
Work Programme 2019



EUROPEAN AGENCY
for Special Needs and Inclusive Education



EUROPEAN AGENCY
for Special Needs and Inclusive Education

WORK PROGRAMME 2019



Co-funded by the
Erasmus+ Programme
of the European Union

Secretariat: Østre Stationsvej 33, DK-5000, Odense C, Denmark
Tel: +45 64 41 00 20, secretariat@european-agency.org

Brussels Office: Rue Montoyer 21, BE-1000, Brussels, Belgium
Tel: +32 2 213 62 80, brussels.office@european-agency.org

www.european-agency.org



CONTENTS

Introduction	3
Organisation and finances	3
<i>Member countries</i>	3
<i>Finances</i>	4
Country Policy Review and Analysis activities	4
European Agency Statistics on Inclusive Education	4
Thematic project work	5
<i>Preparing All Teachers to Include All Learners</i>	5
<i>Preventing School Failure: Examining the Potential of Inclusive Education Policies in Relation to the System and Individuals</i>	5
<i>Supporting Inclusive School Leadership</i>	6
<i>The Changing Role of Specialist Provision in Supporting Inclusive Education</i>	6
Special events and thematic seminars	7
<i>Bi-annual meeting thematic seminars</i>	7
Additionally funded activities	7
<i>Financing Policies for Inclusive Education Systems</i>	7
<i>Structural Reform Support Service</i>	7
Co-operative relationships	8
Information dissemination and production activities	8
<i>Agency news updates and content information</i>	8
<i>Dissemination figures and web statistics</i>	9
<i>Social media</i>	9
<i>Website and InfoDesk</i>	9



Introduction

This work programme outlines the main Agency activities scheduled for 2019. The principal focus is on inclusive education systems and the implications for policy and practice.

The aim is to support the work of the Agency member countries, so the work programme has been prepared taking into account their priorities, as set out in the Agency's Multi-Annual Work Programme (MAWP) 2014–2020. At the same time, the programme is aligned with the stated priorities of the European Council of Ministers, as identified in the Education and Training 2020 (ET 2020) Framework and the 2015 Joint Report of the Council and the Commission, *New priorities for European cooperation in education and training*, as well as the United Nations Convention on the Rights of Persons with Disabilities (2006), particularly Article 24. The *Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching* states that the member states can 'benefit from ... the guidance and expertise of the European Agency for Special Needs and Inclusive Education' in their endeavours to ensure 'effective equal access to quality inclusive education for all learners'.

It also states that member states should 'make effective use of the European Agency for Special Needs and Inclusive Education, on a voluntary basis, to implement and monitor successful inclusive approaches in their education systems'.

The programme aims to ensure coherence between the Agency's work and European Union (EU) priorities by providing countries, as well as stakeholders at European level, with evidence-based information, tools and recommendations that are reliable, valid and applicable to educational policy planning, implementation, monitoring and review.

For detailed information about the Agency, its work and work programmes, please visit its website: www.european-agency.org

Organisation and finances

Member countries

The Agency currently has 31 member countries: Austria, Belgium (Flemish community and French community), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland and the United Kingdom (England, Northern Ireland, Scotland and Wales).

Twice each year, the Agency holds bi-annual meetings. Member country representatives meet to review on-going activities and discuss and approve plans for future work, including project plans, work programmes and budgets.

The bi-annual meetings for 2019 will be:

- Spring bi-annual meeting in Sweden
- Autumn bi-annual meeting place to be confirmed.



Finances

Membership fees from the member countries and an operating grant under the EU Erasmus+ education programme (2014–2020) fund the work programme. Together, these contributions make up the Agency's operating budget.

On top of their membership fees, the member countries contribute to the Agency's functioning by meeting the costs of their nominated Representative Board members (RBs) and National Co-ordinators (NCs) in establishing and maintaining national networks, information dissemination and awareness-raising activities at national level, as well as their participation in Agency meetings and activities. Furthermore, they cover the costs (person-hours) of their nominated experts participating in content-related project work.

As well as the activities financed by the main operating budget, the Agency will conduct some additionally funded activities. These activities will complement the activities within, but be independent from, the operating budget. They will be non-profit based and will only make up a small proportion of the Agency's total activities in 2019. For further information, please refer to the section on [additionally funded activities](#).

Country Policy Review and Analysis activities

The Agency's Country Policy Review and Analysis (CPRA) work focuses on how the general recommendations developed in Agency projects apply within individual country situations. The CPRA activities are continuous and on-going within the MAWP 2014–2020. Fifteen countries were involved in phase 1 and 2 activities and seven countries are currently involved in phase 3.

During 2019, phase 3 work will be completed and agreed country information disseminated via the [CPRA web area](#). Furthermore, phase 4 work will be initiated with a final group of volunteer countries.

The information from all the countries involved in all four phases of CPRA work will be used to develop a Cross-Country Analysis. A short publication presenting the main findings of this Cross-Country Analysis will be made available in 2019.

