "Bedri Gjinaj", Mitrovice

| Name of the school | Bedri Gjinaj | | |
|---|---|---|---|
| Location | Mitrovice | | |
| Number of classes | 29 | | |
| Number of pupils | 548 | | |
| Specificities | Mitrovica region is one of the poorest regions in Kosovo[101]. Physical access does not represent an issue but economic conditions are poor. | | |
| General overview of inclusion | Policy | Yes | No |
| | Procedures in place for reporting bullying | | √ |
| | Teachers design classroom rules at the beginning of the school year | √ | |

[101] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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| | | | |
|---|---|---|---|
| policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Physical access for disabled students charge | √ | |
| | Assistant teachers for children with learning difficulties | | √ |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 4: Descriptive details of Gymnasium Secondary school "Gjon Buzuku", Prizren

| Name of the school | Gjon Buzuku | | |
|---|---|---|---|
| Location | Prizren | | |
| Number of classes | 68 | | |
| Number of pupils | 2,452 | | |
| Specificities | Prizren is considered as a developed region and city of Kosovo[102]. It is located close to the highway that leads to Albania which has benefited its development. It is known as a peaceful and organised city where different ethnic groups cohabitate. Physical access is not an issue. | | |
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | √ | |
| | Assistant teachers for children with learning difficulties | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 5: Descriptive details of Gymnasium Secondary School "17 Shkurti", Obiliq

| Name of the school | 17 Shkurti |
|---|---|
| Location | Obiliq |
| Number of classes | 10 |
| Number of pupils | 302 |
| Specificities | There are no data on poverty in Obiliq. In Obiliq there are two big power plants which have caused increased the number of diseases among the population living in |

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[102] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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| | the area. | | |
|---|---|---|---|
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Policy | Yes | No |
| | Procedures in place for reporting bullying | | √ |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 6: Descriptive details of VET school "Abdyl Frasheri", Prishtine

| Name of the school | Abdyl Frasheri | | |
|---|---|---|---|
| Location | Prishtine | | |
| Number of classes | 52 | | |
| Number of pupils | 1,004 | | |
| Specificities | Prishtina is the capital city of Kosovo*and economic conditions are better than in most other regions. Physical access is in a good condition. | | |
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 7: Descriptive details of VET school "Qendra e Kompetences Skenderaj", Skenderaj

| Name of the school | Qendra e Kompetences Skenderaj |
|---|---|
| Location | Skenderaj |
| Number of classes | 15 |
| Number of | 342 |

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| pupils | | | |
|---|---|---|---|
| Specificities | No data on poverty level in Skenderaj. Infrastructure investments after the war has intensified since it has been destroyed during the war. | | |
| General overview of inclusion policies [please tick the boxes ✓ according to the responses that each principal gave to the relevant questions in the section V of the principals questionnaire] | Policy | Yes | No |
| | Procedures in place for reporting bullying | | √ |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | √ | |
| | Assistant teachers for children with learning difficulties | | √ |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

## 3. The Index for inclusion

The 'index for inclusion' was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:
U.  Inclusive practices for entry to school
V.  Inclusion within the school
W.  Inclusive teaching and practice approaches
X.  Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

| | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| Dimension A | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| Dimension B | ✓ | - | - | - | - | 15 |
| Dimension C | - | ✓ | - | ✓ | - | 13 |
| Dimension D | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in Kosovo[103]. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

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[103] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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Table 9: Index for inclusion

| | Average score | | | | | | |
|---|---|---|---|---|---|---|---|
| | Primary schools | | | Gymnasia | | VET schools | |
| | **Deshmoret e Kombit** | **Daut Bogujevci** | **Bedri Gjinaj** | **Gjon Buzuku** | **17 Shkurti** | **Abdyl Frasheri** | **Qendra e Kompetences Skenderaj** |
| Dimension A | 3.76 | 4.05 | 4.12 | 3.55 | 4.03 | 3.97 | 4.30 |
| Dimension B | 3.33 | 3.60 | 3.91 | 3.52 | 3.71 | 3.69 | 4.04 |
| Dimension C | 3.79 | 3.94 | 4.09 | 3.76 | 4.21 | 4.18 | 4.03 |
| Dimension D | 3.52 | 4.05 | 3.66 | 2.88 | 3.29 | 3.24 | 3.92 |
| **INDEX for inclusion** | **3.61** | **3.91** | **3.95** | **3.43** | **3.81** | **3.77** | **4.07** |
| Averages for school type | **3.82** | | | **3.62** | | **3.92** | |

The overall index for inclusion ranges from 3.43 to 4.07. In general there are slight differences among schools. The index of inclusion is highest among VET schools followed by primary schools whereas the least inclusive albeit of a small difference are gymnasia schools. The biggest difference within school types is present among primary schools.

Differences are apparent within inclusion dimensions. With regard to Dimension A (Inclusive practices for entry into school) the index ranges from 3.55 in one of the Gymnasia to 4.30 for VET Competence Centre in Skenederaj.

Related to Dimension B (Inclusion within schools) the lowest score is found in one of the primary schools and the highest in the VET schools. Again there are differences across schools but also between schools of the same type: for example the difference between two VET schools is about 0.40 points.

Along Dimension C (Inclusive teaching and practice approaches) the highest levels are present in Gymnasia school 17 Shkurti whereas the least inclusive is the Gjon Buzuku Gymnasia School. This dimension is found to be highest among VET schools and lowest among primary schools.

Dimension D (Community engagement) is mostly inclusive in locality where primary school Daut Bogujevci is located whereas lowest in Gjon Buzuku Gymnasia. Across school groups primary schools have the most inclusive community engagement.

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## 4. Conclusion

In Kosovo* the education system has undergone reforms and changes but still the perceived low quality of education remains the key concern. This is mainly based on employer's survey where they state that there is skill mismatch between the education system and the labour market. Additionally results from the State Matura exam indicate low attainment rates of the VET students, a barrier for VET graduates to accessing higher levels of education or training. However, the explanation for the poor performance relates more to the content of Matura exams which includes general subject-oriented rather than vocational oriented requirements.

The size of schools included in the survey range from 302 to 2,452 students. Based on principal's responses it was highlighted that most of the schools do not have physical access for disabled students and also lack teachers who can provide assistance to children with learning difficulties. There are few schools that do not have procedures for reporting bullying.

With regard to the index for social inclusion the overall index ranges from 3.48 to 4.09. In general there are slight differences between schools. The index on inclusion is highest among VET schools followed by primary schools whereas the least inclusive albeit of a small difference are gymnasia schools. The biggest difference within school types is present among primary schools.

Calculating the average across dimensions for all schools the average score for Dimension A (Inclusive practices for entry into school) and C (Inclusive teaching and practice approaches) are the highest at 4.20 and the lowest is found for Dimension D (Community engagement) and Dimension B (Inclusion within the school) with average grades of 3.56 and 3.69 respectively.

For primary schools Dimension B (Inclusion within school dimension) received the lowest score. In Gymnasia and VET schools Dimension D (Community engagement) scored lowest.

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy Recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| Schools should work to ensure availability of assistant teachers for children with learning difficulties. | Four out of seven schools indicated that they do not have assistants for teachers with learning difficulties.<br><br>From consultations with schools that have reported having assistant teachers it was found out that financing for assistant teachers is being done by parents given that this is currently not possible from Kosovo* budget. | The Law on Pre-University Education does highlight the need for assistance needed for children with learning difficulties but does not note that such support is obligatory to be provided. With discussions with MEST it was explained that currently due to financial constraints assistant teachers are not supported by Kosovo* government but there are on-going discussions and this may change in the near future. | To support inclusion schools need to ensure that students will learning difficulties are supported by assistant teachers. Three out of seven schools in the survey do have access to assistant teachers whereas the other four schools have indicated that they do not have assistants. Assistant teachers are supported by parents due to limited financial resources of Kosovo government. However there are on-going discussions taking place and schools should actively engage in these discussions and continuous pressure should be employed to ensure this important component for social inclusion. |
| Schools should work in ensuring access for entry for students with disabilities.<br><br>To meet this requirement capital investments within existing schools are needed and local governments can provide support. | In almost all schools access to entry was scored low by students. | Law no. 03/l-068 on Education in the Municipalities of the Republic of Kosovo* states that municipalities are responsible for construction of educational facilities and Ministry of Education, Science and Technology (MEST) can provide funding and approvals of construction to be funded by direct grants from  MEST if municipalities cannot support such constructions. This Law states that municipalities shall take measures to support the inclusion of children in | Physical access to the school for children with disabilities is he key to enable students to be socially included. Even if other conditions such availability of assistants is in place the right for education cannot be exercised if there is no access. Often access to entry is limited only to enter the school without accounting for access to workshops and availability of toilets for people with disabilities. |

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|  |  | municipal schools, including the establishment of resource rooms and adapted classes for pupils with physical, including sensory, disabilities.<br><br>Getting support for investments in ensuring access for disabled persons is very likely since according to this Law MEST is responsible in promoting an inclusive policy for the integration of impaired and disabled persons into the educational system which obliges them to finance such investments. | Schools should develop their investment plans and submit requests to municipality or the Ministry for financial support. The request should only cover only access to entry but all needed infrastructure to enable active engagement of people with disabilities into education process. |
| All schools should increase involvement and cooperation with parents. | Across all schools parents indicated that their involvement with the school is poor. The average score by parents on the level of their involvement was rates at 2.26 points. | Law no. 03/l-068 on Education in the Municipalities indicates that MEST is responsible to promote parental and community participation in educational activities and appropriate forms of school-community partnerships at the local level.<br>Law No.04/L –032 on Pre-University Education states that pre-university education is a joint responsibility shared between parents, educational and training institutions, municipalities and government. According to this Law each publicly funded educational and/or training institution shall have a governing board. Part of the board should be also 3 representatives from parents.<br>Additionally based on the Law each educational and/or training establishment shall have a Parents' Council. As stated in the Law in addition to representations to the Parents' Council, parents have the right to | Given that parents know best their children's needs parent involvement is crucial to ensure social inclusion. There is legal requirement that school council should include a parent but this is not sufficient. Parents should be more involved and their concerns and proposals should be taken into account.<br><br>Schools should develop mechanisms to ensure parent involvement and also document requests from parents and follow up that their requests and concerns are taken into account. Parent requests can be well used as evidence when requests to MEST, municipalities and donors are addressed. |

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| | | complain to the director of the educational and/or training institution and then to the<br>municipality and the Ministry about the quality of teaching and the environment in<br>educational and/or training institutions.<br>This implies that parents do have a good position to advocate for students but there is no evidence how active their participation is and also whether those parents do look beyond their own children needs i.e. if they communicate with other parents in understanding children's needs within the school. | |
|---|---|---|---|
| Primary and gymnasia schools should enhance their engagement with municipalities.<br>This requires engagement from schools and local community but it should be the school to initiate cooperation given that it will provide benefits to students. | Primary and Gymnasia schools score lower than vocational school in the area of coordination with local community. Primary schools scored 3.67 whereas for gymnasia schools the average grade was 3.5. | Law no. 03/l-068<br>on Education in the Municipalities indicates that MEST is responsible to promote community participation in educational activities and appropriate<br>forms of school-community partnerships at the local level.<br>According to this Law the Governing Board of schools and training institutions should also include 2 representatives from society (stakeholders) nominated by the<br>Municipality but no members from local community. This is understood given that there are many schools and few staff at municipality. However local community should ensure that their concerns are also addressed to governing boards through its nominated governing board members.<br><br>Given that there is a legal basis in place it is important that both schools and municipality jointly work in enhancing their cooperation. This could be | Municipalities are important stakeholders for schools not only because they are in charge of financing but also because they possess information that would be beneficial for schools to have. The evidence from the survey did reveal that there is insufficient cooperation of primary and Gymnasia schools with municipalities. There is a legal basis which promotes cooperation and also mechanisms within schools to ensure participation of local community but not municipality directly. Cooperating with municipalities would contribute to social inclusion. Schools would obtain information on what is needed in municipality and also potential resources to support inclusive practices. By closely |

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| | | done by designing a model at the school level for cooperation with municipality. This model should clearly indicate the frequency of meetings and a follow up procedures to ensure that cooperation produces results. | communicating with municipality schools do have better chances in getting financial support hence contribute to social inclusion. |
|---|---|---|---|
| Teachers in primary schools should become more friendly towards students. | Teachers considered as not that friendly in primary schools as their average score is 2.9. | Primary schools should organize trainings for teachers on increasing their friendliness. This is very important since for many children primary schools are the first education institution and bad experience in the very beginning will negatively influence in their perception about teachers and education system.<br><br>Prior to training focus group discussions would be beneficial to be held in order to deeper understand the areas on which students find their teachers mostly as unfriendly. Findings should be disseminated and discussed with teachers. Names should not be noted and the discussion should not take the form of criticism or as a punishment but as open friendly discussion in order to improve the situation. | It has been found that teachers in primary schools are not that friendly. Therefore schools should work in this aspect in order to improve the performance of teachers in this aspect. Open discussions with students should be undertaken to best understand their perception and their views should be presented to teachers in a friendly way. Trainings should be organised to enhance teachers' friendliness towards students. |

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**Annex 1. Breakdown of index by dimension and stakeholder group for Primary school Deshmoret e Kombit**

| Dimension A:<br>Inclusive practices for entry into school | Parents | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.00 | 3.96 | 4.20 | |
| Difficulties of entry | 4.62 | 4.75 | 4.00 | |
| Students helped on entry | 3.40 | 3.88 | 3.00 | |
| Familiarisation | 2.63 | 3.42 | 3.20 | |
| Average scores | 3.66 | 4.00 | 3.60 | **3.76** |
| N. respondents | 30 | 24 | 5 | |

| Dimension B:<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.9 | |
| Are other students friendly? | 4 | |
| Are teachers friendly? | 2.1 | |
| Has experienced bullying | 1.8 | |
| Feels involved in formulating rules | 3.1 | |
| Do teachers help with problems? | 4.1 | |
| Do other students help with problems? | 3.7 | |
| Participates in activities outside school | 2.6 | |
| Feels that classroom rules are fair | 3.7 | |
| Feels that teachers treat students equally | 3.5 | |
| Are teachers fair when they assess your work? | 3.6 | |
| Whether physical barriers to access school | 3.5 | |
| Whether physical barriers to enter school | 2.9 | |
| Whether school includes all students | 3.7 | |
| Whether inclusiveness is important policy | 3.8 | |
| **Average scores** | 3.33 | **3.33** |
| N of respondents | 41 | |

| Dimension C:<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.8 | 3.75 | |
| Students well informed | 4.2 | 3.4 | |
| Students involved | 3.8 | 3 | |
| Equal treatment gender | 4.4 | 4.2 | |
| Equal treatment ethnicity | 4.4 | 4.8 | |
| Equal treatment religion | 4.2 | 4.2 | |
| Students give feedback | 3.8 | 3 | |
| Appointments merit based | 3.9 | 4 | |
| Teachers help unhappy students | 3.9 | 3 | |
| Teachers help students social problems | 3.7 | 3 | |
| Adequate support | 3.7 | 3 | |
| Students extra-curricular | 3.8 | 3.2 | |
| Inclusive practice important | 4.2 | 4.25 | |
| **Average scores** | 3.98 | 3.60 | **3.79** |
| N. respondents | 24 | 5 | |

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| Dimension D:<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.5 | 3.2 | 2.2 | 4 | |
| Coordinate with municipality | 3.9 | 3 | 3 | 4 | |
| Out of hours activities | 3.5 | 3 | 2.1 | 4 | |
| Rooms for public activities | 3.5 | 3.6 | 2.7 | 4 | |
| Collaboration | 4 | 3.4 | 2.9 | 3 | |
| Awareness of resources | 3.5 | 3.8 | 2.7 | 4 | |
| Local authority encourages | 3.5 | 2.8 | 2.6 | 4 | |
| Students maintain links | 3.6 | 3 | 2.7 | 3 | |
| Other schools engage | 3.5 | 3.6 | 3 | 4 | |
| Mission to engage | 3.6 | 4.5 | 3.3 | 5 | |
| Equal treatment | 4.1 | 4.8 | 3.7 | 5 | |
| Good relations with parents | 4.2 | 3 | 3.9 | 5 | |
| **Average scores** | 3.62 | 3.48 | 2.90 | 4.08 | **3.80** |
| N. respondents | 24 | 5 | 30 | 1 | |

**Annex 2. Breakdown of index by dimension and stakeholder group for Primary school Daut Bogujevci**

| Dimension A:<br>Inclusive practices for entry into school | Parents | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 3.90 | 4.24 | 4.20 | |
| Difficulties of entry | 4.78 | 5.00 | 5.00 | |
| Students helped on entry | 3.82 | 4.21 | 4.20 | |
| Familiarisation | 2.92 | 3.55 | 2.80 | |
| Average scores | 3.86 | 4.25 | 4.05 | **4.05** |
| N. respondents | 49 | 29 | 5 | |

| Dimension B:<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.9 | |
| Are other students friendly? | 3.6 | |
| Are teachers friendly? | 3.7 | |
| Has experienced bullying | 4.1 | |
| Feels involved in formulating rules | 3.2 | |
| Do teachers help with problems? | 4 | |
| Do other students help with problems? | 3.5 | |
| Participates in activities outside school | 2.8 | |
| Feels that classroom rules are fair | 3.5 | |
| Feels that teachers treat students equally | 3.5 | |
| Are teachers fair when they assess your work? | 3.8 | |
| Whether physical barriers to access school | 4 | |
| Whether physical barriers to enter school | 2.3 | |

