"Regional Support for Inclusive Education"

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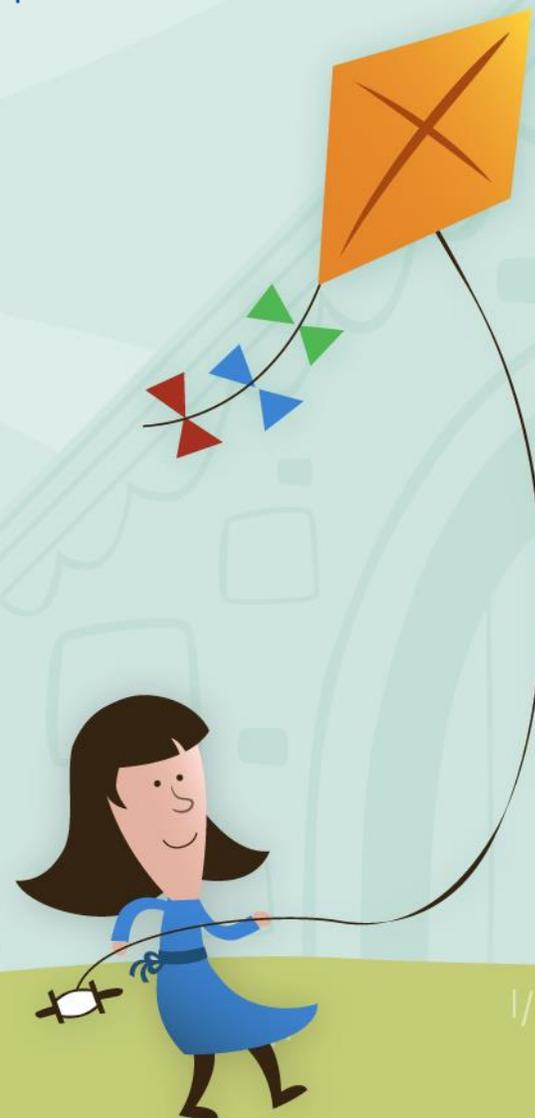COUNCIL OF EUROPE

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The Inclusive Policy Net

Session IV: Planning the future

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Panelists: Tatjana Vucani, Nada Jakir, Lida Kita

The Inclusive PolicyNet

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 promotion 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 a total of 70 members: 10 from each 7 beneficiaries Albania, Bosnia & Herzegovina, Croatia, Montenegro, Serbia, "the former Yugoslav Republic of Macedonia" and Kosovo*

The role of PolicyNet

Bottom-up approach
- **to initiate policy dialogue and policy learning in the region**
- **to scale up good practices on inclusive education from pilot schools at policy level**

Outputs
- Regional Policy Recommendations for inclusive education
- More valuable but not quantifiable:
  - the process of facilitating the dialogue among all stakeholders
  - building the common understanding of the issues at the Beneficiary and Regional level

A way towards recommendations

Approach: from practice

- 2013, Belgrade, **Expert Group meeting** (**Conclusions:** In general, education laws & policies recognize educational rights of all)

- 2013, Tirana, Regional Conference "**Embracing diversity through education**" (Mapping out policy gaps & implementation challenges by education level)

Meetings...

March 2014: First Regional PolicyNet meeting, Sarajevo

- **3 working groups established:**
    - **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.

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

- **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**

Meetings...

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

- **Development of school level policies through school development plans which will be based on self-evaluation and external evaluation and will 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)

- **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**

Policy recommendations for inclusive education in SEE

Recommendations

Increasing the schools' capacity to create inclusive environments	Improving teaching competences	Developing system of support in inclusive education
Developing framework for monitoring and evaluation of inclusive education (inclusiveness) of schools	Redefining enrolment policy especially in secondary schools	Formalising inter-sectorial and inter-institutional cooperation

Increase the schools' capacity to create inclusive environments by:

raising awareness at the school and community levels on the benefits of inclusive education;

developing school level policies through school development plans which will be based on self-evaluation and external evaluation and will include partnerships with parents and community;

ensuring the participation of students in developing school policies o increasing parent involvement o improving school culture and climate

Improve teaching competences by:

tailoring initial and in-service teacher training to prepare teachers for diversity in the classrooms;

providing training and capacity building to schools and teachers with particular emphasis on teachers' ethics;

developing a system of peer support

ŠTA ČINI NASTAVNIKA

OČI: za pregledanje đačkih radova svaki dan

USTA: da se smeši deci svakog jutra

SRCE: da voli svako dete

RUKE: za vođenje, pomaganje i zagrljaje

nadarena deca
www.krozmojuprizmu.wordpress.com

BISTAR UM: da razmišlja i shvati kako da pomogne svakom pojedinom učeniku

UŠI: da pažljivo sasluša svakog đaka

MNOGO, MNOGO KNJIGA: za uvek sveže znanje koje prenosi đacima

NOGE: da vode decu u obilazak zanimljivih mesta

Develop system of support in inclusive education

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

-making enrolment policy flexible and inclusive for disadvantaged students;

-transforming special schools and institutions into resource centres for schools;

- establishing psycho-social services in the schools;

- formalising peer networking

Develop framework for monitoring and evaluation of inclusive education (inclusiveness) of schools

Redefine enrolment policy especially in secondary schools by:

guaranteeing equal access to high quality vocational education and training

making it more flexible and inclusive for disadvantaged students primarily from underprivileged groups

Formalise inter-sectorial and inter-institutional cooperation in the area of inclusive education by:

enhancing vertical and horizontal cooperation between different education stakeholders

establishing tripartite bodies (Education, Health and Social Protection);

harmonising and operationalizing terminology related to inclusive education (disadvantaged, vulnerable, Special Education Needs, etc).

Discussion

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