Regional Support for Inclusive Education

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Links between Policy and Practice

Initial pilot school projects and policy recommendations

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Sources

- ***Baseline study by LSE Enterprise:*** the core objective of the work was to provide a synthetic numerical measure of the level of inclusion of each school (Inclusion Index).

- ***Focus groups report by the Support Network (NEPC):*** focus groups with key stakeholderes conducted in order to provide evidence for a more targeted and needs-based support for the creation of the school development plan and development of school projects.

Sources 2

- Beneficiary reports (Beneficiary based);
- 49 pilot school project applications.

Background to the challenges of inclusive education in South East Europe

- slow pace of the introduction of learner-centred approaches;

- lack of awareness of inclusive values and practices;

- policies not preparing teachers sufficiently to introduce inclusive education (lack of emphasis on promoting inclusive <u>practices</u>).

N. Pantic, A. Closs and V. Ivoševič (2010), Teachers for the Future. Teacher development for inclusive education in the Western Balkans; A. Duda, M. Golubeva, T. Clifford-Amos (2013) Teacher education and Training in the Western Balkans.

What do preliminary reports say?

- The more senior the school, the less inclusive:

  Primary schools on the whole scored higher than VET schools and gymnasium-type schools. Gymnasiums have scored the lowest in two areas: inclusive practices for entry to school and inclusion within the school.

What do preliminary reports say?

- VET schools' stakeholders live with a sense of marginality, VET is not seen as important.

- Gymnasium-type schools score lowest in Inclusive practices for entry to school and Inclusion within the school.

- All types of schools fail to familiarise families and students with school prior to enrollment.

- Special support is needed for students from underprivileged background.

- Schools lack policies. School-level inclusive policies need to be developed, and it has to be an inclusive process.

Recommendations based on preliminary reports

VET:

- VET is perceived in society as a 'lower' strand of educational attainment. This challenge should be addressed through **a change of discourse about VET**, a **change in the attitudes, values and practices of school staff**.

- **Leadership training and mentoring** (both for the school administration, teachers and for students) is necessary in order to empower VET community.

- Develop activities for **familiarisation of students and their families with school** prior to enrolment;

- Adopt **special measures for supporting students from socially disadvantaged background.**

Recommendations based on preliminary reports

Gymnasium and Secondary Schools

- **Gymnasium-type schools need to build relationships with the communities they serve**, both close community (students and their families) and wider community.

- There is also a need for **developing inclusive policies** in gymnasium-type schools – e.g. policies and procedures for supporting students who start developing learning difficulties.

- **Special support to students from socially disadvantaged groups** is necessary also in gymnasium-type schools.

Initial school projects: clustering interventions

Cross-cutting measures:
- Training of school staff to improve inclusive values and approach;
- Creating partnerships with parents (includes training for parents on inclusion);
- Awareness raising;
- Encouraging peer support and peer learning on inclusion among students;
- Improving cooperation and coordination among school staff;
- Creating school policies on inclusion;
- Using creative workshops and arts to promote inclusion;
- Improvement of learning infrastructure (teaching aids, library, multimedia);
- Using sport and trips/ excursions to promote inclusion;
- Establishing & training of Inclusion Support Team.

Initial school projects: clustering interventions
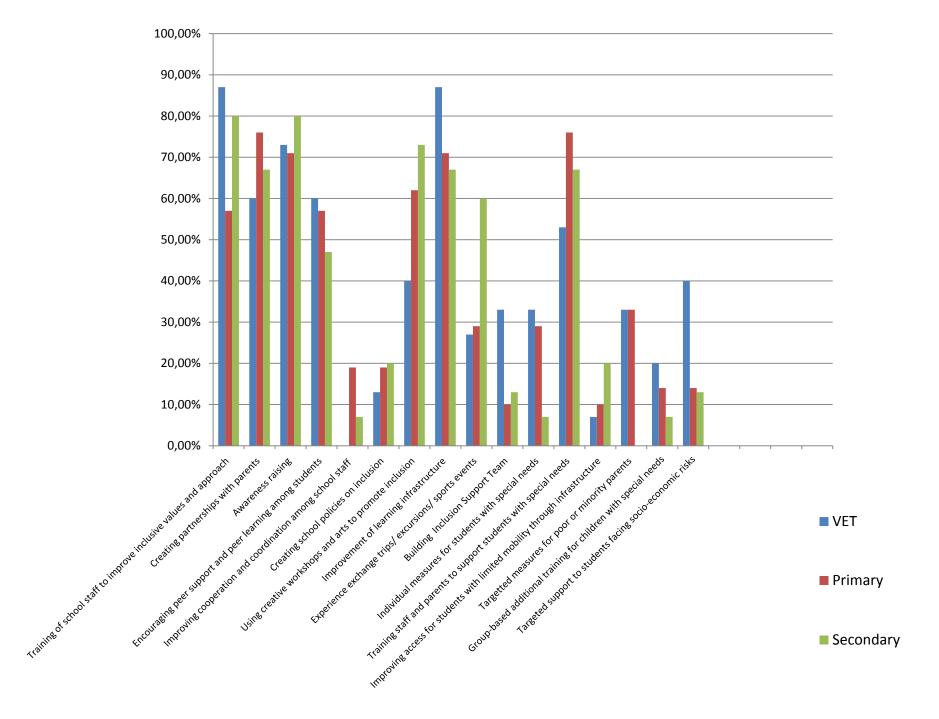
Targetted measures