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| | | |
|---|---|---|
| Whether school includes all students | 4 | |
| Whether inclusiveness is important policy | 4.1 | |
| **Average scores** | 3.60 | **3.60** |
| N. respondents | 49 | |

| Dimension C:<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.5 | 4.2 | |
| Students well informed | 4.1 | 4.2 | |
| Students involved | 3.7 | 3.8 | |
| Equal treatment gender | 4.7 | 4.2 | |
| Equal treatment ethnicity | 4.6 | 4.2 | |
| Equal treatment religion | 4.7 | 4.2 | |
| Students give feedback | 4 | 3.75 | |
| Appointments merit based | 4 | 4.4 | |
| Teachers help unhappy students | 3.7 | 3.6 | |
| Teachers help students social problems | 3.7 | 3 | |
| Adequate support | 3.6 | 3.8 | |
| Students extra-curricular | 3.4 | 3.4 | |
| Inclusive practice important | 4.2 | 4.2 | |
| **Average scores** | 3.98 | 3.90 | **3.94** |
| N. respondents | 29 | 5 | |

| Dimension D:<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.3 | 3.8 | 2.7 | 3 | |
| Coordinate with municipality | 4 | 4 | 3.4 | 4 | |
| Out of hours activities | 3.5 | 3.2 | 2.3 | 3 | |
| Rooms for public activities | 3.4 | 3.8 | 2.9 | 4 | |
| Collaboration | 3.5 | 3.4 | 2.9 | 4 | |
| Awareness of resources | 3.5 | 3.8 | 2.8 | 4 | |
| Local authority encourages | 3.5 | 4.2 | 2.7 | 4 | |
| Students maintain links | 3.2 | 3.4 | 2.4 | 3 | |
| Other schools engage | 4 | 4 | 3.2 | 4 | |
| Mission to engage | 4 | 4.2 | 3.2 | 4 | |
| Equal treatment | 4.4 | 4.2 | 3.8 | 4 | |
| Good relations with parents | 4.4 | 4 | 4.1 | 3 | |
| **Average scores** | 3.66 | 3.82 | 2.94 | 3.73 | **3.54** |
| N. respondents | 28 | 5 | 49 | 1 | |

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## Annex 3. Breakdown of index by dimension and stakeholder group for Primary school Bedri Gjinaj

| Dimension A:<br>Inclusive practices for entry into school | Parents | Teachers | Principals | Dimension A average |
|---|---|---|---|---|
| All students welcomed | 4.20 | 4.40 | 4.20 | |
| Difficulties of entry | 4.73 | 4.90 | 5.00 | |
| Students helped on entry | 3.93 | 4.20 | 3.60 | |
| Familiarisation | 2.78 | 3.70 | 3.80 | |
| **Average scores** | 3.91 | 4.30 | 4.15 | **4.12** |
| N. respondents | 41 | 28 | 5 | |

| Dimension B:<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.4 | |
| Are other students friendly? | 4.1 | |
| Are teachers friendly? | 4.3 | |
| Has experienced bullying | 3.6 | |
| Feels involved in formulating rules | 4.1 | |
| Do teachers help with problems? | 4.7 | |
| Do other students help with problems? | 4.1 | |
| Participates in activities outside school | 3.2 | |
| Feels that classroom rules are fair | 4.4 | |
| Feels that teachers treat students equally | 4 | |
| Are teachers fair when they assess your work? | 4.4 | |
| Whether physical barriers to access school | 3.6 | |
| Whether physical barriers to enter school | 4.2 | |
| Whether school includes all students | 1.7 | |
| Whether inclusiveness is important policy | 4.2 | |
| **Average scores** | 3.91 | **3.91** |
| N. respondents | 48 | |

| Dimension C:<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.5 | 4.2 | |
| Students well informed | 4.1 | 4.2 | |
| Students involved | 3.7 | 3.8 | |
| Equal treatment gender | 4.7 | 4.2 | |
| Equal treatment ethnicity | 4.6 | 4.2 | |
| Equal treatment religion | 4.7 | 4.2 | |
| Students give feedback | 4 | 3.75 | |
| Appointments merit based | 4 | 4.4 | |
| Teachers help unhappy students | 3.7 | 3.6 | |
| Teachers help students social problems | 3.7 | 3 | |
| Adequate support | 3.6 | 3.8 | |
| Students extra-curricular | 3.4 | 3.4 | |
| Inclusive practice important | 4.2 | 4.2 | |
| **Average scores** | 3.98 | 3.90 | **3.94** |
| N. respondents | 29 | 5 | |

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| Dimension D: Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.3 | 3.8 | 2.7 | 3 | |
| Coordinate with municipality | 4 | 4 | 3.4 | 4 | |
| Out of hours activities | 3.5 | 3.2 | 2.3 | 3 | |
| Rooms for public activities | 3.4 | 3.8 | 2.9 | 4 | |
| Collaboration | 3.5 | 3.4 | 2.9 | 4 | |
| Awareness of resources | 3.5 | 3.8 | 2.8 | 4 | |
| Local authority encourages | 3.5 | 4.2 | 2.7 | 4 | |
| Students maintain links | 3.2 | 3.4 | 2.4 | 3 | |
| Other schools engage | 4 | 4 | 3.2 | 4 | |
| Mission to engage | 4 | 4.2 | 3.2 | 4 | |
| Equal treatment | 4.4 | 4.2 | 3.8 | 4 | |
| Good relations with parents | 4.4 | 4 | 4.1 | 3 | |
| **Average scores** | 3.66 | 3.82 | 2.94 | 3.73 | **3.54** |
| N. respondents | 28 | 5 | 49 | 1 | |

**Annex 4. Breakdown of index by dimension and stakeholder group for secondary school Gjon Buzuku**

| Dimension A: Inclusive practices for entry into school | Parents | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.38 | 3.70 | 4.30 | 4.40 | |
| Difficulties of entry | 3.74 | 3.90 | 4.30 | 5.00 | |
| Students helped on entry | 2.81 | 3.20 | 3.80 | 3.80 | |
| Familiarisation | 1.78 | 2.20 | 2.90 | 3.60 | |
| Average scores | 2.93 | 3.25 | 3.83 | 4.20 | **3.55** |
| N. respondents | 32 | 87 | 49 | 5 | |

| Dimension B: Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.9 | |
| Are other students friendly? | 4 | |
| Are teachers friendly? | 3.3 | |
| Has experienced bullying | 1.3 | |
| Feels involved in formulating rules | 3.1 | |
| Do teachers help with problems? | 3.4 | |
| Do other students help with problems? | 3.6 | |
| Participates in activities outside school | 2.7 | |
| Feels that classroom rules are fair | 3.5 | |
| Feels that teachers treat students equally | 2.8 | |
| Are teachers fair when they assess your work? | 3.2 | |
| Whether physical barriers to access school | 2.7 | |
| Whether physical barriers to enter school | 2.3 | |
| Whether school includes all students | 4 | |
| Whether inclusiveness is important policy | 3.6 | |
| **Average scores** | 3.16 | **3.16** |
| N. respondents | 87 | |

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| Dimension C: Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.6 | 3.6 | |
| Students well informed | 4.1 | 4.6 | |
| Students involved | 3.5 | 3.4 | |
| Equal treatment gender | 4.1 | 4.4 | |
| Equal treatment ethnicity | 4.2 | 4.8 | |
| Equal treatment religion | 4.5 | 4.8 | |
| Students give feedback | 3.4 | 3.4 | |
| Appointments merit based | 3.4 | 3.6 | |
| Teachers help unhappy students | 3.5 | 3.4 | |
| Teachers help students social problems | 3.2 | 3 | |
| Adequate support | 3.2 | 3.2 | |
| Students extra-curricular | 3.6 | 3.6 | |
| Inclusive practice important | 3.8 | 3.75 | |
| **Average scores** | 3.71 | 3.81 | **3.76** |
| N. respondents | 65 | 5 | |

| Dimension D: Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.5 | 3.2 | 1.8 | 2 | |
| Coordinate with municipality | 3.3 | 4 | 3.2 | 3 | |
| Out of hours activities | 2.9 | 3 | 2 | 1 | |
| Rooms for public activities | 3.2 | 3.2 | 2.2 | 4 | |
| Collaboration | 3.5 | 4 | 2.6 | 3 | |
| Awareness of resources | 3 | 2.6 | 2.9 | 2 | |
| Local authority encourages | 3 | 2.6 | 2.5 | 2 | |
| Students maintain links | 2.8 | 3.4 | 2.4 | 2 | |
| Other schools engage | 3 | 3.4 | 2.8 | 2 | |
| Mission to engage | 3.2 | 3.2 | 2.8 | 2 | |
| Equal treatment | 3.8 | 4 | 3.5 | 2 | |
| Good relations with parents | 3.9 | 4.2 | 3.6 | 2 | |
| **Average scores** | 3.18 | 3.40 | 2.69 | 2.25 | **2.88** |
| N. respondents | 49 | 5 | 32 | 1 | |

## Annex 5. Breakdown of index by dimension and stakeholder group for secondary school 17 Shkurti

| Dimension A: Inclusive practices for entry into school | Parents | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.7 | 4.30 | 4.90 | 5.00 | |
| Difficulties of entry | 4.27 | 4.10 | 5.00 | 5.00 | |
| Students helped on entry | 3.53 | 3.90 | 4.40 | 4.40 | |
| Familiarisation | 2.2 | 2.50 | 3.40 | 3.80 | |
| **Average scores** | 3.43 | 3.70 | 4.43 | 4.55 | **4.03** |
| N. respondents | 30 | 135 | 16 | 5 | |

| Dimension B: Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.3 | |
| Are other students friendly? | **4.1** | |
| Are teachers friendly? | 4 | |

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| | | |
|---|---|---|
| Has experienced bullying | 4.7 | |
| Feels involved in formulating rules | 3.5 | |
| Do teachers help with problems? | 4.3 | |
| Do other students help with problems? | 3.8 | |
| Participates in activities outside school | 2.8 | |
| Feels that classroom rules are fair | 3.8 | |
| Feels that teachers treat students equally | 3.5 | |
| Are teachers fair when they assess your work? | 3.5 | |
| Whether physical barriers to access school | 3 | |
| Whether physical barriers to enter school | 2.7 | |
| Whether school includes all students | 3.9 | |
| Whether inclusiveness is important policy | 3.7 | |
| **Average scores** | 3.71 | **3.71** |
| N. respondents | 135 | |

| Dimension C: Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.5 | 3.8 | |
| Students well informed | 4.6 | 4.4 | |
| Students involved | 4 | 3.4 | |
| Equal treatment gender | 4.9 | 5 | |
| Equal treatment ethnicity | 4.9 | 4.8 | |
| Equal treatment religion | 4.7 | 4.8 | |
| Students give feedback | 4 | 3.4 | |
| Appointments merit based | 4.6 | 4 | |
| Teachers help unhappy students | 4 | 3.8 | |
| Teachers help students social problems | 4 | 4 | |
| Adequate support | 4.25 | 4 | |
| Students extra-curricular | 3.5 | 3.8 | |
| Inclusive practice important | 4.3 | 4 | |
| **Average scores** | 4.33 | 4.09 | **4.21** |
| N. respondents | 16 | 5 | |

| Dimension D: Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3 | 3.6 | 1.8 | 2 | |
| Coordinate with municipality | 3.7 | 4 | 3.4 | 4 | |
| Out of hours activities | 3.1 | 3 | 2.3 | 3 | |
| Rooms for public activities | 3.5 | 3.6 | 2.8 | 4 | |
| Collaboration | 3.4 | 3 | 2.5 | 3 | |
| Awareness of resources | 3.3 | 3.2 | 2.7 | 3 | |
| Local authority encourages | 3.1 | 3 | 3 | 3 | |
| Students maintain links | 3.1 | 3.2 | 3 | 2 | |
| Other schools engage | 3.5 | 3.6 | 3.4 | 3 | |
| Mission to engage | 3.4 | 3.6 | 3.6 | 3 | |
| Equal treatment | 4.3 | 4.6 | 3.8 | 4 | |
| Good relations with parents | 4.3 | 4.4 | 4.2 | 3 | |
| **Average scores** | 3.48 | 3.57 | 3.04 | 3.08 | **3.29** |
| N. respondents | 16 | 5 | 30 | 1 | |

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**Annex 6. Breakdown of index by dimension and stakeholder group for VET school Abdyl Frasheri**

| Dimension A:<br>Inclusive practices for entry into school | Parents | Students | Teachers | Principals | Dimension A<br>average |
|---|---|---|---|---|---|
| All students welcomed | 3.74 | 4.10 | 4.60 | 5.00 | |
| Difficulties of entry | 4.17 | 3.80 | 4.70 | 5.00 | |
| Students helped on entry | 3.44 | 3.50 | 4.50 | 4.40 | |
| Familiarisation | 2.45 | 3.00 | 3.10 | 4.00 | |
| **Average scores** | 3.45 | 3.60 | 4.23 | 4.60 | **3.97** |
| N. respondents | 92 | 153 | 39 | 5 | |

| Dimension B:<br>Inclusion within the school | Students | Dimension B<br>average |
|---|---|---|
| Do you feel welcome at school? | 4.1 | |
| Are other students friendly? | 4 | |
| Are teachers friendly? | 3.8 | |
| Has experienced bullying | 4.3 | |
| Feels involved in formulating rules | 3.3 | |
| Do teachers help with problems? | 3.9 | |
| Do other students help with problems? | 3.9 | |
| Participates in activities outside school | 3 | |
| Feels that classroom rules are fair | 3.6 | |
| Feels that teachers treat students equally | 3.4 | |
| Are teachers fair when they assess your work? | 3.8 | |
| Whether physical barriers to access school | 3.2 | |
| Whether physical barriers to enter school | 4 | |
| Whether school includes all students | 3.7 | |
| Whether inclusiveness is important policy | 3.4 | |
| **Average scores** | 3.69 | **3.69** |
| N. respondents | 147 | |

| Dimension C:<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C<br>average |
|---|---|---|---|
| Rules applied consistently | 3.8 | 4 | |
| Students well informed | 4.3 | 4.2 | |
| Students involved | 4 | 3.6 | |
| Equal treatment gender | 4.6 | 4.6 | |
| Equal treatment ethnicity | 4.6 | 4.6 | |
| Equal treatment religion | 4 | 4.4 | |
| Students give feedback | 4.7 | 4 | |
| Appointments merit based | 4.1 | 4.4 | |
| Teachers help unhappy students | 4.4 | 3.8 | |
| Teachers help students social problems | 4 | 4 | |
| Adequate support | 3.7 | 3.8 | |
| Students extra-curricular | 3.7 | 4.6 | |
| Inclusive practice important | 4.3 | 4.4 | |
| **Average scores** | 4.17 | 4.18 | **4.18** |
| N. respondents | 40 | 5 | |

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| Dimension D: Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.4 | 3.6 | 2.3 | 2 | |
| Coordinate with municipality | 3.8 | 4 | 3.2 | 4 | |
| Out of hours activities | 3.1 | 3.8 | 2.2 | 2 | |
| Rooms for public activities | 3.7 | 4 | 2.7 | 2 | |
| Collaboration | 3.3 | 4.2 | 2.5 | 2 | |
| Awareness of resources | 3.5 | 4.4 | 3 | 2 | |
| Local authority encourages | 3.1 | 2.6 | 2.6 | 3 | |
| Students maintain links | 3.1 | 2.8 | 2.8 | 2 | |
| Other schools engage | 3.6 | 4.2 | 3 | 3 | |
| Mission to engage | 3.9 | 4.6 | 3.2 | 3 | |
| Equal treatment | 4.2 | 4.8 | 3.6 | 4 | |
| Good relations with parents | 4 | 3.8 | 4 | 3 | |
| **Average scores** | **3.48** | **3.90** | **2.93** | **2.67** | **3.24** |
| N. respondents | 40 | 5 | 92 | 1 | |

## Annex 7. Breakdown of index by dimension and stakeholder group for VET school Qendra e Kompetences Skenderaj

| Dimension A: Inclusive practices for entry into school | Parents | Students | Teachers | Principals | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 4.54 | 4.80 | 4.80 | 4.40 | |
| Difficulties of entry | 4.64 | 4.50 | 4.40 | 5.00 | |
| Students helped on entry | 4.19 | 4.30 | 4.60 | 3.80 | |
| Familiarisation | 3.28 | 3.60 | 4.20 | 3.80 | |
| **Average scores** | **4.16** | **4.30** | **4.50** | **4.25** | **4.30** |
| N. respondents | 83 | 93 | 25 | 5 | |

| Dimension B: Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.8 | |
| Are other students friendly? | 4.3 | |
| Are teachers friendly? | 4.4 | |
| Has experienced bullying | 4.6 | |
| Feels involved in formulating rules | 4.2 | |
| Do teachers help with problems? | 4.7 | |
| Do other students help with problems? | 4.2 | |
| Participates in activities outside school | 3.5 | |
| Feels that classroom rules are fair | 4.5 | |
| Feels that teachers treat students equally | 4.4 | |
| Are teachers fair when they assess your work? | 4.6 | |
| Whether physical barriers to access school | 2.3 | |
| Whether physical barriers to enter school | 4.4 | |
| Whether school includes all students | 1.7 | |
| Whether inclusiveness is important policy | 4 | |
| **Average scores** | 4.04 | **4.04** |
| N. respondents | 92 | |

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| Dimension C: Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.1 | 3.4 | |
| Students well informed | 4.5 | 4.2 | |
| Students involved | 4.2 | 3 | |
| Equal treatment gender | 4.6 | 4 | |
| Equal treatment ethnicity | 4.9 | 4 | |
| Equal treatment religion | 4.7 | 4.2 | |
| Students give feedback | 4 | 3.6 | |
| Appointments merit based | 4.5 | 3.2 | |
| Teachers help unhappy students | 4.4 | 3.6 | |
| Teachers help students social problems | 4.3 | 3.2 | |
| Adequate support | 4.4 | 3.6 | |
| Students extra-curricular | 3.7 | 4.2 | |
| Inclusive practice important | 4.4 | 4 | |
| **Average scores** | 4.36 | 3.71 | **4.03** |
| N. respondents | 24 | 5 | |

| Dimension D: Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.9 | 3 | 2.5 | 4 | |
| Coordinate with municipality | 4.3 | 3.6 | 4.2 | 5 | |
| Out of hours activities | 3.8 | 3.6 | 3 | 5 | |
| Rooms for public activities | 4.1 | 3.2 | 3.6 | 5 | |
| Collaboration | 4 | 3.4 | 3.5 | 5 | |
| Awareness of resources | 3.6 | 4 | 3.5 | 4 | |
| Local authority encourages | 3.3 | 2.6 | 3.5 | 4 | |
| Students maintain links | 3.6 | 4 | 3.5 | 4 | |
| Other schools engage | 3.9 | 3.2 | 3.8 | 4 | |
| Mission to engage | 4 | 4 | 3.9 | 5 | |
| Equal treatment | 4.6 | 4.2 | 4.4 | 5 | |
| Good relations with parents | 4.4 | 3.8 | 4.5 | 5 | |
| **Average scores** | 3.88 | 3.55 | 3.66 | 4.58 | **3.92** |
| N. respondents | 25 | 5 | 83 | 1 | |

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## "Regional Support for Inclusive Education"

Funded
by the European Union
and the Council of Europe

EUROPEAN UNION

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT

# MONTENEGRO

**Delivered in partnership with**

LSE Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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**Preface**

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on Montenegro details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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# 1. Introduction: an overview of the education system

Education is the joint responsibility of a variety of individuals and groups who interact actively in education policy, despite their influential ranking. They can be divided into groups that are involved in the education system at state and local level, and the civil sector with direct or indirect interest. At state level, key policy actors are government departments (Ministry of Education, Ministry of Science, Ministry of Health, Ministry of Labour and Social Welfare etc.), public preschool and educational institutions, local government institutions, as well as institutions such as the Bureau for Education Services, the Centre for Vocational Education, Resource Centres for Children and Youth, and the Examination Centre of Montenegro. Non government groups with direct or indirect interest include NGOs, teacher and parents unions, employers, the Employment Agency of Montenegro, the Chamber of Commerce, think tanks, etc.