Based on the outcomes of a full review meeting with all CPRA countries and further discussions involving all Agency RBs in 2018, a second complete cycle of CPRA activities will be planned and initiated in 2019. This will involve re-visiting the analysis work undertaken with countries and developing the activities in order to broaden and deepen the policy review work with and for individual countries.

European Agency Statistics on Inclusive Education

In 2018, the European Agency Statistics on Inclusive Education (EASIE) activities focused on data collection covering four International Standard Classification of Education (ISCED) level programmes: 02, 1, 2 and 3.

Work in early 2019 will centre upon finalising the 2018 dataset statistical and background information ready for publication via the dedicated [Data web area](#) and through the individual country reports and the cross-country data analysis report.



A series of piloting activities exploring data availability on out-of-school children will be undertaken as a result of agreements in the 2018 workshop with the nominated country data experts. These will include a small number of country visits to discuss issues around data availability and collection on this topic in the given country. There will be a working seminar for representatives of all countries involved in the piloting work to explore cross-country issues, as well as possible ways forward for EASIE data collection in this area.

Thematic project work

The main aim of the Agency's thematic project work is to support the work of member countries by providing them with information, tools, guidelines and recommendations that they can use to develop their systems for inclusive education.

All Agency projects directly or indirectly support the agreed EU priorities for education and training, including the following Europe 2020 targets: 75% of the population aged 20–64 should be employed; the share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree; 20 million fewer people should be at risk of poverty.

Brief descriptions of the Agency's current projects follow below.

Preparing All Teachers to Include All Learners

Preparing all teachers to work with all learners in mainstream classrooms is a main priority for all Agency member countries. It is also a high policy priority identified within European Union work.

The project's overall goal is to identify the policy elements and framework that are needed to prepare all teachers to include all learners. The project will consider all policy frameworks covering all teacher professional development opportunities, that is initial teacher education (ITE) and continuing professional development (CPD).

The project aims to:

- examine policy priorities for teacher education (ITE and CPD) at international, EU and national levels;
- systematically map country policies for teachers' professional development;
- identify policy priorities for teachers' professional development that should be considered at national and European levels.

Once the project plan is approved by RBs, project activities will begin in October 2018 and will continue into spring 2020. Based on the outcomes of this initial phase of work, the possibility of extended project work will be discussed and agreed with country representatives in early 2020.

Preventing School Failure: Examining the Potential of Inclusive Education Policies in Relation to the System and Individuals

This project started in 2018 and project activities will continue to run into 2019. The project aims to examine the evidence to suggest that inclusive education policies have the potential to prevent school failure – both in relation to individuals and the overall system.



Its initial phase focuses on collecting and analysing information on school failure through two parallel strands of desk research. The first strand focuses on existing country policy measures for preventing school failure.

A project survey will be sent to Agency member countries in early 2019, aiming to identify their policy approaches to dealing with school failure. The second strand reviews and analyses European and international research literature regarding the prevention of school failure in relation to inclusive education.

Work in 2019 will focus on combining the two parallel strands in order to finalise the international research literature review and to develop the project synthesis report.

The synthesis report will summarise all project information into a comprehensive policy review, which will conclude by recommending preventative policy approaches to school failure.

A 10-page summary report will also be developed, which will be available in all Agency languages.

The emerging project findings will be presented at the 2019 autumn bi-annual meeting.

Supporting Inclusive School Leadership

The goal of the Supporting Inclusive School Leadership (SISL) project is to investigate how to effectively develop and promote inclusive school-level leadership through national-, regional- and local-level policy frameworks and support mechanisms. The project began in 2017 and will potentially run to 2020 and be divided in two phases.

The first phase has focused on preparing a policy review and a literature review. Building on those two reviews, a country survey was prepared and sent to all Agency member countries.

The outcomes of this initial phase will indicate whether further activities in this area are needed and, if so, will determine the different activity tracks in phase 2, which would begin in 2019.

The concept paper will summarise the results from phase 1 and provide detailed proposals for phase 2 work. It will be presented to Agency country representatives for their consideration at the 2019 spring bi-annual meeting. A summary report will also be published.

The main target group for the project outcomes will be national- and regional-level policy-makers responsible for implementing inclusive education in schools.

The Changing Role of Specialist Provision in Supporting Inclusive Education

This thematic project focuses on the re-organisation of specialist, separate provision (schools, units and classes) and the perceived shift in the role of such provision to support the right to inclusive education for all learners.

Preparatory activities started in 2017 and the project activities will run into 2019.

Phase 1 covers a detailed mapping exercise on past and current trends and situations in countries in relation to specialist provision, as well as on perceived future trends. The methodology for this phase is to collect information via desk research. A questionnaire for



collecting country information was sent to the countries. The project team is in the process of analysing the information received. In 2019, a synthesis report and a summary report will be published.

