

PolicyNet discussion

Belgrade, October 2, 2013

1. What would be the **role** of the PolicyNet?

- Pilot schools feed PolicyNet with data and models. Take the learning from the two pillars of SchoolNet and TeacherNet to the policy and back from policy to practice.
- Identify common goals that will be implemented.
- Divide in working groups/clusters in terms of areas, establish ways how the goals can be implemented nationally/regionally.
- Ensure sustainability of actions beyond the Project. Receive from schools potential answers to implementation gaps and promote them. Pass the stafette to others.
- Build on previous achievements/successes.
- Try to find what the social cost of inclusion is. Deal with the financial formula.
- Support the Project at the regional level.

2. Who should be involved in the PolicyNet?

- Ministry of Education
- Ministry of Labor, Social Welfare
- TeacherNet representatives
- Practitioners
- Teacher educators/Teacher Education universities
- Media
- Parent representatives
- Civil society organizations
- Student parliaments/associations

Process questions

- Who will coordinate the PolicyNet?
- How will the members be selected? How to attract the right persons?
 - Project Steering Committee involvement?
 - Ask Pilot Schools to suggest “champions”.
- Should the PolicyNet be thematic?
 - Combine themes and stakeholders.
- Do we have the PolicyNet at the national level as well?
- What are the driving forces of such networks?
 - Need to serve a purpose. Mobilized around it.
 - Need to have teachers to be pushers.

3. What realistically can the project/PolicyNet do?

- Movement, dynamism, momentum, potential for linking institutions, people across schools, ensuring diversity of demands.
- Common understanding of inclusive education region-wise.
- Cooperation between academia and government nation and region-wise.
- Common/similar standards set about education.
- Learning and exchange of good practices.
- Learner voice heard. More and diverse representatives in the table.
- At least one implementation gap addressed in each country.
- Come up with a set of recommendations about teacher competences profile to implement inclusive practices.
- Evidence-based, reflective, learning-focused process of identification of good practices.
- Action plans developed and implemented in schools beyond the Project.
- Lots of success stories collected from schools. Champions identified.
- Get across the fragmented landscape; explore commonalities.

Potential areas to tackle

- Changes in curricula; teacher education; awareness on educational reforms; school-based autonomous programs; role of pedagogues/psychologists in schools; research; develop common set of teacher competences; model for arranging work within the school; joint regional projects among schools; efficient data collection mechanisms;