The national Government is responsible for the adoption and implementation of education strategies and policies at national level. The education system is exclusively financed by the central (state) budget, although the education sector is trying to transfer a part of the financing responsibility to the local level. The local governments are, according to their ability, responsible for improving their education system and providing conditions for its functioning within its own region, which implies planning the development of educational infrastructure, the appointment of the principals and other bodies of the schools, etc.

Reform activities during period previous years have initiated numerous changes in the management of the Montenegrin education system, in accordance with the principles of decentralisation, deregulation and participation. For example, school curricula are decentralised to a certain extent, i.e. there is a flexible part of the curriculum (15 - 20%) that is left to local governments to adapt in line with needs of their local communities. However, local communities rarely want to participate in developing this part of the curriculum, and usually pass it on to teachers from local schools.

Current education policy in Montenegro focuses on inclusion in education and development of secondary vocational education system. Education reforms in Montenegro have extended the opportunity to attend the regular schools to children with special needs. The Ministry of Education adopted a *Strategy of inclusive Education* (2014-2018), which lays down the foundations and direction for development of the education system for children with special educational needs. Regarding the vocational education system, the Ministry of Education implemented a *Strategy of Vocational Education* with an aim to develop the vocational education system in such a way that it provides individuals with the possibility to obtain qualifications necessary for equal participation in the labour market and for an advance in their career, personal development and further education.
During the recent period, the Montenegrin education system has undergone extensive and comprehensive reforms, including pre-school, primary and secondary education. Part of these activities focuses on education availability and accessibility, such as the introduction of cumpulsory primary education for nine years, and the systematic implementation of inclusive education principles. Another part is based on improving the quality of education, including curricular reform (substantial changes in learning goals and contents and teaching methods; introducing elective courses etc.), but also the establishment and transformation of institutions for systematic support and education quality improvement (Examination Centre, Bureau for Education Services, Centre for Vocational Education, Institute for textbooks and teaching materials).

## 1.1 The primary education system

Primary education is compulsory for all children aged 6 to 15 years old. It lasts nine years and it is offered to all children without charge. A child may attend school after age of six, though school

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enrolment may start before this age if the school committee approves it. Enrolment, as a rule, takes place every year in April, with a mandatory medical and psychological examination of the child. If a psychologist assess that a child is not ready for school, enrolment may be postponed for the following year. Schools are required to enrol children that reside within the area where school is placed. Parents that wish to enrol their children into a school that is not near their residence are required to submit a request to the school committees; children may be accepted as long as the school has capacity and/or the personnel resources.

The primary education system in Montenegro includes 163 main schools and 267 regional institutions, and they are all public. Private primary schooling doesn`t exist in Montenegro, although the *Law on Primary Education* provides some possibility for their establishment. However, according to the law, both public and private primary schools are obliged to have mandatory subjects defined by the Council for general education[104].

Primary education follows a publicly valid educational program; the new curriculum is comprised of a mandatory part, compulsory activities and extracurricular activities. The mandatory part includes required subjects and compulsory elective subjects. Compulsory activities may include supervised learning, work within a classroom community and days of culture, sports and technology, while extracurricular activities consist of leisure and optional classes, help for children with special educational needs, and additional and supplementary education.

Some findings on inclusion in primary education are presented in the *Strategy for Inclusive Education 2014-2018*, which emphasised an inclusive orientation of schools, based on individualized approaches and differentiated services. The findings in the Strategy are based on communication with primary schools, policy makers, and the NGO sector. In addition, one chapter of the report *Evaluation of Education Reform in Montenegro* is related to the evaluation of implementation of inclusive education in Montenegro, including inclusion in primary education. Also, given the importance of primary education as the foundation of the education system and its role in the overall development of society, comparative analysis of the curriculum of primary education was conducted by a defined working group[105], with emphasis on elective and optional subjects which are taught in Montenegro, compared to regional countries and certain countries in the European Union.

## 1.2 The secondary education system: gymnasia and general schools

General secondary education in Montenegro is defined by the *Law on Gymnasia*. General secondary education is not compulsory, but lasts for four years for those that follow it, in accordance with the education program. A person could be enrolled in the first year of gymnasium, i.e. in the education program for general secondary education, if they have completed primary education and they are 17 years old or less. There is no mandatory preliminary examination for enrolment. If the number of students who want to enrol in a public secondary school (founded by the Republic or local government units) is greater than the maximum number, entry is based on the following criteria:
1) results from the external assessment in the final grade of primary school;
2) overall results from the last primary education cycle;
3) results in Montenegrin or mother tongue, mathematics, and subjects significant in further education during the last cycle in primary education;

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[104] Based on the Law on General Education, the Government of Montenegro made a decision to establish a Council for General Education in 2003. The General Education Council makes decisions on technical issues and provides technical assistance in the decision making process and the preparation of legislation in the field of pre-school education, primary education, secondary general education, general education in vocational education, education for children with special needs and education in their homes.

[105] The working group is defined by the Ministry of Finance of Montenegro at the meeting of the General Education Council for the improvement of business environment of regional and structural reforms.

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4)  and, results in national and international competitions, awards, honours, etc.

Candidates with special educational needs who are eligible are enrolled on the basis of the Ministry of Education's *Bylaw on directing the educational program*.

According to Montenegrin law, general secondary schools can either be public or private educational institutions. Currently, there are no private gymnasia in Montenegro. According to the law, if a private gymnasium was founded, the founder would set the terms for enrolment of students. The methods, procedures and evaluation criteria for the enrolment of students in public high schools are defined by the Ministry.

Starting from the 2006/07 school year Montenegrin gymnasiums redesigned the curricula: courses no longer exist and instead of them, curricula are general and standardised at school level. Classes are held in accordance with the curriculum: the new curriculum includes 17 mandatory subjects, required elective classes, and compulsory elective content.  The theoretical study of mandatory subjects is carried out with students from one or more classes of the same grade. In addition to these mandatory subjects, students can choose elective classes from a number of options; the list and content of the required elective subjects is defined by the Ministry on the proposal of the National Council for Education. The organization and presentation of lectures for compulsory elective subjects is determined by the gymnasium. Exercises, as practical application of theoretical content, are carried out in groups. Courses can be studied at the standard and higher level, in line with the educational program. Students may also participate in compulsory elective content, such as research work or cultural or art activities, which can be run in the school itself or in external facilities.

The evaluation of the education reform in Montenegro for the period between 2010 and2012 was conducted by the Bureau for Education Services; one chapter of this report is related to the evaluation of implementation of inclusive education in Montenegro. The findings in this report are based on focus groups with parents, teachers, principals, etc. from primary schools, but also from secondary schools, including gymnasiums.

## 1.3 The secondary education system: vocational schools

Vocational education can either take three or four years. The number of students in classes for specific professions and occupations is determined according to the educational program for certain vocations.

Enrolment in vocational schools is done on the basis of an open call, which is announced twice a year (in June and August). If there are fewer applicants than can be accommodated by the school, all of those who comply with the entry criteria can enrol in the school. If there are more applicants than can be accommodated by the school, the ranking list is defined based on the general performance of students in the last three years of primary school, their results in the external assessment at the end of primary school, and any relevant special talents or skill. There is no qualification exam for entry into secondary vocation education. Students are enrolled in vocational school as either full-or part-time students; full-time students attend regularly, while part-time students attend only preparatory classes (classes for instruction and consulting) and examinations. Additionally, students have the right to enrol in parallel education, or to attend more than one educational programme. There are no private secondary vocational schools.

Vocational education is provided by schools or schools in cooperation with an employer, in accordance with the educational program. School programmes include theoretical and practical teaching, and professional practice; schools can run the whole vocational educational programme

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(both the theoretical and practical part) or only the theoretical part, where practical education may be conducted in cooperation with an employer. The curriculum determines the scope of the practical training conducted at an employer's premises. If vocational education is carried out jointly by schools and employers, a collective agreement regulates the mutual rights and obligations between the two parties, as well as the rights and obligations of students.

Policy debates on vocational education mainly focus on the harmonisation with labour market needs and changes in the programmes and curricula in order to respond to those needs. Also, special attention is dedicated to the improvement of the quality of education in vocational schools through the improvement of facilities, evaluation processes, training of teachers and so on. Sector commissions involving the main stakeholders in the creation of programmes and curricula have been introduced, new programmes aligned with the labour market have been established and the modularisation of curricula began from 2013/14. Two thirds of secondary students are enrolled in vocational schools, but enrolment in three-year courses is decreasing despite an excess demand for those occupations on the labour market.

Students are not separated into groups according to their ability. Research on inclusion in vocational education is still poor and comprehend research is needed.

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[106]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in Montenegro are detailed below.

Table 1: descriptive details of Primary school "Mustafa Pecanin", Rozaje

| Name of the school | Primary school "Mustafa Pećanin", Rožaje | | |
|---|---|---|---|
| Location | Rožaje, Montenegro | | |
| Number of classes | 39 | | |
| Number of pupils | 1034 | | |
| Specificities | Rožaje is town on the north of Montenegro, and it is mostly rural. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |

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[106] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

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| | | | |
|---|---|:---:|:---:|
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 2: descriptive details of Primary school "Vuk Karadžić", Podgorica

| Name of the school | Primary school "Vuk Karadžić", Podgorica | | |
|---|---|:---:|:---:|
| Location | Podgorica, Montenegro | | |
| Number of classes | 34 | | |
| Number of pupils | 878 | | |
| Specificities | Podgorica is the capital city of Montenegro. School is in the urban area, and has no difficulties or problems regarding the physical access. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 3: descriptive details of Primary school "Mileva Lajović Lalatović", Nikšić

| Name of the school | Primary school "Mileva Lajović Lalatović", Nikšić | | |
|---|---|:---:|:---:|
| Location | Nikšić, Montenegro | | |
| Number of classes | 43 | | |
| Number of pupils | 1076 | | |
| Specificities | Nikšić is, by area, the biggest municipality in Montenegro. The school has no problems with physical access. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | | ✓ |
| | Physical access for disabled students charge | | ✓ |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |

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| Procedures for the evaluation of teachers | ✓ | |
|---|---|---|

Table 4: descriptive details of Gymnasium "Tanasije Pejatović", Pljevlja

| Name of the school | Gymnasium "Tanasije Pejatović", Pljevlja | | |
|---|---|---|---|
| Location | Pljevlja, Montenegro | | |
| Number of classes | 20 | | |
| Number of pupils | 563 | | |
| Specificities | Pljevlja is the northeast town in Montenegro and it is mostly rural, which is a problem for physical access to school for the students from villages. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | | ✓ |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 5: descriptive details of Mix gymnasium and vocational school "Ivan Goran Kovačić", Hercecg Novi

| Name of the school | Mix gymnasium and vocational school "Ivan Goran Kovačić", Hercecg Novi | | |
|---|---|---|---|
| Location | Herceg Novi, Montenegro | | |
| Number of classes | 40 | | |
| Number of pupils | 1018 | | |
| Specificities | Herceg Novi is the town on a coastline. It is in the urban area of the city. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

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Table 6: descriptive details of Mix school "Bećo Bašić", Plav

| Name of the school | Vocational school "Bećo Bašić", Plav | | |
|---|---|---|---|
| Location | Plav, Montenegro | | |
| Number of classes | 18 | | |
| Number of pupils | 440 | | |
| Specificities | Vocational school "Beco Pasic" is the only secondary school in Plav. About 40% of students travel every day from the nearby remote villages. Also, Plav is the most diversified community. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | ✓ | |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | ✓ | |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | ✓ | |
| | Procedures for the evaluation of teachers | ✓ | |

Table 7: descriptive details of Vocational school "Sergije Stanić", Podgorica

| Name of the school | Vocational school "Sergije Stanić", Podgorica | | |
|---|---|---|---|
| Location | Podgorica, Montenegro | | |
| Number of classes | 37 | | |
| Number of pupils | 1170 | | |
| Specificities | Podgorica is the capital of Montenegro. School is in the urban area, and has no difficulties or problems regarding the physical access. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | ✓ | |
| | Teachers design classroom rules at the beginning of the school year | ✓ | |
| | Physical access for disabled students charge | ✓ | |
| | Assistant teachers for children with learning difficulties | | ✓ |
| | Ethics code for school staff | ✓ | |
| | Students involved in the evaluation of teachers | | ✓ |
| | Organisation of extra-curricular activities free of charge | ✓ | |
| | Procedures for cooperation with parents | ✓ | |
| | Continuous professional development plan for teachers | ✓ | |
| | Organisation of volunteering activities for students outside the school | | ✓ |
| | Procedures for the evaluation of teachers | ✓ | |

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## 3. The index for inclusion

The index for inclusion was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:

- Y.   Inclusive practices for entry to school
- Z.   Inclusion within the school
- AA. Inclusive teaching and practice approaches
- BB. Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

|  | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in Montenegro. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

Table 9: index for inclusion for schools in Montenegro

| School name | Primary school "Mustafa Pecanin", Rozaje | Primary School "Vuk Karadzic", Podgrica | Primary school "Mileva Lajovic Lalatovic", Niksic | Gymnasium "Tanasaije Pejatovic", Pljevlja | Mixed school: Gymnasium and VET school "Ivan Goran Kovacic", Herceg Novi | Mixed school: Gymnasium and VET school "Beco Basic", Plav | Vocational school "Sergije Stanic", Podgorica |
|---|---|---|---|---|---|---|---|
|  | Average |  |  |  |  |  |  |
| Dimension A | 4.03 | 4.14 | 3.82 | 3.79 | 3.64 | 4.16 | 3.76 |
| Dimension B | 3.62 | 3.84 | 3.46 | 3.31 | 3.18 | 3.67 | 3.05 |
| Dimension C | 4.28 | 4.62 | 4.06 | 4.36 | 3.96 | 4.56 | 4.15 |
| Dimension D | 3.53 | 3.19 | 3.52 | 3.55 | 3.20 | 3.61 | 3.32 |
| **Index for inclusion** | **3.86** | **3.95** | **3.71** | **3.75** | **3.49** | **4.00** | **3.57** |

According to the survey among schools, the average index for inclusion for all schools in Montenegro is 3.76. The highest value of the index for inclusion is in the mixed school "Beco Basic" from Plav

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(4.00), while the lowest index is in the gymnasium from Herceg Novi (3.49). In general, there are no significant differences between schools. When it comes to analyses of the different dimensions of index for inclusion, the highest average is observed in dimension C on inclusive teaching and practice approaches (4.28), while the dimensions on inclusion within the school and community engagement are rated 3.45 and 3.42, respectively.

The average score for inclusive practices for entry into school is 3.91. There are no significant differences between schools. However, primary schools have responded with higher rates than secondary schools (4.00 for primary schools, 3.72 for Gymnasiums and 3.96 for VET schools). Regarding particular stakeholders, teachers and principals tend to evaluate the dimensions higher across in all schools. A detailed analysis of dimension A indicates that all students are very welcomed according to the answers of all stakeholders (4.00), and that there are no difficulties of entry into the school based on cultural or social background. The lowest average score is given to the effort taken by the school to familiarise students and their parents with the school prior to their enrolment. In general, students gave lower responses than other stakeholders.

In regards to inclusion within the school, the average score for all schools is 3.45. Primary schools have higher average scores compared to gymnasiums and VET schools (3.64, 3.25 and 3.36, respectively). The survey results show that students are the least satisfied with equal treatment – an average rate of 2.55 for all schools, while the lowest grade was given by students from VET school in Podgorica, at 2.03. Also, few students take part in activities outside the school. Students only feel somewhat involved in formulating rules, though they feel satisfied with the inclusion of students by schools, and teachers fairly assessing their work. The highest grades are given to friendliness of students (4.12) and feeling welcome at school (3.86). Also, the students have declared that they are never or rarely subjected to bullying.

The dimension on inclusive teaching and practice approaches has the highest average score of all dimensions of the index for inclusion. The highest average score is given by teachers and principals from the primary school from Podgorica (4.62), while the lowest score was 3.96 in gymnasium from Herceg Novi. In general, gymnasia scored lower for this dimension in comparison to other types of schools, even though those differences are very small. In all schools, students reported that they didn't feel discriminated by gender, religion or ethnicity. This is an especially important point for the secondary school in Plav, which has the highest rating on this dimension while having the most diversified community. Respondents gave the lowest grades to the issue of helping students to resolve their social problems (3.58).

The dimension of community engagement recorded an average score of 3.32. The highest grades to the questions in this section were given by the teachers, principals and parents from Plav. On the other hand, the lowest grades were given by the same stakeholder groups from Herceg Novi. The stakeholders of all schools were the most satisfied with equal treatment in schools (4.08) and collaboration of school with other organizations (3.76). On the other hand, they feel that the parents are not involved enough in schools' activities (2.47) and those students barely maintain connection with their schools and have an interest in supporting it (2.90). In general, parents gave lower grades to the issues of this dimension, compared to principals and teachers.

## 4. Conclusion

The government of Montenegro began a comprehensive reform of the education system in 2000. Since then, a new legislative framework has been introduced and many institutions and bodies have established in order to provide better performances of entire education system. Overall interaction in education policy among different levels of government (national, local, etc.) was improved during

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recent years, and crucial principles of equity, quality in education, and inclusion were promoted. Debate on inclusion took place at all significant levels of education (primary, general secondary and vocational secondary education). However, despite the fact that numerous efforts have been made regarding increasing inclusion, research on the results of the reform measures are still lacking which emphasizes the need for such research.

The survey that was conducted in 7 schools shows a high level of social inclusion in schools. There are no significant differences among answers from different types of schools, while among different stakeholders, as expected; teachers and principals graded the resolution of certain issues in schools slightly higher, than students and parents did. Students in general feel happy and welcomed by teachers and fellow students in school, and they have rarely or never been subjected to bullying or any kind of discrimination. This also applies to the most multi-cultural environments, as seen in Plav. Parents, on the other hand, felt satisfied with inclusive practices for entry into schools, while they didn't feel happy with the community engagement. Teachers and principals rated inclusion and their teaching methods and practice approaches very high, while they highlighted the lack of involvement of parents in schools' activities.

