



University of Zagreb

Inclusive Education in Practice; Remarks on behalf of the CDPPE

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Comité directeur pour les politiques et pratiques éducatives (CDPPE) (*Steering Committee for Educational Policy and Practice*):

- More than 100 members (2 per 47 countries, other delegates)
- Primary, secondary, and higher education, life-long learning, ...;
- Council of Europe intergovernmental work in education; common policies, guidelines, initiatives;
- Large number of partner institutions/bodies



CDPPE; examples of actions

- Common European Framework of Reference for language learning, teaching and assessment
- Legal text on ensuring quality education
- Democratic mission of higher education (together with US partners, European Wergeland Centre and others); Queen's University Belfast, University of Pittsburgh, ...



CDPPE; examples of actions

HIGHER EDUCATION

Democratic mission of higher education:

Queen's University Belfast: Troubles, deindustrialization

SEE regional context:

- Regional conflicts, post-war recovery of productive relationships, multicultural diversities;
- Painful societal consequences of transitional process, loss of industry, economic recession, unemployment, ...
- How to handle with intolerance, violence, xenophobia, .. .?



CDPPE; future actions

- Initial steps towards establishing a **Pan-European platform on ethics, transparency and integrity in education**
- **Ethics:** positive ethical values, best practices, ... vs corruptive behavior, illegal malpractices, ...
- **Transparency:** Openness of schools, universities etc towards the social environment
- **Integrity;** public (and political) perception of all levels of education, its values, importance for the prosperity of state;



CDPPE; future actions

- Competences for democratic culture and intercultural dialogue
(definitions, guidelines, instruments for policy makers, educators and others)



Croatia:

- Democratic culture, formation of modern citizens
- Societal diversity, sensitiveness towards various (religious, political, ideological, ...) mindsets;
- Public dialogue, readiness for balanced decisions and democratic procedures – needed
- Social reputation of teaching professions, respect for the mission of education vs financial constraints, political negligence, ...
- Inclusion as a strategic issue – in the wider framework of deep structural reform of Croatian school system



Role of educational institutions in transitional states:

- Transformation of societies: schools sources, not islands
- Relation: Schools *vs* families *vs* society;
- Strategy: first step – to change the public attitude towards education (and research)
- Then: to reaffirm the importance of schools, and dignity of teaching profession

Since: politics does not solve deep problems for a too long time. Who remains?

- Schools? Certainly.