Based on the outcomes of phase 1, it will be decided whether to go ahead with a phase 2 focusing on peer learning activities with groups of countries. These will consider different aspects and stages of policy reform and development for specialist provision to support inclusive education.

The intention is to work with country policy-makers from the Agency member countries and learn from each other about the changing role of specialist provision and policy development to support this changing role.

Special events and thematic seminars

Bi-annual meeting thematic seminars

At both bi-annual meetings in 2019, the Agency will organise joint experience exchange sessions focusing on emerging topics and the latest policy developments in Agency member countries. These sessions will be based on topics suggested and prepared by Agency country representatives.

Additionally funded activities

The Agency will conduct a small number of activities funded via additional grants from the EU and other sources to complement the work included in the main work programme. These additional activities enable the Agency to undertake work which complements and reinforces the activities agreed by member countries within the framework of the work programme. An outline of the additional activities planned for 2019 follows below.

Financing Policies for Inclusive Education Systems

The Financing Policies for Inclusive Education Systems (FPIES) project, running from 2016 to 2018, is co-funded by the European Commission's Erasmus+ Key Action 3 'Forward-Looking Cooperation Projects' framework.

Through work with policy-makers from six Agency member countries and detailed case studies, the project examines different approaches to educational financing. The main outputs include a [synthesis report](#) and a policy guidance framework. These outputs aim to guide further policy developments for inclusive education in European countries.

A final synopsis of the project will be published online in early 2019, in all Agency languages.

Furthermore, project activities in 2019 will include the final project reporting to the Education, Audiovisual and Culture Executive Agency (EACEA).

Structural Reform Support Service

The Structural Reform Support Service (European Commission) has approached the Agency to provide technical support for two activities approved in the framework of the



Structural Reform Support Programme (SRSP). Both activities, requested by the Ministries of Education in Cyprus and Poland, are fully funded by the Commission and concern legislative educational changes regarding inclusive education.

The Agency's role is to assist the respective Ministries of Education in on-going work towards inclusive education and to design a reform of special education provision in order to make it more efficient and inclusive and in line with European and international priorities.

Co-operative relationships

The Agency will maintain its co-operative relationships with other key European bodies and organisations. These include the European Commission and its institutions – Eurydice, Cedefop and Eurostat – and the European Parliament's committees, as well as international organisations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its institutes, the Organisation for Economic Co-operation and Development (OECD), the United Nations Children's Fund (UNICEF), the Council of Europe and the World Bank.

As far as the Commission is concerned, the Agency is actively involved in one of its ET 2020 Working Groups (Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education). The Agency is also involved in several activities with different units dealing with country analysis and schools. The earlier mentioned SRSP work is another example of co-operation between the Agency and the European Commission.

Co-operation with these organisations adds important facets to the Agency's work and ensures that activities are mutually supportive and beneficial for member countries. This is also economically sound for countries which, for the most part, financially support all these organisations in one way or another. The co-operative relationships also provide opportunities for sharing information about work in Agency member countries with a wider audience, as well as gaining relevant information that can be shared in member countries.

The Agency will also continue co-operating with the EU Presidencies. This is both at the practical level, with regard to organising European key events, and at the political level, in order to raise awareness about the important issues the Agency is addressing on behalf of its member countries.

Information dissemination and production activities

Agency news updates and content information

News updates and information about publications and key events will be published in the News section of the Agency website and will be sent out electronically to eBulletin subscribers. The eBulletin will be made available approximately every three months.



In 2019, the Agency will continue to share member countries' news and content information more widely via the eBulletin and more dynamically via the re-designed News section of the new Agency website.

Dissemination figures and web statistics

A detailed report on the annual dissemination of printed and electronic materials, as well as website usage statistics, will be presented at the 2019 spring bi-annual meeting. The report will include descriptive information, as well as possible trend information that will afford insights into potentially effective strategies for dissemination work generally.

Dissemination practices will be revised based on the results of the information dissemination survey sent to country contacts in 2018.

Social media

The digital media strategy to increase the Agency's online presence through different social media tools will be further implemented in 2019. Infographics will continue to be developed to present short summaries of Agency conclusions in a graphic and accessible way.

The Agency Wikipedia article will be continuously expanded. Videos of Agency projects, as well as presentations, will be added to the Agency's YouTube channel as they become available.

Website and InfoDesk

The new Agency website was launched in 2018. The Easy to Read information on the website will be further expanded. Throughout the year, the Agency's website and intranet (InfoDesk) will be updated with new information as soon as it becomes available.

In 2019, new resources and case studies from Europe and around the world will be added to the Inclusive Education in Action website, developed in 2018 in collaboration with UNESCO.

During 2019, the Agency will complete the development of a new platform for internal information-sharing. Based on the results of the survey of country representatives and staff in 2017, the future intranet (InfoDesk) will essentially be a modern internal community website. It will enable effective, accessible and secure information-sharing for Agency staff, country representatives and experts.