On the basis of the research evidence detailed in this report, the following table provides policy recommendations, primarily targeted at national level stakeholders.

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Table 10: Policy recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| Higher engagement of schools in order to familiarise students and their parents with the school prior to their enrolment (especially in secondary schools) | All the stakeholders in all schools have given the lowest scores (along dimension A) to familiarization of students with the schools when it comes to inclusive practices for entry into schools. This is especially the case with parents and high school students, who gave scores below 3 in most cases. In the gymnasium in Pljevlja, the average score for familiarisation given by students is 1.87 while average score given by parents is 1.95. | There is no a national level legislation that provides incentives to schools to support familiarization of students. | This issue doesn't need legislation to be resolved. This is something that needs to be done on a volunteer basis in order to improve the quality of students schooling experience. It should be done through motivating the school staff to put more effort in this aspect of students' enrolment. |
| Increase participation of students in activities outside school | Students from all the schools have said that they are not particularly active in activities outside schools. The lowest engagement was recorded in VET school Podgorica, with an average score of 2.09. | There is no legislation at the national level related to participation of students in extracurricular activities. | As well as the previous recommendation, this issue cannot be resolved by legislation but with higher involvement of school staff in motivating students to engage in extracurricular activities and their involvement in community. |
| Increase cooperation between local authorities and schools | All of the issue related to cooperation of schools and local authorities have been rated low, especially in the case of parents and some local authorities (average score in Herceg Novi is 1.00). | Local authorities have the responsibility for improving the education system in the region and have the right to be more involved in making a part of the curriculums but they usually choose not to and leave it to teachers from local schools. | This issue need more attention from the national level, in order to engage local governments in taking a more significant role in education system and motivate them to cooperate more with schools in all aspects. |
| Improve communication between schools and former students | All of the stakeholders have expressed the opinion that students don't maintain communication with their schools once they graduate. This is an issue where students, teachers, principals and parents mostly agree. The average score for 'students maintain links' is the lowest | There issue cannot be regulated by any legislation. | This issue needs to be looked at internally within schools and should be addressed by different incentives from schools to motivate students to stay engaged with schools (e.g. establishment of various associations of former students) |

| | | | |
|---|---|---|---|
| | along Dimension D (especially in the primary school from Niksic, where the average score across all stakeholders is 2.50, and in the gymnasium from Herceg Novi – average score is 2.36) | | |
| Increase involvement of parents in school activities | The stakeholders agree that parents are not involved enough in school activities. The scores for this question are notably lower than all the others in the same dimension, often reaching an average below 2. | There are procedures that address this issue in schools, but they are not applied often in all schools. | Schools should engage more using existing and new procedures to involve parents more in the school activities. |

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**Annex 1. Breakdown of index by dimension and stakeholder group for primary school "Mustafa Pecanin", Rozaje**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.46 | 4.50 | 3.52 | |
| Difficulties of entry | | 4.43 | 5.00 | 3.63 | |
| Students helped on entry | | 4.36 | 4.75 | 3.51 | |
| Familiarisation | | 3.24 | 4.00 | 2.92 | |
| **Average scores** | | 4.12 | 4.56 | 3.40 | **4.03** |
| N of respondents | | 47 | 4 | 51 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.00 | |
| Are other students friendly? | 4.25 | |
| Are teachers friendly? | 3.42 | |
| Has experienced bullying | 4.32 | |
| Feels involved in formulating rules | 3.16 | |
| Do teachers help with problems? | 3.74 | |
| Do other students help with problems? | 3.74 | |
| Participates in activities outside school | 3.22 | |
| Feels that classroom rules are fair | 3.46 | |
| Feels that teachers treat students equally | 2.56 | |
| Are teachers fair when they assess your work? | 3.04 | |
| Whether physical barriers to access school | 3.53 | |
| Whether physical barriers to enter school | 3.82 | |
| Whether school includes all students | 3.66 | |
| Whether inclusiveness is important policy | 4.36 | |
| **Average scores** | 3.62 | **3.62** |
| N of respondents | 50 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.71 | 4.33 | |
| Students well informed | 4.19 | 4.25 | |
| Students involved | 4.00 | 4.50 | |
| Equal treatment gender | 4.72 | 4.50 | |
| Equal treatment ethnicity | 4.85 | 4.50 | |
| Equal treatment religion | 4.81 | 4.50 | |
| Students give feedback | 3.93 | 4.25 | |
| Appointments merit based | 4.00 | 4.50 | |
| Teachers help unhappy students | 4.15 | 4.25 | |
| Teachers help students social problems | 3.89 | 4.25 | |
| Adequate support | 3.89 | 4.50 | |
| Students extra-curricular | 4.09 | 4.00 | |
| Inclusive practice important | 4.20 | 4.50 | |
| **Average scores** | 4.19 | 4.37 | **4.28** |
| N of respondents | 47 | 4 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.70 | 3.25 | 2.18 | 3.00 | |
| Coordinate with municipality | 3.83 | 3.50 | 2.94 | 4.00 | |
| Out of hours activities | 3.60 | 3.50 | 2.37 | 3.00 | |
| Rooms for public activities | 3.87 | 3.25 | 2.31 | 4.00 | |
| Collaboration | 3.83 | 4.00 | 3.18 | 5.00 | |
| Awareness of resources | 3.81 | 4.25 | 2.96 | 4.00 | |
| Local authority encourages | 3.57 | 4.00 | 2.67 | 5.00 | |
| Students maintain links | 3.23 | 3.75 | 2.31 | 3.00 | |
| Other schools engage | 3.94 | 3.50 | 3.27 | 3.00 | |
| Mission to engage | 4.06 | 4.25 | 3.18 | 4.00 | |
| Equal treatment | 4.23 | 4.75 | 3.34 | 4.00 | |
| Good relations with parents | 3.77 | 3.75 | 3.41 | 3.00 | |
| **Average scores** | 3.70 | 3.81 | 2.84 | 3.75 | **3.53** |
| N of respondents | 47 | 4 | 51 | 1 | - |

**Annex 2. Breakdown of index by dimension and stakeholder group for primary school "Vuk Karadzic", Podgorica**

| Dimension A Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.94 | 4.00 | 3.96 | |
| Difficulties of entry | | 4.45 | 5.00 | 4.42 | |
| Students helped on entry | | 4.77 | 4.25 | 3.62 | |
| Familiarisation | | 3.90 | 3.75 | 2.56 | |
| **Average scores** | | 4.52 | 4.25 | 3.64 | 4.14 |
| N of respondents | | 31 | 4 | 50 | |

| Dimension B Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.10 | |
| Are other students friendly? | 4.24 | |
| Are teachers friendly? | 4.34 | |
| Has experienced bullying | 4.66 | |
| Feels involved in formulating rules | 3.31 | |
| Do teachers help with problems? | 4.14 | |
| Do other students help with problems? | 3.76 | |
| Participates in activities outside school | 2.86 | |
| Feels that classroom rules are fair | 3.82 | |
| Feels that teachers treat students equally | 3.06 | |
| Are teachers fair when they assess your work? | 3.70 | |
| Whether physical barriers to access school | 3.92 | |
| Whether physical barriers to enter school | 3.92 | |
| Whether school includes all students | 3.69 | |
| Whether inclusiveness is important policy | 4.11 | |
| **Average scores** | 3.84 | 3.84 |
| N of respondents | 50 | |

| Dimension C Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.37 | 4.00 | |
| Students well informed | 4.53 | 5.00 | |
| Students involved | 4.40 | 4.50 | |

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| | | | | |
|---|---|---|---|---|
| Equal treatment gender | | 4.87 | 5.00 | |
| Equal treatment ethnicity | | 4.90 | 5.00 | |
| Equal treatment religion | | 4.90 | 5.00 | |
| Students give feedback | | 4.67 | 4.00 | |
| Appointments merit based | | 4.36 | 4.25 | |
| Teachers help unhappy students | | 4.47 | 5.00 | |
| Teachers help students social problems | | 4.00 | 4.25 | |
| Adequate support | | 4.70 | 5.00 | |
| Students extra-curricular | | 4.67 | 4.75 | |
| Inclusive practice important | | 4.60 | 5.00 | |
| **Average scores** | | 4.57 | 4.67 | 4.62 |
| N of respondents | | 30 | 4 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.97 | 3.00 | 2.08 | 3 | |
| Coordinate with municipality | 3.58 | 4.00 | 2.60 | 3 | |
| Out of hours activities | 3.39 | 4.00 | 2.26 | 3 | |
| Rooms for public activities | 2.58 | 3.25 | 1.96 | 3 | |
| Collaboration | 3.61 | 3.75 | 2.63 | 3 | |
| Awareness of resources | 3.74 | 4.00 | 2.83 | 3 | |
| Local authority encourages | 2.90 | 2.75 | 2.47 | 3 | |
| Students maintain links | 2.97 | 2.75 | 2.13 | 3 | |
| Other schools engage | 4.00 | 3.75 | 2.88 | 3 | |
| Mission to engage | 4.29 | 3.75 | 2.71 | 3 | |
| Equal treatment | 4.74 | 4.75 | 3.88 | 3 | |
| Good relations with parents | 3.68 | 3.50 | 3.08 | 3 | |
| **Average scores** | 3.54 | 3.60 | 2.63 | 3 | 3.39 |
| N of respondents | 31 | 4 | 50 | 1 | - |

**Annex 3. Breakdown of index by dimension and stakeholder group for Primary school "Mileva Lajovic Lalatovic", Niksic**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.39 | 3.33 | 3.48 | |
| Difficulties of entry | | 4.45 | 4.67 | 4.00 | |
| Students helped on entry | | 4.32 | 3.83 | 3.59 | |
| Familiarisation | | 3.77 | 3.33 | 2.63 | |
| **Average scores** | | 4.23 | 3.79 | 3.42 | **3.82** |
| N of respondents | | 44 | 6 | 46 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.92 | |
| Are other students friendly? | 4.24 | |
| Are teachers friendly? | 3.46 | |
| Has experienced bullying | 4.60 | |
| Feels involved in formulating rules | 3.29 | |
| Do teachers help with problems? | 3.48 | |
| Do other students help with problems? | 3.46 | |
| Participates in activities outside school | 2.53 | |
| Feels that classroom rules are fair | 3.06 | |
| Feels that teachers treat students equally | 2.22 | |

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| | | |
|---|---|---|
| Are teachers fair when they assess your work? | 3.24 | |
| Whether physical barriers to access school | 3.84 | |
| Whether physical barriers to enter school | 3.76 | |
| Whether school includes all students | 2.98 | |
| Whether inclusiveness is important policy | 3.74 | |
| **Average scores** | 3.46 | **3.46** |
| N of respondents | 50 | |

| Dimension C Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.07 | 3.67 | |
| Students well informed | 4.28 | 4.00 | |
| Students involved | 4.19 | 3.17 | |
| Equal treatment gender | 4.68 | 4.33 | |
| Equal treatment ethnicity | 4.68 | 4.00 | |
| Equal treatment religion | 4.70 | 4.17 | |
| Students give feedback | 4.16 | 3.50 | |
| Appointments merit based | 4.21 | 4.17 | |
| Teachers help unhappy students | 4.23 | 3.33 | |
| Teachers help students social problems | 3.80 | 3.33 | |
| Adequate support | 4.16 | 3.67 | |
| Students extra-curricular | 4.30 | 3.83 | |
| Inclusive practice important | 4.31 | 4.50 | |
| **Average scores** | 4.29 | 3.82 | **4.06** |
| N of respondents | 44 | 6 | - |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.61 | 2.00 | 1.96 | | |
| Coordinate with municipality | 3.52 | 3.67 | 2.71 | 5.00 | |
| Out of hours activities | 3.50 | 3.33 | 2.26 | 4.00 | |
| Rooms for public activities | 3.74 | 3.67 | 2.63 | | |
| Collaboration | 3.64 | 3.50 | 2.80 | 5.00 | |
| Awareness of resources | 3.58 | 3.67 | 2.65 | 5.00 | |
| Local authority encourages | 2.95 | 2.50 | 2.36 | 5.00 | |
| Students maintain links | 2.86 | 2.67 | 1.98 | | |
| Other schools engage | 3.64 | 3.33 | 2.84 | 4.00 | |
| Mission to engage | 3.80 | 3.67 | 2.82 | 5.00 | |
| Equal treatment | 4.43 | 4.33 | 3.42 | 5.00 | |
| Good relations with parents | 3.93 | 2.83 | 3.20 | 4.00 | |
| **Average scores** | 3.52 | 3.26 | 2.64 | 4.67 | **3.52** |
| N of respondents | 44 | 6 | 46 | 1 | - |

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**Annex 4. Breakdown of index by dimension and stakeholder group for Gymnasium "Tanasije Pejatović", Pljevlja**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.40 | 4.76 | 4.60 | 3.37 | |
| Difficulties of entry | 4.24 | 4.79 | 4.40 | 3.92 | |
| Students helped on entry | 3.09 | 4.58 | 4.20 | 3.37 | |
| Familiarisation | 1.87 | 3.84 | 4.20 | 1.95 | |
| **Average scores** | 3.15 | 4.49 | 4.35 | 3.15 | **3.79** |
| N of respondents | 100 | 33 | 5 | 38 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.81 | |
| Are other students friendly? | 4.01 | |
| Are teachers friendly? | 3.52 | |
| Has experienced bullying | 4.71 | |
| Feels involved in formulating rules | 2.49 | |
| Do teachers help with problems? | 3.35 | |
| Do other students help with problems? | 3.58 | |
| Participates in activities outside school | 2.80 | |
| Feels that classroom rules are fair | 3.29 | |
| Feels that teachers treat students equally | 2.30 | |
| Are teachers fair when they assess your work? | 3.02 | |
| Whether physical barriers to access school | 3.35 | |
| Whether physical barriers to enter school | 3.29 | |
| Whether school includes all students | 2.71 | |
| Whether inclusiveness is important policy | 3.50 | |
| **Average scores** | 3.31 | **3.31** |
| N of respondents | 100 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.91 | 4.40 | |
| Students well informed | 4.70 | 4.80 | |
| Students involved | 4.00 | 4.00 | |
| Equal treatment gender | 4.97 | 4.60 | |
| Equal treatment ethnicity | 4.82 | 4.40 | |
| Equal treatment religion | 4.82 | 4.40 | |
| Students give feedback | 4.42 | 4.40 | |
| Appointments merit based | 4.31 | 4.00 | |
| Teachers help unhappy students | 4.19 | 4.00 | |
| Teachers help students social problems | 3.82 | 3.60 | |
| Adequate support | 4.21 | 4.20 | |
| Students extra-curricular | 4.76 | 4.40 | |
| Inclusive practice important | 4.50 | 4.80 | |
| **Average scores** | 4.42 | 4.31 | **4.36** |
| N of respondents | 33 | 5 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.36 | 2.60 | 1.66 | 3.00 | |
| Coordinate with municipality | 3.81 | 4.20 | 2.87 | 4.00 | |
| Out of hours activities | 4.00 | 4.00 | 2.97 | 5.00 | |
| Rooms for public activities | 4.36 | 4.20 | 3.47 | 5.00 | |
| Collaboration | 4.45 | 4.40 | 3.37 | 4.00 | |
| Awareness of resources | 4.03 | 4.20 | 2.97 | 3.00 | |
| Local authority encourages | 3.28 | 4.20 | 2.66 | 3.00 | |
| Students maintain links | 3.55 | 3.60 | 2.82 | 3.00 | |
| Other schools engage | 3.74 | 3.60 | 3.03 | 3.00 | |
| Mission to engage | 4.06 | 3.80 | 3.18 | 3.00 | |
| Equal treatment | 4.64 | 4.40 | 3.29 | 3.00 | |
| Good relations with parents | 3.79 | 3.60 | 3.05 | 3.00 | |
| **Average scores** | 3.84 | 3.90 | 2.95 | 3.50 | **3.55** |
| N of respondents | 33 | 5 | 38 | 1 | - |

**Annex 5. Breakdown of index by dimension and stakeholder group for mixed gymnasium and vocational school "Ivan Goran Kovačić", Herceg Novi**

| Dimension A Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.00 | 4.11 | 4.40 | 3.41 | |
| Difficulties of entry | 3.61 | 4.42 | 4.80 | 4.19 | |
| Students helped on entry | 2.80 | 3.79 | 3.80 | 3.35 | |
| Familiarisation | 2.20 | 4.11 | 4.00 | 2.18 | |
| **Average scores** | 2.60 | 3.39 | 3.35 | 3.28 | **3.64** |
| N of respondents | 98 | 19 | 5 | 34 | |

| Dimension B Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.46 | |
| Are other students friendly? | 4.06 | |
| Are teachers friendly? | 3.19 | |
| Has experienced bullying | 4.53 | |
| Feels involved in formulating rules | 2.32 | |
| Do teachers help with problems? | 2.80 | |
| Do other students help with problems? | 3.22 | |
| Participates in activities outside school | 2.51 | |
| Feels that classroom rules are fair | 3.27 | |
| Feels that teachers treat students equally | 2.28 | |
| Are teachers fair when they assess your work? | 2.78 | |
| Whether physical barriers to access school | 3.59 | |
| Whether physical barriers to enter school | 3.65 | |
| Whether school includes all students | 2.61 | |
| Whether inclusiveness is important policy | 3.44 | |
| **Average scores** | 3.46 | **3.18** |
| N of respondents | 99 | |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C<br>average |
|---|---|---|---|
| Rules applied consistently | 3.22 | 4.20 | |
| Students well informed | 4.33 | 4.40 | |
| Students involved | 3.58 | 3.40 | |
| Equal treatment gender | 4.58 | 5.00 | |
| Equal treatment ethnicity | 4.47 | 4.80 | |
| Equal treatment religion | 4.53 | 4.80 | |
| Students give feedback | 3.68 | 3.60 | |
| Appointments merit based | 3.35 | 4.20 | |
| Teachers help unhappy students | 3.18 | 3.40 | |
| Teachers help students social problems | 2.88 | 2.80 | |
| Adequate support | 3.58 | 3.60 | |
| Students extra-curricular | 4.16 | 4.80 | |
| Inclusive practice important | 3.74 | 4.60 | |
| **Average scores** | 3.79 | 4.12 | **3.96** |
| N of respondents | 19 | 5 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local<br>authority | Dimension D<br>average |
|---|---|---|---|---|---|
| Parents are involved | 1.89 | 2.80 | 1.71 | 1.00 | |
| Coordinate with municipality | 3.37 | 3.60 | 2.73 | 3.00 | |
| Out of hours activities | 3.37 | 4.20 | 2.15 | 3.00 | |
| Rooms for public activities | 3.32 | 4.40 | 2.29 | 3.00 | |
| Collaboration | 3.89 | 4.60 | 2.68 | 4.00 | |
| Awareness of resources | 3.61 | 3.80 | 2.65 | 5.00 | |
| Local authority encourages | 2.35 | 2.50 | 2.18 | 3.00 | |
| Students maintain links | 2.63 | 2.60 | 2.21 | 2.00 | |
| Other schools engage | 3.26 | 3.80 | 2.53 | 4.00 | |
| Mission to engage | 3.61 | 4.20 | 2.85 | 4.00 | |
| Equal treatment | 4.21 | 4.40 | 3.50 | 5.00 | |
| Good relations with parents | 3.00 | 2.80 | 2.82 | 4.00 | |
| **Average scores** | 3.21 | 3.64 | 1.71 | 3.42 | **3.20** |
| N of respondents | 19 | 5 | 34 | 1 | - |

