

“Regionalna podrška inkluzivnom obrazovanju”

Funded
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POLICY SUPPORT COMPONENT

FIRST MEETING OF THE POLICY TEAM IN BOSNIA AND HERZEGOVINA

SARAJEVO, 24.02.2014.



UNDERSTANDING OF INCLUSIVE EDUCATION IN THE PROJECT



- Widely understanding of inclusive education:

***An inclusive school is a school where:
every child is welcome,
every parent is involved,
every teacher is valued.***

- It is important to recognize and understand the needs of all groups of students.
- The Project is based on the context: regional, national, local, school level.

POLICY SUPPORT COMPONENT



Promote cooperation between
the stakeholders in the region

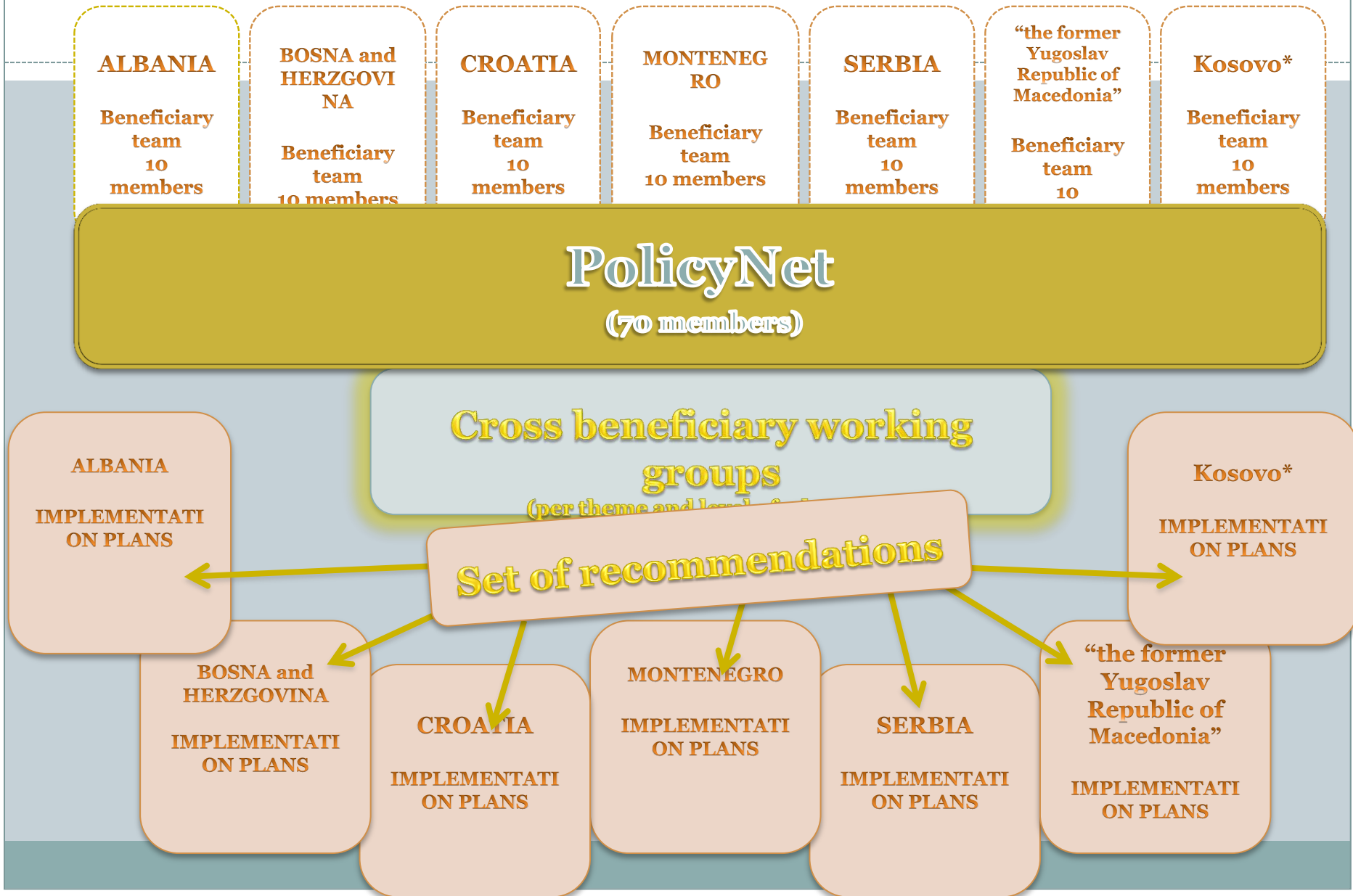
Share good practices as basis
for policy recommendations

Mainstream good practices

PolicyNet



Policy support component



Beneficiary Policy Team



The role of the Beneficiary Policy Team is:

- **to identify the policy gaps at beneficiary level,**
- **to define good policies with the “SchoolNet” and “TeacherNet” and present them to the regional level Policy Net, and**
- **to prepare an implementation plan at beneficiary level.**



LOCAL POLICY FOCAL POINT



- ***The work*** at Beneficiary level will be ***coordinated*** by a **local Focal Point** nominated by the Project.
- The Focal Point with project support will organize Beneficiary Policy Team meetings.
- The Beneficiary Policy Team will work closely with the pilot schools and facilitate in defining good practices and policy gaps in the respective Beneficiary.