- Training staff and parents to support students with special needs in mainstream classroom E.g. *Remedial and additional teaching;*
- Improving access for students with limited mobility through infrastructure;
- Targetted measures for involving disadvantaged or minority parents in school life. E.g. *IT literacy workshops with 30 parents from socially disadvantaged families;*
- Group-based additional training or summer schools for children with special needs;
- Providing targeted support to students facing socio-economic marginalization risks. E.*g. Workshops for students at higher risk of marginalization and exclusion.*

Country	Albania	Bosnia and Herzegovina	Croatia	Kosovo	Macedonia	Montenegro	Serbia
Cross-cutting interventions							
Training of school staff to improve inclusive values and approach	6	6	7	6	4	4	3
Creating partnerships with parents (includes training for parents on inclusion)	5	4	6	0	6	6	6
Awareness raising	7	3	7	6	5	5	3
Encouraging peer support and peer learning on inclusion among students	6	5	5	1	4	3	2
Improving cooperation and coordination among school staff	2	0	1	0	0	0	2
Creating school policies on inclusion	2	0	2	1	1	1	2
Using creative workshops and arts to promote inclusion	5	4	3	2	3	7	3
Improvement of learning infrastructure (teaching aids, library, multimedia)	4	6	4	4	6	5	7
Experience exchange trips/ excursions/ sports events to promote inclusion	3	1	1	3	4	3	2
Establishing&training of Inclusion Support Team	2	0	2	0	3	1	1
Other	7	2	3	1	6	7	2

Albania	Bosnia and Herzegovina	Croatia	Kosovo	Macedonia	Montenegro	Serbia	Albania
Targeted interventions							
Individual measures for students with special needs	3	3	1	1	2	1	2
Training staff and parents to support students with special needs in mainstream classroom	4	5	7	1	6	4	4
Improving access for students with limited mobility through infrastructure	2	3	1	0	0	0	1
Targeted measures for involving disadvantaged or minority parents in school life	1	1	2	1	3	2	3
Group-based additional training for children with special needs	2	0	2	1	2	1	0
Targeted support to students facing socio-economic risks	2	2	0	1	0	2	3

Measure	No. of secondary	% of all secondary
Training of school staff to improve inclusive values and approach	12	80
Creating partnerships with parents (includes training for parents on inclusion)	10	67
Awareness raising	12	80
Encouraging peer support and peer learning on inclusion among students	7	47
Improving cooperation and coordination among school staff	1	7
Creating school policies on inclusion	3	20
Using creative workshops and arts to promote inclusion	11	73
Improvement of learning infrastructure (teaching aids, library, multimedia)	10	67
Experience exchange trips/ excursions/ sports events to promote inclusion	9	60
Establishing &t raining of Inclusion Support Team	2	13
Individual measures for students with special needs	1	7
Training staff and parents to support students with special needs in mainstream classroom	10	67
Improving access for students with limited mobility through infrastructure	3	20
Targeted measures for involving disadvantaged or minority parents in school life	0	0
Group-based additional training for children with special needs	1	7
Targeted support to students facing socio-economic risks	2	13

What can be concluded from this?

- Secondary schools have most often chosen the following types of interventions for their pilot projects: training of school staff to improve inclusive approach, creating partnerships with parents, awareness raising, improving learning infrastructure, and training staff and parents to support students with special needs.

- Emphasis on partnership with parents is a very positive sign.

- At the same time, NO secondary schools have planned **targetted activities for socially disadvantaged parents**.

What can be concluded from this?

- Very few schools have planned activities around developing school policies. Even when that is the case, project plans do not usually indicate that the process of developing school policies will involve students.

- Only 13% of secondary schools have planned **targeted support to students facing socio-economic risks**.

Thank you!

Time for discussion.