**Annex 6. Breakdown of index by dimension and stakeholder group for mixed school "Bećo Bašić", Plav**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A<br>average |
|---|---|---|---|---|---|
| All students welcomed | 3.74 | 4.57 | 5.00 | 3.90 | |
| Difficulties of entry | 3.43 | 4.30 | 5.00 | 4.10 | |
| Students helped on entry | 3.96 | 4.43 | 4.50 | 3.85 | |
| Familiarisation | 3.43 | 4.22 | 5.00 | 3.13 | |
| **Average scores** | 3.64 | 4.38 | 4.88 | 3.74 | **4.16** |
| N of respondents | 115 | 23 | 4 | 39 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B<br>average |
|---|---|---|
| Do you feel welcome at school? | 4.12 | |
| Are other students friendly? | 4.06 | |
| Are teachers friendly? | 3.91 | |
| Has experienced bullying | 4.07 | |
| Feels involved in formulating rules | 3.30 | |

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| | | |
|---|---|---|
| Do teachers help with problems? | 4.06 | |
| Do other students help with problems? | 3.90 | |
| Participates in activities outside school | 3.17 | |
| Feels that classroom rules are fair | 3.41 | |
| Feels that teachers treat students equally | 3.37 | |
| Are teachers fair when they assess your work? | 3.63 | |
| Whether physical barriers to access school | 3.62 | |
| Whether physical barriers to enter school | 3.39 | |
| Whether school includes all students | 3.70 | |
| Whether inclusiveness is important policy | 3.28 | |
| **Average scores** | 3.67 | **3.67** |
| N of respondents | 116 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.96 | 4.25 | |
| Students well informed | 4.57 | 5.00 | |
| Students involved | 4.13 | 4.50 | |
| Equal treatment gender | 4.70 | 5.00 | |
| Equal treatment ethnicity | 4.74 | 5.00 | |
| Equal treatment religion | 4.74 | 5.00 | |
| Students give feedback | 4.43 | 4.50 | |
| Appointments merit based | 4.09 | 4.75 | |
| Teachers help unhappy students | 3.96 | 4.75 | |
| Teachers help students social problems | 3.74 | 4.75 | |
| Adequate support | 4.13 | 4.50 | |
| Students extra-curricular | 4.70 | 5.00 | |
| Inclusive practice important | 4.57 | 5.00 | |
| **Average scores** | 4.34 | 4.77 | **4.56** |
| N of respondents | 23 | 4 | - |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.83 | 4.00 | 2.10 | 3.00 | |
| Coordinate with municipality | 3.70 | 4.00 | 3.08 | 3.00 | |
| Out of hours activities | 4.22 | 5.00 | 3.08 | 3.00 | |
| Rooms for public activities | 4.04 | 4.75 | 2.92 | 3.00 | |
| Collaboration | 4.17 | 5.00 | 3.67 | 3.00 | |
| Awareness of resources | 4.13 | 4.50 | 3.33 | 3.00 | |
| Local authority encourages | 3.09 | 4.00 | 2.82 | 3.00 | |
| Students maintain links | 3.17 | 4.00 | 2.54 | 3.00 | |
| Other schools engage | 3.96 | 3.75 | 3.38 | 3.00 | |
| Mission to engage | 4.17 | 4.50 | 3.54 | 3.00 | |
| Equal treatment | 4.48 | 5.00 | 3.85 | 3.00 | |
| Good relations with parents | 3.83 | 4.75 | 3.79 | 3.00 | |
| **Average scores** | 3.82 | 4.44 | 3.18 | 3.00 | **3.61** |
| N of respondents | 23 | 4 | 39 | 1 | - |

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**Annex 7. Breakdown of index by dimension and stakeholder group for Vocational school "Sergije Stanić", Podgorica**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.25 | 4.57 | 4.00 | 3.92 | |
| Difficulties of entry | 3.69 | 4.50 | 3.83 | 4.10 | |
| Students helped on entry | 3.05 | 4.29 | 3.83 | 3.60 | |
| Familiarisation | 2.16 | 4.29 | 4.50 | 2.54 | |
| **Average scores** | 3.04 | 4.41 | 4.04 | 3.54 | **3.76** |
| N of respondents | 148 | 14 | 6 | 48 | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.60 | |
| Are other students friendly? | 3.99 | |
| Are teachers friendly? | 3.29 | |
| Has experienced bullying | 4.44 | |
| Feels involved in formulating rules | 2.55 | |
| Do teachers help with problems? | 3.01 | |
| Do other students help with problems? | 3.50 | |
| Participates in activities outside school | 2.09 | |
| Feels that classroom rules are fair | 2.56 | |
| Feels that teachers treat students equally | 2.03 | |
| Are teachers fair when they assess your work? | 2.58 | |
| Whether physical barriers to access school | 3.23 | |
| Whether physical barriers to enter school | 3.46 | |
| Whether school includes all students | 2.60 | |
| Whether inclusiveness is important policy | 2.74 | |
| **Average scores** | 3.05 | **3.05** |
| N of respondents | 149 | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.07 | 3.83 | |
| Students well informed | 4.50 | 4.50 | |
| Students involved | 3.71 | 4.00 | |
| Equal treatment gender | 4.79 | 4.50 | |
| Equal treatment ethnicity | 4.79 | 4.17 | |
| Equal treatment religion | 4.86 | 4.17 | |
| Students give feedback | 4.36 | 3.83 | |
| Appointments merit based | 4.14 | 3.33 | |
| Teachers help unhappy students | 4.07 | 3.17 | |
| Teachers help students social problems | 3.64 | 3.33 | |
| Adequate support | 4.29 | 4.17 | |
| Students extra-curricular | 4.50 | 4.33 | |
| Inclusive practice important | 4.43 | 4.50 | |
| **Average scores** | 4.32 | 3.99 | **4.15** |
| N of respondents | 14 | 6 | - |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 2.14 | 2.33 | 1.75 | 3.00 | |
| Coordinate with municipality | 3.85 | 3.83 | 2.83 | 3.00 | |
| Out of hours activities | 3.46 | 4.17 | 2.94 | 3.00 | |
| Rooms for public activities | 3.31 | 3.00 | 2.64 | 3.00 | |
| Collaboration | 3.93 | 4.17 | 3.02 | 3.00 | |
| Awareness of resources | 4.08 | 4.33 | 2.98 | 3.00 | |
| Local authority encourages | 3.46 | 3.67 | 2.62 | 3.00 | |
| Students maintain links | 3.79 | 3.50 | 2.52 | 3.00 | |
| Other schools engage | 3.71 | 3.83 | 2.96 | 3.00 | |
| Mission to engage | 4.23 | 4.00 | 3.30 | 3.00 | |
| Equal treatment | 4.64 | 4.00 | 3.96 | 3.00 | |
| Good relations with parents | 3.71 | 3.67 | 3.25 | 3.00 | |
| **Average scores** | **3.69** | **3.71** | **2.90** | **3.00** | **3.32** |
| N of respondents | 14 | 6 | 48 | 1 | - |

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## "Regional Support for Inclusive Education"

Funded
by the European Union
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**Joint European Union / Council of Europe Project "Regional Support to Inclusive Education"**

**Carrying out a baseline and final survey in pilot schools through participatory action research**

# BENEFICIARY REPORT

# SERBIA

**Delivered in partnership with**

LSE Enterprise

**A baseline of inclusion in education in South East Europe**
**Joint European Union / Council of Europe Project 'Regional Support to Inclusive Education'**

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## Preface

This report contributes to a wider project providing 'Regional Support for Inclusive Education' funded by the European Commission and implemented jointly with the Council of Europe. The project supports 49 schools across South East Europe to develop inclusive cultures, policies and practices, and aims to increase knowledge and understanding of inclusive education across the region through awareness-raising, mutual learning and capacity building measures.

In order to measure the impact of the project, LSE Enterprise, the consulting arm of the London School of Economics, has been contracted to run a baseline survey prior to the implementation of the project and a final survey after the project's implementation. The survey employs an 'index for inclusion' which covers various dimensions of inclusiveness in education. By running the survey before and after the project implementation, it is aimed to capture the nature, extent and level of awareness of inclusive education, the impact on these of the project activities and to determine whether and how the perception of inclusion in education across the region has altered.

This report on the Republic of Serbia details and elaborates on the data obtained through the first 'baseline' survey. The report sets out the 'index of inclusion' measure for each school, providing an analysis of the level of awareness of inclusive education by pupils, teachers, parents, principals, and local authorities.

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## 1. Introduction: an overview of the education system

At the beginning of the 2012/2013 academic year, approximately 1,300,000 children, pupils and students and approximately 102,000 employed professional staff were enrolled in the education system in Serbia across pre-school, elementary, secondary and higher education (Statistical Office of Republic of Serbia, 2014). The notion of social inclusion has gained importance as a result of the new conditions brought by the economic and financial crisis. The growth in youth unemployment within the total labour force implies a mismatch between the skills supplied by the education system and the skills demanded by the market.

Consequently, it is important to analyse the education system in order to detect the potential obstacles to social inclusion. The data for the Serbian population show a low level of education, a high percentage of illiterate people and low-level of qualifications of adults. According to the Statistical Office of the Republic of Serbia, out of the population aged 15 years and older, 34.44% have primary education or lower level (ISCED[107] levels 0-2), including 2.68% with no education; 48.93% have secondary or post-secondary, non-tertiary education (ISCED levels 3-4); and 16.27% have tertiary education (ISCED levels 5-6). Despite the fact that attempts at reform have been made since 2001, the education system as a whole still faces numerous challenges.

The institutions which are directly responsible for education are the Ministry of Education, Science and Technological Development (MoESTD), the Minister of Labour and Social Policy (MoLSP) and the Ministry of Youth and Sport, the Council for Secondary Vocational Education and Adult Education (VET Council) and the institutes dealing with education. Other organisations such as the Ministry of Economy are indirectly involved through certain activities while some operate only within a specific territory (province secretariats). The Republic of Serbia was granted the status of the EU membership candidate country in March 2012 and as a result, it is obliged to fulfil the requirements under relevant EU documents, including the Europe 2020 Strategy, where inclusive growth is among the strategic targets. Maksimovic *et al.* (2013) state that social inclusion, as an educational philosophy and policy, became obligatory with the entry into force of the Law on the Foundations of the Education System in 2009. Article 3 of the Law implies "equality and accessibility of education and pedagogy without discrimination and segregation based on gender, social, cultural, ethnic, religious or other background, place of residence or domicile, financial or health status, developmental impairments and disabilities". Additionally, the national policies, goals, and vision for the development of education in the Republic of Serbia are defined by the Strategy for Education Development in Serbia 2020, which is aligned with the Strategic Framework of the EU in the Field of Education and Training (ET 2020) and the Europe 2020 Strategy. Finally, the mission of the education system in the Republic of Serbia is to provide knowledge as the foundation for the development of its citizens, society and the state.

Possibly the most significant concerns of the Serbian education system are its quality and relevance. For instance, international surveys (PISA 2009) indicate that students' knowledge is mainly of a reproductive type and that the degree of applicability of this knowledge is below the global and regional averages. Other issues include the need to:
- strengthen students' assessment and examination systems in pre-university education;
- develop qualification standards and outcome based curricula for all profiles;
- support the monitoring and evaluation systems;
- put in place a well-functioning accreditation system; and
- improve the quality assurance system in higher education in line with quality reference and with EHEA[108].

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[107] International Standard Classification of Education
[108] European Higher Education Area

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Finally, the general observation is that the education system does not prepare students well for the world of work, is not sufficiently responsive to the needs of the economy and does not offer enough training opportunities for workers to upgrade their skills and improve their employment prospects.

## 1.1 The primary education system

Primary education is compulsory, free of charge, and has duration of 8 years. It covers children aged from 6.5 or 7.5 years to 14 or 15 years. Due to the low birth rate, the number of pupils in primary school has been falling over the past years. According to the Statistical Office of the Republic of Serbia, there were 587,147 pupils enrolled in primary education in the school year 2009/2010. In the school year 2012/13, 565,199 pupils were enrolled in 3,455 regular primary schools.  In the same school year, there were 1,116 main schools, 2,337 regional (in rural area) schools and 50,811 teachers. There were also 56 schools related to adult education with 4,825 students. In the school year 2012/13, the participation rate in primary education for children up to 7 years was 95.70% (Statistical Office of the Republic of Serbia). In 2011/2012, the participation rate in primary education for children between 7 and 14 years old was 95.25%. Finally, in the year 2011/2012 the dropout rate in primary education was 0.90%.

Teaching is carried out in Serbian or in the languages of national minorities[109]. Primary education is carried out in two educational cycles and each school adopts its programme in accordance with the national curricula. Each cycle covers four grades and includes compulsory and optional subjects. For the first time in the school year 2010/2011, pupils will take a final exam at the end of their primary education to test the acquisition of knowledge, according to the curricula and standards, which in the case of children with disabilities will be adjusted to their abilities. The final exam is approved by the National Educational Council. It gives direct access to all secondary apart from those where entrance exams are required such as specialised secondary schools (maths, language and art focused).

Finally, primary education of children with disabilities can take place either in regular or special schools. According to the Statistical Yearbook 2010, in 2008/2009 there were 7,092 children with disabilities enrolled in elementary education.  With the consent of the parents and based on the assessment of the child's abilities and needs, additional educational, health or social support is provided.  Since the 2010/2011 academic year, all students at the appropriate age have enrolled in the first grade of primary school. For students with disabilities who are in the mainstream schools, the school provides additional support by producing an individual education plan. Furthermore, pupils may be given additional medical and social support. The need for this type of support is determined by intersectoral committees. These systemic changes have been initiated in the schools for students with disabilities. The students registered in these schools have acquired primary education through special or customized education programs.

## 1.2 The secondary education system: gymnasia and general schools

Secondary education is free of charge and is not compulsory. It covers pupils aged between 15 and 19. According to the Statistical Office of the Republic of Serbia, a total number of 280,422 school children attended secondary school in 2012/2013.

The secondary school system consists of:

1. General secondary education with duration of four years (*gymnasium*);

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[109] Albanian, Bulgarian, Hungarian, Romanian, Rusyn, Slovak and Croatian languages

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2. Secondary vocational education with duration of four years; secondary vocational education with duration of three years; education for professions of lower educational level (vocational schools). Vocational education institutions prepare young people for jobs in 12 sectors;
3. Art education with duration of four years (music, ballet and visual art schools).

It is important to highlight that there are two types of gymnasiums: gymnasium of general type and a specialised gymnasium. The general type covers four fields: science, language, general, and IT. On the other hand, specialised are the mathematical, philological, sport and IT gymnasiums. Within the general type, the students are divided in different groups according to their ability in the specific field such as mathematics, languages, and sport. Moreover, some schools organise the lectures in one of three foreign languages – French, English and Italian. At the end of the fourth year, students take a final exam (*maturski ispit*) covering fields such as mathematics and English. With the start of the 2014/2015 academic year, a general exam (*opsta matura*) will be introduced which will cover more fields than the previous exam.

Serbia also has 35 private secondary schools (*gymnasia* and vocational schools). The overall amount of the teachers employed in all secondary schools is 30,120. The participation rate in secondary education of children aged 15 is 94 %, and the participation rate in secondary education of children aged 15 to 18 years is 85.40%. Furthermore, the dropout rate in secondary education in the 2012/2013 school year was 1.54%, which represents an increase of 0.5 percentage points from previous year. The percentage of people continuing their education after high school is 91.70%. Finally, in the school year 2012/13 68,189 students were registered across all types of grammar schools.

### 1.3 The secondary education system: vocational schools

VET in Serbia is one of the most developed parts of the system and includes a vast network of 327 secondary vocational schools with 250 three- and four-year profiles in 12 sectors with 212,233 registered students (MoESTD, 2010/2011; Statistical Office of the Republic of Serbia). The main advantage of vocational schools is the opportunity to combine vocational education and employment. Furthermore, the introduction of experimental classes[110]has further increased the demand for vocational schools (MoESTD – registration results VT, 2005-2010). Also the necessary number of points for registration in experimental classes often surpasses the necessary number of points needed for gymnasiums.

The reform of the VET sector started with the revision of educational profiles in line with market needs and the introduction of experimental classes. Pilot-testing in selected VET schools has been carried out and has resulted in higher teaching standards in participating schools, but the scale of improvement remains modest compared to the needs of the sector. To date, 67 out of 347 educational profiles across 15 occupational sectors have been fully updated in line with revised occupational standards agreed upon with social partners from the relevant industries. Furthermore, the establishment of the National Qualifications Framework (NQF) for lifelong learning provides support to the development of a modern, relevant and flexible system of education. NQF will help maintain the education system responsive to the needs of the economy and facilitate the mobility and progression of students throughout the education system. The NQF document for the levels I to V in secondary vocational education (formal and non-formal) is completed and in 2012, four Sector (Skill) Councils were established as a way to implement the social partnership concept in VET and to reduce the mismatch between education and economic needs.

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[110] 58% of vocational schools have at least one experimental class which covers around 15% of students in the system.

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Finally, some of the elements required for a well-functioning VET system such as quality assurance and monitoring mechanism are already in place or their adoption is underway. The ongoing processes include inter alia: school development planning, internal evaluation, performance standards for teachers and education establishments, involvement of employers in the development of qualification standards, development of curricula, syllabuses and examinations, partially external final examination and school-leaving examination in pilot classes. Analysis showed that certain parts of the system which are not being included in the experiment (update of curricula, continuous professional training for teachers, equipment) jeopardise the goal of the reforms especially the desired quality. The unresolved problem of providing quality practical experience outside of the schools (no jobs and accredited instructors to perform work practices, or incentives for businesses to provide quality practice students, inadequate number of companies interested in this kind of cooperation with education), directly contributes to inadequate preparation of students for work. Nevertheless, vocational secondary schools in Serbia are attractive and their key advantage is the ability of students to choose whether to progress to higher education or to seek employment.

