The Inclusive PolicyNet

And

Inclusive Education Policy recommendations

The Inclusive PolicyNet

Inclusive PolicyNet is a multi-level, cross-sectorial regional network with a constant composition, representing a broad range of stakeholders.

- Exchange of experience, discussion on inclusive education issues and common challenges and promising policy approaches or examples of good practice from the European Union and the region.

- Composition based on joint commitment, professional interests, experience and results in the inclusive education area.

- Includes 10 members from 7 beneficiaries Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, "The former Yugoslav Republic of Macedonia" and Kosovo*

The Inclusive PolicyNet composition

ALBANIA	**Focal Point, Ministry of Education and Science, Ministry of Social Welfare and Youth, National Inspectorate of Education, Institute for Education Development, SchoolNet representative, civil society, University**
BOSNIA AND HERZEGOVINA	**Focal point, Ministry of Civil Affairs, Ministry of Education and Science, Agency for preschool, elementary and secondary education, Ministry for Human rights and Refugees, Teacher, University of Sarajevo, NGO**
CROATIA	**Focal point, Ministry of Science, Education and Sports, Ministry of Social Policy and Youth, Agency for Education and Teacher Training, Local community, NGO, Secondary and elementary school representatives.**
MONTENEGRO	**Focal Point, Ministry of Education, Bureau for Education, Podgorica Municipality, Centre for vocational education, University, Ministry of Labour and Social Welfare, NGO, Gymnasium and Mix VET and Gymnasium school**
SERBIA	**Focal point, Ministry of Education, Science and Technological Development, Institute for Quality Evaluation in Education, Faculty for Special Education and Rehabilitation, Social Inclusion and Poverty Reduction Unit, Government of the Republic of Serbia, School Psychologist**
"The former Yugoslav Republic of Macedonia"	**Focal point, Ministry of Education and Science, VET Centre Skopje, Ministry of Labour and Social Policy, Member of Teacher Net, Faculty of Pedagogy, NGO, elementary school principal**
KOSOVO*	**Focal point, Ministry of Education, Science and Technology, Ministry of Labour and Social Welfare, Teacher Training representative, Vocational Secondary School, Local Education Authority**

The Inclusive PolicyNet working processes (introduction 1)

- Begin on *Expert Group meeting in October 2013* in Belgrade
  - ➢ Presented overviews on the existing policies, implementation gaps and challenges

  - ➢ Conclusions: in policies, laws recognize **educational rights** of all, put focus on the *processes* and *inputs,* Requiring improvement: **Data** collection, **analysis** & **monitoring**, cross-sectorial **cooperation**, **awareness** raising and **attitude** development

The Inclusive PolicyNet working processes (introduction 2)

- Inclusive Policy analysis continued at the Regional Conference "*Embracing diversity through education*" in *November 2013* in Tirana

  - ➤ Mapped out policy gaps and implementation challenges by education level

  - ➤ Conclusions: improve pre- and in-service teachers' education (focus on VET); work on drop-out; resource support for the inclusive education; support educational transition; Promote inter-sectoral cooperation…

The Inclusive PolicyNet working processes (introduction 3)

- ***The Beneficiary Policy Teams*** were established and ***Focal Points*** who coordinate the work selected

  ➢ They discuss main issues and challenges for each level and type of education (Primary, General Secondary, and VET).

  ➢ A summary of the Beneficiary Teams' reports was prepared and used as a framework for the first Regional Inclusive PolicyNet meeting.

The Inclusive PolicyNet working processes (1)

✓ **Regional PolicyNet meeting - Sarajevo, 6th March 2014 -** *83 participants, including 64 out of 70 Beneficiary Policy Team members*

➢ to define common policy gaps and challenges in the region;

➢ to agree minimum of three policy areas that will be addressed in the recommendations by the Inclusive PolicyNet

The Inclusive PolicyNet working processes (2)

✓ ***Working groups on:*** *Primary education, General Secondary education, Vocational Education and Training (VET)*

✓ Working groups' objectives: develop further IE policy priorities identified at each level & type of education; start discussing policy recommendations for each.

The Inclusive PolicyNet working groups

The *main objectives* of the working group meetings:

➢ *to further develop* the inclusive education policy priorities identified at each level and type of education; and

➢ *to start discussing policy recommendations* for each of these priorities.

➢ to do *joint* policy planning (**bottom up / top down)**

Once the thematic working groups develop recommendations, the Inclusive PolicyNet will endorse them and agree on the implementation mechanisms.

June 2014: First meeting of the working group on VET (Turin)

- Objectives: (1) discuss findings from *Mapping research* and *Baseline survey*, and (2) obtain feedback and agree how to use evidence further.

- ETF's research on *"Mapping of VET policies and practices for social inclusion and social cohesion in the Western Balkans, Turkey and Israel"*: raising awareness and making VET more attractive, promoting sectorial cooperation (health, education & labour) and connections with the labour market both in curriculum design as well as in development of work-based learning.

- **Issues** related to quality of VET: teacher training, promoting capacities of school management, and development of teaching and learning materials.

Turin First meeting of the working group on VET: Draft Recommendations

- *Professionalization of school management*

- *Improvement of teaching practices.*

- *Update of VET curricula*

- *Increase Community participation*

- *Increase collaboration with school boards and employment offices*

- *Cross sectorial cooperation*

- *Career development, professional orientation and selection*,

- *Promote a common and wide understanding* of inclusive education

September 2014: First meeting of working group on primary education (Podgorica)

- Objective: (1) discuss findings from *Mapping* report, *Baseline survey*, *focus groups* and *Pilot projects*; and (2) obtain feedback and agree on how to use evidence further

- Findings show that **although policies exist, they are still inadequately implemented and are not applied consistently across beneficiaries due to limited capacities and resources and lack of awareness**

- Comparative analysis of reports' recommendations & 49 schools projects proposals reveal a **lack of existing inclusive school policies**. However this type of intervention was not adequately addressed in school project proposals.

Podgorica First meeting of working group on primary education: **Draft Recommendations**

- *Development of <u>school level policies through school development plans</u> , based on self-evaluation & external evaluation and include partnerships with parents and community as well as awareness-raising.*

- *Improvement of teaching practices.*

- *Formalization of inter-sectorial and inter-institutional cooperation in the area of inclusive education*

October 2014: First meeting & study visit of working group on Gen. Sec. Education (Slovenia)

- Objectives: (1) discuss findings from *Baseline survey*; *focus groups*; and *IE practices* in EU/Slovenia, and (2) obtain feedback and agree on how to use evidence further

- Meeting & ***study visit*** to Slovenian secondary schools and relevant educational institutions: learn how Slovenian education system addressed IE policies. ***Parents' and NGOs' perspectives*** also presented and discussed.

Slovenia First meeting of working group on Gen. Sec. Education: **Draft Recommendations**

- *Harmonization and operationalization of terminology related to IE*

- *Strengthen parents´ council capacities at school level*

- *Professionalization of the principal´s role;*

- *Develop system of support in inclusive education* (national, regional, local, school level, classroom level)

- *Teacher support*

- *Vertical and horizontal cooperation between different education stakeholders.*

- *Development of M&E framework for IE*

- *Preschool education and higher education need to be involved*

Next steps...

- Regional draft recommendations to be further discussed at Beneficiary level.

- A series of meetings in all seven Beneficiaries planned for next quarter:

- The purpose: obtain feedback from Beneficiary Policy Teams.