EXPERT GROUP MEETING IN BELGRADE

1-2 OCTOBER 2013.

- Existing policies
- Implementation gaps
- Main challenges

➤ *Look at:*

<http://pjp-eu.coe.int/web/inclusive-education>



Regional Conference, Tirana, 6-7 November 2013.



- The workshop involved 34 participants. They were divided into groups with representatives from Ministries, NGOs and schools from all beneficiaries of the project.
- The participants worked in four groups. Each group focused at one education level: pre-primary school, primary school, secondary, and secondary/VET. Pre-primary was added to cover the whole education cycle and to facilitate the work of four groups.
- Discussed about:
 - To describe existing policies: What policies exist?
 - To explore what are the gaps and struggling points?
 - To design action steps that will take education systems in SEE towards the vision for inclusive education.



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POLICY SUPPORT COMPONENT

DISCUSSIONS ON COUNTRY CONTEXT PRIORITIES AND CHALLENGES IN PROJECT IMPLEMENTATION



BEOGRAD:

Summary of issues and policy gaps

- **Unclear definitions.**
- **Teacher education is not addressing promotion of diversity.**
- **Teachers receive insufficient support.**
- **Lack of evidence-base and systems of collecting data to inform policy and practice.**
- **The legislation is inconsistent, unclear, and even discriminating, with the use of different meanings of the terms.**
- **Low level of cross sectorial cooperation.**
- **Other issues.**



TIRANA: RECOMMENDATIONS



PRIMARY EDUCATION:

- Ensure that the initial teacher training includes strengthening teachers' capacity to identify and support different kinds of learning needs.
- Guide people from vulnerable groups to become teachers and promote scholarships to be targeted to them for this purpose.
- Develop policies to track absenteeism and for identification of students in risk for drop-out (also at school level).

TIRANA: RECOMMENDATIONS



GENERAL SECONDARY EDUCATION:

- Development of resource centers with mobile teams of professionals who will work with teachers in field
- Include a compulsory module on IE in every teacher initial teacher training programme to help teachers to recognize children at risk to drop-out and vulnerability; This is needed not only to give information but to influence and change attitudes
- Improve information systems on inclusive support measures

TIRANA: RECOMMENDATIONS



VET:

- School management should be supportive and schools should develop stimulating mechanisms for teachers.
- Measures targeting students should include mentoring of assistants for the transition for finding jobs and helping them in maintaining employment.
- Intersectoral cooperation (schools and Ministries of Labour, etc.) should be promoted and laws on social entrepreneurship and their connection with schools should be tackled.

DISCUSSION ABOUT INCLUSIVE EDUCATION POLICY IN B&H



Issues for discussion:

1. Implementation of inclusive education in B&H?
2. Policies:
 - a) work well in practice, b) have specific weaknesses in practice, c) do not work in practice?
3. What are the challenges in the implementation of the Project in Bosnia and Herzegovina?

DISCUSSION ABOUT INCLUSIVE EDUCATION POLICY IN B&H



ELEMENTS	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
INCLUSIVE EDUCATION IN B&H				

Issues for discussion:

- Ideas for building upon these strengths?
- Ideas for minimizing or strengthening these weaknesses?
- Ideas for taking advantage of these opportunities?
- Ideas for minimizing or overcoming these threats?

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POLICY SUPPORT COMPONENT

PREPARATIONS FOR REGIONAL WORKSHOP OF THE INCLUSIVE POLICYNET IN SARAJEVO



CROSS-BENEFICIARY TEAMS



- Team members – level and sort of education (primary education, general secondary education, vocational education)?
- Issues and challenges for improving of inclusive education?



CROSS-BENEFICIARY TEAMS



LEVEL/SORT OF EDUCATION	MEMBERS OF THE TEAM
PRIMARY EDUCATION	<ol style="list-style-type: none">1. Begić Elmedina2. Ćuk Valentina3. Nikšić Mirna
GENERAL SECONDARY EDUCATION	<ol style="list-style-type: none">1. Bjelan Sandra2. Jurić Milena3. Trbić Dženana
VET	<ol style="list-style-type: none">1. Divović Lejla2. Garača Zorica3. Popović Biljana

PRIMARY EDUCATION



PRIORITIES FOR IMPROVING INCLUSIVE EDUCATION	CHALLENGES	IDEAS FOR REDUCING THE CHALLENGES
1.	1.	1.
2.	2.	2.
3.	3.	3.

GENERAL SECONDARY EDUCATION



PRIORITIES FOR IMPROVING INCLUSIVE EDUCATION	CHALLENGES	IDEAS FOR REDUCING THE CHALLENGES
1.	1.	1.
2.	2.	2.
3.	3.	3.

VET



PRIORITIES FOR IMPROVING INCLUSIVE EDUCATION	CHALLENGES	IDEAS FOR REDUCING THE CHALLENGES
1.	1.	1.
2.	2.	2.
3.	3.	3.