## 2. The schools of the project

The Council of Europe established a network, the Inclusive SchoolNet, which consists of 49 schools across South East Europe. These institutions were selected as recipients of the support and capacity building activities for inclusive education provided by the joint European Commission and Council of Europe project through an open and public call.

Each beneficiary (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "the Former Yugoslav Republic of Macedonia", Kosovo[111]) is represented by seven schools with varying levels of inclusive education policies. The school selection covers different school typologies in each country: three primary schools, two general secondary schools and two VET schools. As participants in the project, each school completed the survey to provide a baseline measure of the state and local perception of inclusion in the school and its community. The survey results for the seven schools in the Republic of Serbia are detailed below.

Table 1: Descriptive details of primary school "Jovan Jovanovic Zmaj", Đurđevo**,** Žabalj

| Name of the school | Primary school "Jovan Jovanovic Zmaj", Đurđevo | | |
|---|---|---|---|
| Location | Žabalj, Vojvodina , North Serbia | | |
| Number of classes | 30 | | |
| Number of pupils | 556 | | |
| | The school is located in a multi-ethnic community of three nations – Serbs, Rusyns and Roma. Educational work is being carried out in two teaching languages Serbian and Rusyn. Roma students make up 13% of the total population of students and attend classes in Serbian. Roma language is taught as an optional subject from first to eighth grade. The school has a class for students with special needs that is about to be dismissed due to the transition of students in regular classes. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year[112] | √ | |

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[111] This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.
[112] 1 member of the school project team gave a different answer - NO

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| | | Yes | No |
|---|---|---|---|
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties[113] | √ | |
| | Ethics code for school staff[114] | √ | |
| | Students involved in the evaluation of teachers[115] | √ | |
| | Organisation of extra-curricular activities free of charge[116] | √ | |
| | Procedures for cooperation with parents[117] | √ | |
| | Continuous professional development plan for teachers[118] | √ | |
| | Organisation of volunteering activities for students outside the school[119] | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 2: Descriptive details of primary school "Jovan Jovanovic Zmaj", Vranje

| Name of the school | Primary school "Jovan Jovanovic Zmaj" | | |
|---|---|---|---|
| Location | Vranje, South Serbia | | |
| Number of classes | 32 | | |
| Number of pupils | 835 | | |
| | Analysing the participation structure, the students with mild or severe developmental disabilities, learning and behavioural difficulties and/or those originating families which do incite studying are 14.85 % (124) of the total. Each year, the school enrolled 15 – 20 students from socially vulnerable groups, which makes 15-20 % of the total enrolled students within one school year. Furthermore 10% of children enrolled in the school are Roma. They come from families with low educational and social status and are poorly motivated to acquire education as well. Students from Roma families have difficulties with learning and behaviour. One of the causes is the poor knowledge of the Serbian language and the low level of general knowledge, which affects their self-confidence and self-esteem. <br> Within the last three school years the transition plan has been prepared as one of the mechanisms supporting students in the transition from preschool to elementary school and the transition from 4th to 5th grade. At the school level, a professional team assists the inclusive education teams in providing additional support to students. The school cooperates with an interdepartmental commission, with the development counselling team at the health centre in Vranje as well as with the Centre for Social Work and the parents of students who need any kind of additional support. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year[120] | √ | |
| | Physical access for disabled students charge[121] | √ | |
| | Assistant teachers for children with learning difficulties[122] | √ | |

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[113] 4 members of the school project team gave different answer - NO
[114] 2 members of the school project team gave different answer - NO
[115] 4 members of the school project team gave different answer - NO
[116] 1 member of the school project team gave a different answer - NO
[117] 2 members of the school project team gave different answer - NO
[118] 1 member of the school project team gave a different answer - NO
[119] **3** members of the school project team gave different answer - NO
[120] 2 members of the school project team gave a different answer - NO
[121] 1 member of the school project team gave a different answer - NO
[122] 3 members of the school project team gave a different answer - NO

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| | | | |
|---|---|---|---|
| | Ethics code for school staff[123] | √ | |
| | Students involved in the evaluation of teachers[124] | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

Table 3: Descriptive details of primary school "Aleksa Dejović", Sevojno

| Name of the school | Primary school "Aleksa Dejović" | | |
|---|---|---|---|
| Location | Sevojno, Užice, West Serbia | | |
| Number of classes | 22 + 9 (31) | | |
| Number of pupils | 552 + 154 (606) | | |
| | The school is located in a suburban industrial area with a large number of working families with poor socio-economic status and a large number of children with disabilities. Currently, the school has 6 children with cerebral palsy, chronic respiratory diseases (endemic area – because of high air pollution ), 4 children with diabetes , 1 child with leukaemia, 2 children with severe heart disease, one with Croon's disease; 2 children with intellectual disabilities, 2 children with dyslexia, etc. The school is also attended by Roma children who are well integrated, achieving very good grades and are active in all school activities. Individual educational program for working with children with disabilities has been applied at school since 2006/7. Consequently, school has been specifically developing projects and resources to increase social integration of children from marginalized groups. This school has been financing educational assistants and personal attendants since 2009/10. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year[125] | √ | |
| | Physical access for disabled students charge | √ | |
| | Assistant teachers for children with learning difficulties[126] | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers[127] | √ | |
| | Organisation of volunteering activities for students outside the school | √ | |
| | Procedures for the evaluation of teachers | √ | |

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[123] 2 members of the school project team gave a different answer - NO
[124] 3 members of the school project team gave a different answer - NO
[125] 1 member of the school project team gave a different answer - NO
[126] 1 member of the school project team gave a different answer - NO
[127] 1 member of the school project team gave a different answer - NO

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Table 4: Descriptive details of VET school ETŠ "Mija Stanimirović", Niš

| Name of the school | ETŠ "Mija Stanimirović" (VET school) | | |
|---|---|---|---|
| Location | Niš, Niš, South Serbia | | |
| Number of classes | 31 | | |
| Number of pupils | 710 | | |
| | School is attended by students from different socio - culturally backgrounds (urban - rural, Roma children, children without parental care, many poor children). Furthermore, the school enrols the students with problems in physical, mental and sensory development, students with behavioural and emotional disorders and students with chronic illnesses and long treatment as well. <br> One of the distinctive features of the school is that the student population consists of 90 % of boys and that the large number of students originate from the neighbouring municipalities (municipalities Gadžin Han , Babušnica , Bela Palanka , Merošina). <br> Within the projects related to the development of VET, school is equipped for the profession; however, the spatial conditions are not adapted to students with special needs (ramp, restroom, and elevator). Many teachers are open-minded and inclined to accept innovations, especially in this area where the school does not have much experience and there is a certain amount of doubts related to the outcome of the curriculum for students with special needs. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year[128] | √ | |
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties | | √ |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers[129] | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers | √ | |
| | Organisation of volunteering activities for students outside the school[130] | √ | |
| | Procedures for the evaluation of teachers[131] | √ | |

[128] 1 member of the school project team gave a different answer – NO
[129] 2 members of the school project team gave a different answer – NO
[130] 3 members of the school project team gave a different answer – NO
[131] 2 members of the school project team gave a different answer – NO

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Table 5: Descriptive details of VET school "Tehnička škola Bor", Bor

| Name of the school | Tehnička škola Bor (VET school) | | |
|---|---|---|---|
| Location | Bor, Eastern Serbia | | |
| Number of classes | 21 | | |
| Number of pupils | 394 | | |
| | The school has a large number of students coming from deprived backgrounds (poor, separated parents, foster care, Roma, disadvantaged students). In this academic year there is an increase in the number of the students who need additional support. It is necessary to train teachers (some of the teachers graduated from university where was not acquired methodological and pedagogical knowledge) for such a model of teaching that will meet the diverse needs of students and parents. For teachers there is a need to meet the special needs of students in learning, socialization, behaviour but they do not have enough knowledge and skills to implement it in their day to day activities. The external evaluation has also shown that in this school, there is a great need for a more inclusive approach. Large number of the students showed learning difficulties (the origin of these difficulties is often hard to determine because there are no reports of doctors while parents are not willing to share information regarding this matter). It is necessary to train teachers to work equally well with students who want to expand their knowledge and skills but also to assess the type of learning difficulties with which some students face in order to assist. About 40 % of students live outside Bor and they often spend several hours in the journey to and from school, living alone in a private placement or a dorm in one of the surrounding villages, Majdanpek , Sokobanja, Rudna glava etc. Consequently, the necessity to adjust their programs also exists. Moreover, the school enrols students who have special personal characteristics (dyslexia, light physical shortcomings etc.) and these students need more support. At the same time, teachers are not sure how to provide appropriate technical assistance. Finally, teachers and teaching staff think that they do not have sufficient competence to provide adequate support to the students from all groups. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge | | √ |
| | Assistant teachers for children with learning difficulties | | √ |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers[132] | √ | |
| | Organisation of extra-curricular activities free of charge | √ | |
| | Procedures for cooperation with parents[133] | √ | |
| | Continuous professional development plan for teachers[134] | √ | |
| | Organisation of volunteering activities for students outside the school[135] | √ | |
| | Procedures for the evaluation of teachers | √ | |

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[132] 3 members of the school project team gave a different answer – NO
[133] 1 member the school project team gave a different answer – NO
[134] 1 member the school project team gave a different answer – NO
[135] 1 member the school project team gave a different answer – NO

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Table 6: Descriptive details of grammar School  "Svetozar Marković", Novi Sad

| Name of the school | Grammar School  "Svetozar Marković" | | |
|---|---|---|---|
| Location | Novi Sad, Vojvodina , North Serbia | | |
| Number of classes | 36 | | |
| Number of pupils | 1114 | | |
| | Diversity in this school is reflected in the mixed national composition of students and teachers. Courses are carried out in two native languages (Serbian and Hungarian). Students who attend this high school come from urban and rural areas. Furthermore, students come from diverse and unequal social backgrounds. Students are primarily distinguished by their individual intellectual, physical, emotional and social development opportunities. School has started an inclusive approach since 2004 and this approach is still being implemented within the classes and it involves individual education plans that address the students who are visually impaired, who have a severe form of dyslexia, diabetes, cerebral palsy, the occasional crisis of consciousness, diminished intellectual capacity. After nine years of experience in working with students who are involved in the process of inclusion, teachers and school officials believe they have the necessary experience, knowledge and motivation to enter into partnerships with other schools , both in Serbia and abroad in this field. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year | √ | |
| | Physical access for disabled students charge[136] | √ | |
| | Assistant teachers for children with learning difficulties[137] | √ | |
| | Ethics code for school staff | √ | |
| | Students involved in the evaluation of teachers[138] | √ | |
| | Organisation of extra-curricular activities free of charge[139] | √ | |
| | Procedures for cooperation with parents | √ | |
| | Continuous professional development plan for teachers[140] | √ | |
| | Organisation of volunteering activities for students outside the school[141] | √ | |
| | Procedures for the evaluation of teachers[142] | √ | |

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[136] 4 members of the school project team gave a different answer – NO
[137] 4 members of the school project team gave a different answer – NO
[138] 1 member of the school project team gave a different answer – NO
[139] 2 members of the school project team gave a different answer – NO
[140] 1 member of the school project team gave a different answer – NO
[141] 2 members of the school project team gave a different answer – NO
[142] 1 member of the school project team gave a different answer – NO

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Table 7: Descriptive details of Grammar school "Sedma beogradska gimnazija", Belgrade

| Name of the school | Sedma beogradska gimnazija (Grammar school) | | |
|---|---|---|---|
| Location | Belgrade | | |
| Number of classes | 24 | | |
| Number of pupils | 711 | | |
| | The School is far from the city centre and cultural events. A large number of students come from the social environment which is not favourable to secondary school and a further academic education (broken families, inadequate educational structure and social status of parents, lack of support and interest of parents in their children's performance). Teachers and support staff are professionally trained in this area understand the importance of this issue and are motivated to work with these children, to provide individualized work with gifted and children who have problems in coping with the ordinary demands of teaching. So far, the school has not had the experience in developing the individual education plans but they have vast experience in all aspects of individualized work with gifted children and the above-mentioned categories of children in need of additional support. Special attention is given to the identification of students who are in need for individualized work (children with language barriers, working with gifted students in and out of school, counselling work with students who have mental-hygiene problems, working with a number of successful athletes who, because of their obligation do not regularly attend classes). Finally, it is important that psychological and pedagogical services coordinate the work of the teachers with the children, monitor their progress within these activities and provide assistance to both students and their parents and teachers. | | |
| General overview of inclusion policies | Policy | Yes | No |
| | Procedures in place for reporting bullying | √ | |
| | Teachers design classroom rules at the beginning of the school year[143] | √ | |
| | Physical access for disabled students charge[144] | √ | |
| | Assistant teachers for children with learning difficulties | √ | |
| | Ethics code for school staff[145] | √ | |
| | Students involved in the evaluation of teachers[146] | √ | |
| | Organisation of extra-curricular activities free of charge[147] | √ | |
| | Procedures for cooperation with parents[148] | √ | |
| | Continuous professional development plan for teachers[149] | √ | |
| | Organisation of volunteering activities for students outside the school[150] | √ | |
| | Procedures for the evaluation of teachers | √ | |

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[143] 1 member of the school project team gave a different answer – NO
[144] 4 members of the school project team gave a different answer – NO
[145] 2 members of the school project team gave a different answer – NO
[146] 4 members of the school project team gave a different answer – NO
[147] 1 member of the school project team gave a different answer – NO
[148] 2 members of the school project team gave a different answer – NO
[149] 1 member of the school project team gave a different answer – NO
[150] 3 members of the school project team gave a different answer – NO

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### 3. The Index for inclusion

The 'index for inclusion' was designed to measure the inclusiveness of schools for pupils, teachers, parents, and school directors and to investigate the perceived level of engagement of schools with their local communities. The index is structured around four dimensions:

- CC. Inclusive practices for entry to school
- DD. Inclusion within the school
- EE. Inclusive teaching and practice approaches
- FF. Community engagement

The index was formed by tailoring Booth and Ainscow's (2002) index for inclusion and supplementing this basis with questions that the research team deemed relevant for the purposes of the project and considering the specificities of the local socio-economic context. Each stakeholder group (pupils, teachers, parents, principals and local government officials) was presented with questions on relevant dimensions as illustrated in the following table:

Table 8: Stakeholder response to dimensions

|  | Students | Teachers | Parents | Principals | Local Authorities | Number of Questions |
|---|---|---|---|---|---|---|
| **Dimension A** | ✓ (secondary schools only) | ✓ | ✓ | ✓ | - | 4 |
| **Dimension B** | ✓ | - | - | - | - | 15 |
| **Dimension C** | - | ✓ | - | ✓ | - | 13 |
| **Dimension D** | - | ✓ | ✓ | ✓ | ✓ | 12 |

Table 9 provides the index for inclusion across the seven schools in the Republic of Serbia. The index for inclusion measurement ranges from 1 (not inclusive) to 5 (very inclusive).

Table 9: Index for inclusion for the Republic of Serbia

| School name | Primary school "Jovan Jovanovic Zmaj", Vranje | Primary school "Aleksa Dejović", Sevojno | Primary school "Jovan Jovanovic Zmaj", Đurđevo | Seventh Gymnasium Belgrade | Grammar School "Svetozar Marković", Novi Sad | Tehnička škola Bor (VET school) | ETŠ "Mija Stanimirović" (VET school) |
|---|---|---|---|---|---|---|---|
|  | Average |  |  |  |  |  |  |
| Dimension A | 4.15 | 4.5 | 4.05 | 4.12 | 4.25 | 4.03 | 4.09 |
| Dimension B | 3.58 | 3.58 | 3.77 | 3.48 | 3.53 | 3.38 | 3.31 |
| Dimension C | 4.10 | 4.53 | 4.29 | 4.35 | 443 | 4.05 | 4.43 |
| Dimension D | 3.66 | 3.86 | 3.48 | 3.57 | 3.96 | 3.39 | 3.47 |
| **Index for inclusion** | **3.87** | **4.12** | **3.90** | **3.88** | **4.04** | **3.71** | **3.83** |

As illustrated by the table Grammar School "Svetozar Marković", Novi Sad and Primary school "Aleksa Dejović", Sevojno score the highest. VET school "Mija Stanimirović", primary school "Jovan

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Jovanovic Zmaj", Vranje , primary school "Jovan Jovanovic Zmaj", Đurđevo and Seventh Gymnasium, Belgrade gained similar results (3.83, 3.87, 3.90, 3.88 respectively). The lowest index refers to VET school Tehnicka skola Bor. Finally, in terms of the scoring primary schools appear to be better positioned in our sample, compared to other schools. Additionally, primary schools in our sample offer free meals, transportation and books to certain number of students in comparison to other school from the sample that do not implement this policy. This may be an example of good practices which should be set as the benchmark to other schools.

However, it is important to analyse the structure of the index itself. The students' perception within dimension B (inclusion within the school) will be analysed. Dimension B indicates the students' perception related to the inclusion within the school signals potential problems with inclusion. The average of the answers given by the students in the best ranked elementary school in Sevojno is 3.77, which is clearly lower than the overall index (4.12). The average for all seven schools on dimension B is 3.51. Moreover, the average grade for all schools vis-a-vis the children's happiness within the school is approximately 4 (from 4.33 to 3.76). However, students generally have complaints regarding the fairness of the classroom rules and the inequality in teachers' treatment of the students. This may indicate a potential problem related to the practical implementation of inclusion policies within the school, especially visible in comparing teachers' answers that reveal a high level of awareness of the importance of implementing inclusive teaching.

Furthermore, within dimension A (inclusive practices for entry into school), parents' perception revealed by the questionnaires is interesting as well.  It is important to emphasize that dimension A consists of the averages for all the stakeholders (students, teachers, parents and principals.  Having analysed thoroughly the results regarding component A it is noticeable that parents' and students' answers show the lowest averages for the inclusive practices for entry into school. This coincides with the low averages related to the students' answers regarding inclusive practices' implementation within the school.  For instance, the average grade for dimension A is 4.17 in all seven schools, while the averages of the parents' and students' answers within dimension A are below 4 in most of the schools. The lowest grade refers to the issue of familiarisation. i.e.  the steps taken by the school to familiarise students and their parents with the school prior to their enrolment. The latter emphasize the necessity for implementing additional activities by the school such as open doors, various community engagements in order to familiarise their target groups with school mission, goals and strategy. However, teachers' and principals' answers show higher scoring, usually over 4, increasing to 4.5 in some schools.  This gap may indicate potential problems within inclusive practice policies, especially in the cases where there is difference between teachers' and students' answers is 1 point. Parents' answers usually correlates with the students' answers.

Furthermore, the table shows that dimension C (inclusive teaching and practice approaches) has the highest averages in comparison to other dimension. For dimension C the average grade for all seven schools is 4.30. The general trend in all seven schools is that both teachers and principals show their attitude that all the students are equally treated irrespectively of their gender, ethnicity etc. Equal treatment is evident according to principals and teachers in extracurricular activities; however, the students' general engagement in those activities is low as seen by students' perception within dimension B. Consequently, even though there is a high level of awareness among the teaching staff of the need for inclusive teaching and its implementation within the school, the students' answers indicate that implementation itself should be intensified.

Finally, dimension D (community engagement) shows an average score of 3.63. When groups of stakeholders and their corresponding answers are analysed, t results show similar outcomes to the previous dimensions. Parents are less satisfied with the community engagements in schools' activities. This may be the result of their actual dissatisfaction, or the ignorance regarding this issue.

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Consequently, if there is a good and prosperous collaboration between the school and local community, the school has to increase the parents' familiarisation with this collaboration.

## 4. Conclusion

Inclusive growth represents one of the important goals of the EU in the context of the current financial turmoil. Creating a better educational system appears as one of the most challenging goals, especially for the SEE (South and Eastern European) countries. A socially inclusive educational system appears to be a necessity, especially in terms of creating the appropriate environment which will provide young people with adequate competencies. Furthermore, the crisis has influenced the youth of the country, increasing the already high unemployment rates. Governments should find a way of involving this significant number of unemployed people into the labour market.

This report presented the results from the sample of 7 schools. The sample consisted of two VET schools, two grammar schools and three primary schools. The findings acquired from the questionnaires clearly show that there are certain mismatches between the perceptions of parents, students, teachers, principals and local authorities of inclusive teaching and its actual implementation. Furthermore, the results show that parents may be generally unfamiliar with schools' inclusive policy and its implementation. Additionally, another assumption which can be made is that parents are uninterested in inclusive teaching and the answers mirrored their child's perception on the issues. Another possibility may indicate that parents are generally dissatisfied with their children's treatment within the school. However, both principals and the teachers revealed their belief that the schools were creating an environment of equal treatment for all the students upon the entry and showed a high awareness of familiarisation of all stakeholders regarding school ethos and values. Consequently, possible future studies may be conducted with the aim of finding the main cause for acquiring such ambiguous results.

Furthermore, having analysed the students' perception of social inclusion, the results may reveal the fact that there is a certain number of respondents that may be considered as socially excluded from the educational system.  This may be due to the fact that students are either not informed about the option related to involvement in setting certain rules within the school or they are not interested in participating in that activity. The role of the students' parliament should be increased within the school and its collaboration with the school staff should be intensified in order to improve school environment and the students' overall satisfaction. The results also indicate that the extracurricular activities involve little of the students leisure time, coinciding with the results of the previous research on this issue.

Finally, within dimension D, parents are less satisfied with the community engagements in schools' activities. Parents represent part of local community, and it is essential to determine the main cause influencing the low scores, especially considering the fact that parents' attitudes may influence the attitudes of the students as well. Finally, the awareness of the issue of social inclusion is not enough. The ambiguous results should be perceived as an important signal to the Government at both local and central level if it aims to implement inclusive education within the country, in accordance with objectives set by the EU. On the basis of the data detailed in this report, the following table provides policy recommendations, primarily targeted at stakeholders at the national level.

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Table 10: Policy Recommendations

| Policy recommendation | Research evidence | National policy framework | Assessment |
|---|---|---|---|
| VET schools have lower indexes of inclusion in comparison to other schools in the sample and after having analyzed other dimension as well, the main conclusion is that the introduction of inclusive teaching in VET schools has to be strengthened. The latter implies that VET schools and the Ministry of Education, Science and Technological Development must take some actions in order to improve current situation. Furthermore, for all the decision-makers and stakeholders in the VET system, while projecting reforms and modernization of vocational education, is recommended to adopt special measures for protecting students from socially disadvantaged categories, and that social inclusion in vocational education should essentially become an integral component of the whole discourse on vocational education, not an isolated part, but an integral element of the vocational education system. One of the ways for its improvement is through increasing the share of inclusive practice within the Action plan for the implementation of the National strategy for education development in Serbia till 2020. | If we compare all 4 dimensions in both VET schools, the poorest results refer to dimension B, i.e. inclusion within the school (Technical school Bor 3.38 and ETS "Mija Stanimirović" 3.31). Furthermore, average grades related to dimension D (community engagement) revealed modest results as well (3.39 and 3.56 respectively). Within dimension B, the poorest grades acquired from the students refer to the issues regarding formulating rules, equality regarding teachers' treatment of students, teachers' friendliness towards students and students' involvement in activities outside school. This may indicate a potential problem related to the actual implementation of the inclusion within the school, especially when it is compared with teachers' answers that mostly show unique results revealing the high level of awareness for the importance of implementing inclusive teaching.<br><br>Within dimension D, the inclusive practise was perceived as the worst by the parents according to the acquired grades (Technical school Bor 2.9 and ETS "Mija Stanimirović" 2.92). Finally, it must be emphasized that there are certain discrepancies regarding teachers' and school staff perception of inclusive teaching and its actual implementation and the perception related to the students and their parents. Consequently, possible future researches may be conducted with the aim of finding the main cause for acquiring such ambiguous results. | The Law on the Fundamentals of the Education System adopted in 2009. introduced inclusive teaching both in elementary and secondary schools and National strategy for education development in Serbia till 2020 predicts models related to inclusive education development. Consequently, the regulatory framework exists, however its actual implementation is lacking, resulting in enormous discrepancies regarding inclusive teaching and its implementation within schools in Serbia. The latter implies the necessity for further monitoring of inclusive teaching within the schools and for developing appropriate instruments for schools to implement it, especially in VET schools. | The overall results within all 4 dimensions imply that the practices regarding inclusive education and its policies are in early stages of development and that one of the priorities of the state, especially of the Ministry of Education, Science and Technological Development should be providing support for implementation of both regulatory and strategic measures regarding inclusive teaching. Furthermore, it is essential that the already mentioned Action plan involves strengthening of inclusive policy implementation within VET schools. Finally, the collaboration between the schools and the parents may appear as one of the priorities regarding VET reforms and their involvement in schools everyday activities. |

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|---|---|---|---|
| The results reveal as well that in all schools the lowest grade refers to the issue of familiarization. i.e. the steps taken by the school to familiarize students and their parents with the school prior to their enrolment in all schools. The issue is presented within dimension A, i.e. inclusive practices for entry into schools. There is a certain gap between the grades given by the students and parents and the results acquired from the teachers and principals. Furthermore, scores regarding teachers and principals' answers are higher, usually over 4, amounting 4.5 in some schools. This gap may indicate potential problems within inclusive practice policies, especially when there is difference of 1 point regarding teachers and students' answers. Parents' answers usually correlates with the students' answers. Finally, the results imply the necessity of introduction of different ways of collaboration between the schools and their future students and parents. The regulatory framework should tackle this issue as well, thus minimizing the possibilities of obstacles upon entry in the school. | The results show that the average grade of the students related to the issue of familiarization in all 4 secondary schools is low. The results acquired from the VET schools are 2.6 in Nis and 2.8 in Bor and the results acquired from grammar school appeared to be similar, 2.75 Novi Sad and 2.61 Belgrade. The results acquired from the parents regarding the same issue appeared to be the same: Bor 3.2, Nis 3.78, and Novi Sad 3.55. However, the results gained from the grammar school in Belgrade turned out to be surprisingly higher amounting 4. However, scores regarding teachers and principals' answers are higher as in the previous example. Finally, parents' answers correlates with the students' answers in comparison to the answer regarding teachers and principals related to the issue of familiarization. The activities organized by the schools related to its introduction to all stakeholders are differently perceived by all the members of local community. | The familiarization of the parents and the students with the school and its activities, goals, and principles should be one of the most important activities within the school. However, there are no specifically formulated standards referring to the ways of their actual implementation. Furthermore, the only document defining intensive collaboration between the school and local community is the Strategy on career guidance and counselling, through which Action plan career centres within schools are defined as the main bodies involved in the implementation of these activities of familiarization. | Finally, the better and more precise implementation of the Strategy and its Action plan may contribute to the enhancing of collaboration between the school and local community and its members. The establishing of career canters within schools may strengthen the relation between the schools, parents, local community and the students. However, the strengthening of this relation through various activities has to be the priority for each school per se, independently from the Strategy in order to provide better information flow. The latter emphasize the necessity for implementing activities by the school such as open doors, various community engagements in order to familiarise their target groups with school mission, goals and strategy. |
| The dimension C has the highest averages in comparison to other dimension. The dimension C consists of teachers and principals answers regarding Inclusive teaching and practice approaches within the school. General trend in all seven schools is that both teachers and principals show their attitude that all the students are equally | The average grade for all seven schools regarding this dimension is 4.31. The scale related to the grades acquired from the schools is within 4.05 to 4.53, and it is higher within elementary schools. Furthermore, there are some differences in the answers acquired from teachers in comparison to the principals. The biggest gap is perceived within elementary school in Vranje, where the average | The Law on the Fundamentals of the Education System adopted in 2009. introduced inclusive teaching in the schools and introduced various techniques for its implementation. Furthermore, the evaluation of the schools , done by the Ministry of Education, Science | The gained results reveal the importance for continuous monitoring of inclusive practice and its implementation both in elementary and secondary schools. This system of monitoring should allow the schools with good results in implementing this issue further development, while it |

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| treated irrespectively of their gender, ethnicity etc. Equal treatment is evident according to principals and teachers in extracurricular activities; however, the students' general engagement in those activities is at the poor level, regarding students' perception within dimension B. Consequently, even though there is a high level of awareness among the teaching staff regarding the inclusive teaching and its implementation within the school, the students' answers indicate that implementation itself should be intensified in the following period. In-service teacher training regarding inclusive teaching should be important part of the Action plan as well, thus expanding their competencies from the sole awareness regarding inclusive teaching to the ability for its actual implementation. | grade gained from the teachers is 3.86, while the grade acquired from the principals is 4.34. This variability may be resulting from the different understanding and perception of the inclusive methods and practices among the school staff. The latter implies the need for further training of the teachers regarding this issue and for developing the appropriate instruments for monitoring inclusive approach within the schools. Furthermore, developing additional support for teachers may appear as a good solution, creating wider network related to local services within the sphere of healthcare and social affairs. | and Technological Development, is obliged to monitor complete teaching practices within the schools, including inclusive ones. | should help less successful schools in overcoming the problems regarding this implementation. Simultaneously, the training and education of the teachers and school staff should be one of the priorities especially in VET schools in order to implement inclusive teaching more successfully. The communication and good networking between the schools may be a good precondition for creating a good environment for inclusive policies realization. Finally, ETF document Mapping policies and practices for the preparation of teachers for inclusive education in contexts of social and cultural diversity may appear as a good guidance for the Ministry of Education, Science and Technological Development to develop appropriate mechanisms for monitoring teachers' competences regarding inclusive teaching. Dissemination of relevant information through various programmes, projects, training courses, and sharing examples of good practices that may be set as relevant benchmarks may appear as a good way for upgrading teachers' competencies regarding this issue. Finally, this document points out that it is essential to stop the regular practice related to teachers' training as if the schools were mono-ethnic institutions with homogeneous classrooms. |

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| Finally, dimension D depicts community engagement in schools' activities. The average grade is 3.63 regarding this dimension in all 7 schools. The results clearly show the necessity for the strengthening of the schools' relation with local community. If the structure of stakeholders and their answers is being analyzed, parents are less satisfied with the community engagements in schools' activities. This may be result of their actual dissatisfaction, or the ignorance regarding this issue. Consequently, if there is a good and prosperous collaboration between the school and local community, the school has to increase the parents' familiarisation with this collaboration. | The results show certain similarities within the schools regarding this issue and that the average grade is generally lower in comparison to the other dimensions. The lowest average is perceived in VET school in Bor (3.39) , while it is highest in gymnasium in Novi sad, amounting 3.96. Consequently, lower results related to the averages are acquired from VET schools in comparison to gymnasiums. The elementary schools have the similar values: 3.66 (Vranje), 3.48 (Djurdjevo) and 3.86 (Sevojno). Gymnasium in Novi Sad, has gained the best results, including high average grades from all stakeholders (parents, teachers and local authorities). | The collaboration itself has not be defined within some specific regulatory or normative framework, however the awareness of its importance is constantly being developed within education system. The results clearly point out different perception acquired from various stakeholders. Not surprisingly, the parents perceived this collaboration as the weakest in comparison to other members of local communities. Furthermore, the survey shows that this relation is more developed within elementary schools in comparison to secondary schools. According to the enrolment system related to the first grade students' entry in the school, the number of students is previously set by the schools in agreement with the local community, National Employment Service and in accordance with the economic conditions within the local community. | Finally, it is essential to enhance this collaboration between the schools and local community and all its members (parents, real sector etc.). This involves the strengthening of the role of school boards, students' parliaments, supporting the establishing of career centres within school with the main role of intensifying the collaboration with employers and enterprises through organizing various vocational trainings, scholarships and employments, thus fortifying school's relation with the community. School with good practices related to this collaboration should be set as the benchmark to the other schools within the country and these good practices should be presented to the public as well. |

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**Annex 1. Breakdown of index by dimension and stakeholder group for Primary school "Jovan Jovanovic Zmaj", Đurđevo**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.18 | 4.60 | 3.43 | |
| Difficulties of entry | | 4.49 | 4.40 | 4.67 | |
| Students helped on entry | | 4.26 | 4.80 | 3.30 | |
| Familiarisation | | 3.38 | 3.80 | 3.28 | |
| **Average scores** | | 4.08 | 4.40 | 3.67 | **4.05** |
| N of respondents | **54** | **39** | **5** | **54** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.76 | |
| Are other students friendly? | 3.96 | |
| Are teachers friendly? | 3.89 | |
| Has experienced bullying | 4.54 | |
| Feels involved in formulating rules | 3.00 | |
| Do teachers help with problems? | 3.96 | |
| Do other students help with problems? | 3.76 | |
| Participates in activities outside school | 3.07 | |
| Feels that classroom rules are fair | 3.31 | |
| Feels that teachers treat students equally | 3.00 | |
| Are teachers fair when they assess your work? | 3.57 | |
| Whether physical barriers to access school | 4.83 | |
| Whether physical barriers to enter school | 4.85 | |
| Whether school includes all students | 3.33 | |
| Whether inclusiveness is important policy | 3.63 | |
| **Average scores** | 3.77 | **3.77** |
| N of respondents | **54** | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.08 | 4.40 | |
| Students well informed | 4.31 | 4.60 | |
| Students involved | 3.87 | 4.20 | |
| Equal treatment gender | 4.33 | 4.80 | |
| Equal treatment ethnicity | 4.41 | 4.80 | |
| Equal treatment religion | 4.51 | 4.80 | |
| Students give feedback | 4.18 | 4.40 | |
| Appointments merit based | 4.13 | 4.60 | |
| Teachers help unhappy students | 4.15 | 4.60 | |
| Teachers help students social problems | 3.62 | 4.00 | |
| Adequate support | 4.03 | 3.80 | |
| Students extra-curricular | 4.21 | 4.40 | |
| Inclusive practice important | 3.79 | 4.60 | |
| **Average scores** | 4.12 | 4.46 | **4.29** |
| N of respondents | **39** | **5** | |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.54 | 2.73 | 2.61 | 3 | |
| Coordinate with municipality | 3.79 | 3.55 | 3.06 | 4 | |
| Out of hours activities | 3.33 | 3.22 | 2.57 | 4 | |
| Rooms for public activities | 3.64 | 3.51 | 3.33 | 4 | |
| Collaboration | 3.97 | 3.82 | 3.62 | 4 | |
| Awareness of resources | 3.69 | 3.51 | 3.19 | 4 | |
| Local authority encourages | 3.41 | 3.19 | 2.71 | 4 | |
| Students maintain links | 2.90 | 2.86 | 2.32 | 1 | |
| Other schools engage | 3.56 | 4.00 | 2.81 | 3 | |
| Mission to engage | 3.69 | 4.60 | 3.04 | 4 | |
| Equal treatment | 4.10 | 4.74 | 2.85 | 5 | |
| Good relations with parents | 3.90 | 4.01 | 3.44 | 4 | |
| **Average scores** | 3.63 | 3.65 | 2.96 | 3.67 | **3.48** |
| N of respondents | **39** | **5** | **54** | **1** | |

**Annex 2. Breakdown of index by dimension and stakeholder group for Primary school "Jovan Jovanovic Zmaj", Vranje**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.46 | 5.00 | 3.53 | |
| Difficulties of entry | | 4.51 | 4.00 | 4.50 | |
| Students helped on entry | | 4.31 | 5.00 | 3.73 | |
| Familiarisation | | 3.54 | 4.40 | 2.83 | |
| **Average scores** | | 4.21 | 4.60 | 3.65 | **4.15** |
| N of respondents | **50** | **35** | **5** | **30** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.88 | |
| Are other students friendly? | 3.88 | |
| Are teachers friendly? | 3.50 | |
| Has experienced bullying | 4.74 | |
| Feels involved in formulating rules | 2.50 | |
| Do teachers help with problems? | 3.56 | |
| Do other students help with problems? | 3.65 | |
| Participates in activities outside school | 3.16 | |
| Feels that classroom rules are fair | 3.24 | |
| Feels that teachers treat students equally | 2.70 | |
| Are teachers fair when they assess your work? | 2.84 | |
| Whether physical barriers to access school | 4.10 | |
| Whether physical barriers to enter school | 4.32 | |
| Whether school includes all students | 3.35 | |
| Whether inclusiveness is important policy | 4.31 | |
| **Average scores** | 3.58 | **3.58** |
| N of respondents | **50** | |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.11 | 4.60 | |
| Students well informed | 4.14 | 4.60 | |
| Students involved | 3.46 | 4.80 | |
| Equal treatment gender | 4.20 | 4.60 | |
| Equal treatment ethnicity | 4.20 | 4.60 | |
| Equal treatment religion | 4.26 | 4.40 | |
| Students give feedback | 3.89 | 4.00 | |
| Appointments merit based | 3.11 | 3.60 | |
| Teachers help unhappy students | 3.80 | 4.00 | |
| Teachers help students social problems | 3.89 | 3.80 | |
| Adequate support | 4.00 | 3.80 | |
| Students extra-curricular | 4.03 | 4.80 | |
| Inclusive practice important | 3.14 | 4.80 | |
| **Average scores** | 3.86 | 4.34 | **4.10** |
| N of respondents | **35** | **5** | |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.29 | 4.00 | 2.53 | 3 | |
| Coordinate with municipality | 3.60 | 4.60 | 3.03 | 4 | |
| Out of hours activities | 3.23 | 4.60 | 2.20 | 5 | |
| Rooms for public activities | 2.83 | 3.40 | 2.60 | 5 | |
| Collaboration | 3.20 | 4.80 | 2.90 | 5 | |
| Awareness of resources | 3.43 | 3.80 | 3.03 | 1 | |
| Local authority encourages | 2.94 | 3.20 | 2.63 | 4 | |
| Students maintain links | 3.49 | 4.40 | 2.50 | 4 | |
| Other schools engage | 3.54 | 4.60 | 3.00 | 3 | |
| Mission to engage | 3.71 | 3.80 | 3.10 | 5 | |
| Equal treatment | 4.06 | 5.00 | 3.30 | 5 | |
| Good relations with parents | 3.86 | 4.60 | 3.67 | 5 | |
| **Average scores** | 3.43 | 4.23 | 2.88 | 4.08 | **3.66** |
| N of respondents | **35** | **5** | **30** | **1** | |

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**Annex 3. Breakdown of index by dimension and stakeholder group for Primary school "Aleksa Dejović", Sevojno**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | | 4.66 | 5.00 | 3.83 | |
| Difficulties of entry | | 4.81 | 5.00 | 4.79 | |
| Students helped on entry | | 4.72 | 5.00 | 3.87 | |
| Familiarisation | | 4.15 | 4.40 | 3.74 | |
| **Average scores** | | 4.59 | 4.85 | 4.06 | **4.50** |
| N of respondents | **55** | **47** | **5** | **47** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.93 | |
| Are other students friendly? | 4.31 | |
| Are teachers friendly? | 3.27 | |
| Has experienced bullying | 4.75 | |
| Feels involved in formulating rules | 2.67 | |
| Do teachers help with problems? | 3.37 | |
| Do other students help with problems? | 3.96 | |
| Participates in activities outside school | 3.63 | |
| Feels that classroom rules are fair | 3.02 | |
| Feels that teachers treat students equally | 2.05 | |
| Are teachers fair when they assess your work? | 2.89 | |
| Whether physical barriers to access school | 4.51 | |
| Whether physical barriers to enter school | 4.26 | |
| Whether school includes all students | 3.09 | |
| Whether inclusiveness is important policy | 3.96 | |
| **Average scores** | 3.58 | **3.58** |
| N of respondents | **55** | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.64 | 5.00 | |
| Students well informed | 4.66 | 4.80 | |
| Students involved | 4.30 | 4.00 | |
| Equal treatment gender | 4.79 | 5.00 | |
| Equal treatment ethnicity | 4.68 | 5.00 | |
| Equal treatment religion | 4.60 | 5.00 | |
| Students give feedback | 4.51 | 4.20 | |
| Appointments merit based | 4.45 | 4.20 | |
| Teachers help unhappy students | 4.30 | 4.20 | |
| Teachers help students social problems | 4.09 | 4.40 | |
| Adequate support | 4.47 | 4.40 | |
| Students extra-curricular | 4.47 | 4.80 | |
| Inclusive practice important | 4.17 | 4.80 | |
| **Average scores** | 4.47 | 4.60 | **4.53** |
| N of respondents | **47** | **5** | |

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| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 4.09 | 3.80 | 2.96 | 3.50 | |
| Coordinate with municipality | 4.60 | 4.20 | 3.43 | 4.00 | |
| Out of hours activities | 4.17 | 3.00 | 3.21 | 1.50 | |
| Rooms for public activities | 4.00 | 4.20 | 3.57 | 1.50 | |
| Collaboration | 4.36 | 4.60 | 4.13 | 1.50 | |
| Awareness of resources | 4.32 | 4.00 | 3.60 | 3.50 | |
| Local authority encourages | 4.32 | 3.60 | 3.17 | 4.00 | |
| Students maintain links | 3.74 | 3.40 | 2.55 | | |
| Other schools engage | 4.28 | 4.00 | 3.19 | 3.50 | |
| Mission to engage | 4.43 | 4.80 | 3.28 | 2.00 | |
| Equal treatment | 4.47 | 5.00 | 3.91 | 5.00 | |
| Good relations with parents | 4.36 | 4.80 | 4.04 | 4.00 | |
| **Average scores** | 4.26 | 4.12 | 3.42 | 3.68 | **3.87** |
| N of respondents | **47** | **5** | **47** | **2** | |

**Annex 4. Breakdown of index by dimension and stakeholder group for ETŠ "Mija Stanimirović" (VET school), Nis**

| Dimension A Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.40 | 4.73 | 4.80 | 3.88 | |
| Difficulties of entry | 4.36 | 4.47 | 5.00 | 4.30 | |
| Students helped on entry | 3.16 | 4.55 | 4.40 | 3.78 | |
| Familiarisation | 2.60 | 4.29 | 4.60 | 3.15 | |
| **Average scores** | 3.38 | 4.51 | 4.70 | 3.78 | **4.09** |
| N of respondents | **157** | **49** | **5** | **40** | |

| Dimension B Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.00 | |
| Are other students friendly? | 4.07 | |
| Are teachers friendly? | 3.53 | |
| Has experienced bullying | 4.73 | |
| Feels involved in formulating rules | 2.27 | |
| Do teachers help with problems? | 3.30 | |
| Do other students help with problems? | 3.34 | |
| Participates in activities outside school | 2.15 | |
| Feels that classroom rules are fair | 2.75 | |
| Feels that teachers treat students equally | 2.66 | |
| Are teachers fair when they assess your work? | 3.00 | |
| Whether physical barriers to access school | 3.92 | |
| Whether physical barriers to enter school | 4.08 | |
| Whether school includes all students | 2.91 | |
| Whether inclusiveness is important policy | 2.97 | |
| **Average scores** | 3.31 | **3.31** |
| N of respondents | **157** | |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.49 | 5.00 | |
| Students well informed | 4.71 | 5.00 | |
| Students involved | 3.69 | 4.20 | |
| Equal treatment gender | 4.78 | 4.80 | |
| Equal treatment ethnicity | 4.76 | 5.00 | |
| Equal treatment religion | 4.80 | 5.00 | |
| Students give feedback | 4.18 | 4.40 | |
| Appointments merit based | 4.12 | 4.40 | |
| Teachers help unhappy students | 4.24 | 4.00 | |
| Teachers help students social problems | 3.92 | 4.00 | |
| Adequate support | 4.33 | 4.40 | |
| Students extra-curricular | 4.33 | 4.60 | |
| Inclusive practice important | 3.69 | 4.40 | |
| **Average scores** | 4.31 | 4.55 | **4.43** |
| N of respondents | **49** | **5** | |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.51 | 3.20 | 2.33 | 4 | |
| Coordinate with municipality | 4.18 | 4.00 | 3.38 | 5 | |
| Out of hours activities | 3.49 | 2.40 | 2.25 | 4 | |
| Rooms for public activities | 3.31 | 1.80 | 2.53 | 3 | |
| Collaboration | 3.78 | 2.00 | 2.53 | 2 | |
| Awareness of resources | 4.12 | 3.80 | 2.90 | 2 | |
| Local authority encourages | 3.45 | 2.60 | 2.70 | 4 | |
| Students maintain links | 3.73 | 3.40 | 2.23 | 3 | |
| Other schools engage | 3.96 | 4.20 | 3.00 | 4 | |
| Mission to engage | 4.31 | 4.40 | 3.23 | 5 | |
| Equal treatment | 4.63 | 5.00 | 3.85 | 5 | |
| Good relations with parents | 4.45 | 4.00 | 4.18 | 3 | |
| **Average scores** | 3.91 | 3.40 | 2.92 | 3.67 | **3.47** |
| N of respondents | **49** | **5** | **40** | **1** | |

**Annex 5. Breakdown of index by dimension and stakeholder group for Tehnička škola Bor (VET school)**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.45 | 4.50 | 4.60 | 3.80 | |
| Difficulties of entry | 4.35 | 4.18 | 5.00 | 4.82 | |
| Students helped on entry | 3.16 | 4.30 | 4.60 | 3.66 | |
| Familiarisation | 2.80 | 4.00 | 4.00 | 3.20 | |
| **Average scores** | 3.44 | 4.24 | 4.55 | 3.87 | **4.03** |
| N of respondents | **133** | **44** | **5** | **50** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 3.99 | |
| Are other students friendly? | 4.11 | |
| Are teachers friendly? | 3.58 | |
| Has experienced bullying | 4.75 | |

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| | | |
|---|---|---|
| Feels involved in formulating rules | 2.26 | |
| Do teachers help with problems? | 3.29 | |
| Do other students help with problems? | 3.40 | |
| Participates in activities outside school | 2.38 | |
| Feels that classroom rules are fair | 3.02 | |
| Feels that teachers treat students equally | 2.35 | |
| Are teachers fair when they assess your work? | 2.82 | |
| Whether physical barriers to access school | 4.15 | |
| Whether physical barriers to enter school | 4.15 | |
| Whether school includes all students | 2.77 | |
| Whether inclusiveness is important policy | 3.62 | |
| **Average scores** | 3.38 | **3.38** |
| N of respondents | **133** | |

| Dimension C Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.14 | 4.00 | |
| Students well informed | 4.25 | 4.40 | |
| Students involved | 3.41 | 3.40 | |
| Equal treatment gender | 4.48 | 5.00 | |
| Equal treatment ethnicity | 4.52 | 5.00 | |
| Equal treatment religion | 4.57 | 5.00 | |
| Students give feedback | 3.98 | 3.80 | |
| Appointments merit based | 3.66 | 2.60 | |
| Teachers help unhappy students | 3.84 | 4.00 | |
| Teachers help students social problems | 3.64 | 4.00 | |
| Adequate support | 3.95 | 3.60 | |
| Students extra-curricular | 4.09 | 4.60 | |
| Inclusive practice important | 3.20 | 4.20 | |
| **Average scores** | 3.98 | 4.12 | **4.05** |
| N of respondents | **44** | **5** | |

| Dimension D Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.02 | 2.60 | 2.44 | 4 | |
| Coordinate with municipality | 3.61 | 2.80 | 3.02 | 4 | |
| Out of hours activities | 3.05 | 2.60 | 2.24 | 4 | |
| Rooms for public activities | 3.07 | 3.40 | 2.48 | 3 | |
| Collaboration | 3.59 | 3.40 | 2.80 | 4 | |
| Awareness of resources | 3.57 | 3.00 | 3.02 | 3 | |
| Local authority encourages | 3.32 | 2.60 | 2.62 | 3 | |
| Students maintain links | 3.09 | 2.80 | 2.22 | 3 | |
| Other schools engage | 3.84 | 4.40 | 3.16 | 3 | |
| Mission to engage | 4.05 | 4.60 | 3.28 | 4 | |
| Equal treatment | 4.55 | 4.80 | 4.10 | 4 | |
| Good relations with parents | 3.98 | 4.00 | 4.02 | 4 | |
| **Average scores** | 3.56 | 3.42 | 2.95 | 3.58 | **3.38** |
| N of respondents | **44** | **5** | **50** | **1** | |

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## Annex 6. Breakdown of index by dimension and stakeholder group for Sedma beogradska gimnazija (Grammar school)

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 3.89 | 4.68 | 4.60 | 4.09 | |
| Difficulties of entry | 4.67 | 4.62 | 5.00 | 4.87 | |
| Students helped on entry | 3.38 | 4.53 | 4.60 | 3.91 | |
| Familiarisation | 2.61 | 3.79 | 3.60 | 3.11 | |
| **Average scores** | 3.64 | 4.41 | 4.45 | 4.00 | **4.12** |
| N of respondents | **107** | **48** | **5** | **55** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.33 | |
| Are other students friendly? | 4.42 | |
| Are teachers friendly? | 3.60 | |
| Has experienced bullying | 4.88 | |
| Feels involved in formulating rules | 2.12 | |
| Do teachers help with problems? | 3.48 | |
| Do other students help with problems? | 3.56 | |
| Participates in activities outside school | 2.53 | |
| Feels that classroom rules are fair | 3.06 | |
| Feels that teachers treat students equally | 2.66 | |
| Are teachers fair when they assess your work? | 3.19 | |
| Whether physical barriers to access school | 4.12 | |
| Whether physical barriers to enter school | 3.81 | |
| Whether school includes all students | 3.01 | |
| Whether inclusiveness is important policy | 3.37 | |
| **Average scores** | 3.48 | **3.48** |
| N of respondents | **107** | |

| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 3.90 | 4.60 | |
| Students well informed | 4.17 | 5.00 | |
| Students involved | 3.60 | 3.80 | |
| Equal treatment gender | 4.73 | 4.80 | |
| Equal treatment ethnicity | 4.71 | 5.00 | |
| Equal treatment religion | 4.67 | 5.00 | |
| Students give feedback | 4.38 | 4.40 | |
| Appointments merit based | 3.96 | 3.40 | |
| Teachers help unhappy students | 4.19 | 3.80 | |
| Teachers help students social problems | 3.81 | 4.60 | |
| Adequate support | 4.15 | 4.60 | |
| Students extra-curricular | 4.25 | 4.60 | |
| Inclusive practice important | 3.94 | 5.00 | |
| **Average scores** | 4.19 | 4.51 | **4.35** |
| N of respondents | **48** | **5** | |

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| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.23 | 2.80 | 2.76 | 4 | |
| Coordinate with municipality | 3.70 | 3.60 | 3.27 | 3 | |
| Out of hours activities | 3.38 | 3.20 | 2.78 | 4 | |
| Rooms for public activities | 3.04 | 3.20 | 2.84 | 4 | |
| Collaboration | 3.55 | 3.60 | 3.07 | 4 | |
| Awareness of resources | 3.55 | 3.60 | 3.20 | 3 | |
| Local authority encourages | 3.13 | 3.60 | 2.96 | 5 | |
| Students maintain links | 3.38 | 2.80 | 2.91 | 4 | |
| Other schools engage | 3.64 | 3.60 | 3.44 | 4 | |
| Mission to engage | 3.85 | 5.00 | 3.55 | 3 | |
| Equal treatment | 4.52 | 4.80 | 4.15 | 4 | |
| Good relations with parents | 4.06 | 4.20 | 3.93 | 4 | |
| **Average scores** | 3.59 | 3.67 | 3.24 | 3.83 | **3.61** |
| N of respondents | **48** | **5** | **55** | **1** | |

**Annex 7. Breakdown of index by dimension and stakeholder group for Grammar School "Svetozar Marković", Novi Sad**

| Dimension A<br>Inclusive practices for entry into school | Students | Teachers | Principals | Parents | Dimension A average |
|---|---|---|---|---|---|
| All students welcomed | 4.04 | 4.85 | 4.60 | 4.22 | |
| Difficulties of entry | 4.60 | 4.39 | 5.00 | 4.69 | |
| Students helped on entry | 3.36 | 4.52 | 4.60 | 4.20 | |
| Familiarisation | 2.75 | 4.30 | 4.40 | 3.55 | |
| **Average scores** | 3.69 | 4.52 | 4.65 | 4.16 | **4.25** |
| N of respondents | **107** | **42** | **5** | **51** | |

| Dimension B<br>Inclusion within the school | Students | Dimension B average |
|---|---|---|
| Do you feel welcome at school? | 4.21 | |
| Are other students friendly? | 4.24 | |
| Are teachers friendly? | 3.60 | |
| Has experienced bullying | 4.74 | |
| Feels involved in formulating rules | 2.08 | |
| Do teachers help with problems? | 3.49 | |
| Do other students help with problems? | 3.84 | |
| Participates in activities outside school | 2.47 | |
| Feels that classroom rules are fair | 3.36 | |
| Feels that teachers treat students equally | 2.57 | |
| Are teachers fair when they assess your work? | 3.01 | |
| Whether physical barriers to access school | 4.50 | |
| Whether physical barriers to enter school | 3.54 | |
| Whether school includes all students | 3.14 | |
| Whether inclusiveness is important policy | 4.10 | |
| **Average scores** | 3.53 | **3.53** |
| N of respondents | **107** | |

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| Dimension C<br>Inclusive teaching and practice approaches | Teachers | Principals | Dimension C average |
|---|---|---|---|
| Rules applied consistently | 4.21 | 5.00 | |
| Students well informed | 4.33 | 4.60 | |
| Students involved | 3.48 | 3.60 | |
| Equal treatment gender | 4.60 | 5.00 | |
| Equal treatment ethnicity | 4.48 | 5.00 | |
| Equal treatment religion | 4.50 | 4.80 | |
| Students give feedback | 4.19 | 4.40 | |
| Appointments merit based | 3.81 | 4.20 | |
| Teachers help unhappy students | 4.05 | 4.60 | |
| Teachers help students social problems | 3.90 | 4.60 | |
| Adequate support | 4.12 | 4.00 | |
| Students extra-curricular | 4.33 | 4.80 | |
| Inclusive practice important | 4.05 | 5.00 | |
| **Average scores** | 4.16 | 4.58 | **4.37** |
| N of respondents | **42** | **5** | |

| Dimension D<br>Community engagement | Teachers | Principals | Parents | Local authority | Dimension D average |
|---|---|---|---|---|---|
| Parents are involved | 3.50 | 3.40 | 3.18 | 4 | |
| Coordinate with municipality | 3.98 | 4.20 | 3.70 | 4 | |
| Out of hours activities | 3.23 | 3.40 | 3.06 | 5 | |
| Rooms for public activities | 3.49 | 3.40 | 3.52 | 4 | |
| Collaboration | 3.76 | 3.80 | 3.34 | 5 | |
| Awareness of resources | 3.89 | 4.60 | 3.68 | 4 | |
| Local authority encourages | 3.46 | 4.00 | 3.46 | 4 | |
| Students maintain links | 3.88 | 4.60 | 3.71 | 4 | |
| Other schools engage | 3.78 | 4.00 | 3.56 | 4 | |
| Mission to engage | 4.05 | 4.40 | 3.94 | 4 | |
| Equal treatment | 4.61 | 5.00 | 4.48 | 4 | |
| Good relations with parents | 4.32 | 4.60 | 4.24 | 5 | |
| **Average scores** | 3.83 | 4.12 | 3.66 | 4.25 | **3.96** |
| N of respondents | **42** | **5** | **51** | **1** | |