
Work Programme 2020



EUROPEAN AGENCY
for Special Needs and Inclusive Education



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WORK PROGRAMME 2020



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

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CONTENTS

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------|----|
| Introduction | 3 |
| Organisation and finances | 3 |
| <i>Member countries</i> | 3 |
| <i>Finances</i> | 3 |
| Country Policy Review and Analysis (CPRA) activities | 4 |
| European Agency Statistics on Inclusive Education (EASIE) | 4 |
| Thematic project work | 5 |
| <i>Teachers' Professional Learning for Inclusion (TPL4I)</i> | 5 |
| <i>Preventing School Failure: Examining the Potential of Inclusive Education Policies in Relation to the System and Individuals (PSF)</i> | 5 |
| <i>Supporting Inclusive School Leadership (SISL)</i> | 6 |
| <i>The Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP)</i> | 6 |
| Special events and thematic seminars | 7 |
| <i>Bi-annual meeting thematic seminars</i> | 7 |
| Additionally funded activities | 7 |
| <i>Structural Reform Support Programme (SRSP) activities</i> | 7 |
| <i>UNESCO Global Education Monitoring (GEM) Report – Eurasia Regional Report</i> | 8 |
| Co-operative relationships | 8 |
| Information dissemination and production activities | 9 |
| <i>Websites and MyAgency</i> | 9 |
| <i>News and eBulletins</i> | 9 |
| <i>Digital media extensions</i> | 10 |
| <i>Information dissemination statistics</i> | 10 |
| Preparations for Multi-Annual Work Programme 2021–2027 | 10 |



Introduction

This work programme outlines the main Agency activities scheduled for 2020. The principal focus is on inclusive education systems and implications for policy and practice.

The Agency aims to support its member countries' work. Therefore, this work programme has been prepared taking into account their priorities, as set out in the Agency's Multi-Annual Work Programme (MAWP) 2014–2020. Moreover, 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](#), the [2015 Joint Report of the Council and the Commission](#), *New priorities for European cooperation in education and training*, and the [Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching](#), as well as the United Nations (UN) [Convention on the Rights of Persons with Disabilities](#) (2006), particularly Article 24.

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, Netherlands, Norway, Poland, Portugal, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).

The Agency holds bi-annual meetings with its member country representatives. They review on-going activities and discuss and approve plans for future work, including project plans, work programmes and budgets.

The bi-annual meetings for 2020 will be:

- Spring bi-annual meeting in Serbia.
- Autumn bi-annual meeting in Slovak Republic.

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 will be non-profit-based and will complement the activities within, but be independent from, the operating budget. For further information, please refer to the section on [additionally funded activities](#).

Country Policy Review and Analysis (CPRA) activities

The Agency's 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. So far, 20 countries have been involved in three phases of CPRA activities. Phase 4 work is on-going with a final group of three countries and will be completed in early 2020. All agreed country information is disseminated via the [CPRA web area](#).

The information from all 23 countries involved in the four phases of CPRA was integrated into a Cross-Country Analysis of possible patterns of policy approaches in 2019. In early 2020, a short report presenting the main findings of this analysis will be published. It will provide information on coverage across CPRA measures and on trends in policy approaches.

In 2020, a second complete cycle of CPRA activities will be initiated. This follows agreements with countries on how the CPRA work can be further developed to broaden and deepen the policy review work with and for individual countries. The second cycle will be informed by the outcomes of a full review meeting with CPRA phase 1, 2 and 3 countries held in 2018 and further discussions involving all Agency RBs.

European Agency Statistics on Inclusive Education (EASIE)

The Agency's data collection activity, [EASIE](#), aims to provide clearly focused data that informs the European Commission's ET 2020 strategic objectives and the implementation of Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006).

Following discussions with EASIE experts in late 2018, it was decided not to implement pilot visits focusing upon the issue of data on out-of-school learners. Instead, desktop research – a literature review and a country survey – on this topic was undertaken. In 2020, the desk research findings will be published. Proposals for taking the issue forward in future EASIE data collection work will be agreed with the EASIE experts.

In 2019, the RBs decided to move from biennial to annual EASIE data collection. Therefore, the main focus of EASIE work in 2020 will be preparing for this. It will involve reviewing the current data collection questions, methods and tools and agreeing with experts on areas for development and improvement. The experts' workshop in 2020 will



be used to agree on revised working procedures and methods for the annual data collection.

Thematic project work

The main aim of the Agency's thematic project work is to support the work of member countries. It does so by providing them with information, tools, guidelines and recommendations 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. These include 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.

Teachers' Professional Learning for Inclusion (TPL4I)

The [TPL4I project](#) (formerly known as Preparing All Teachers to Effectively Include All Learners) started in autumn 2018. It is due to be completed in spring 2020. It aims to identify the policy elements and framework needed to prepare all teachers to include all learners. The project covers all teacher professional learning opportunities, ranging from initial teacher education, to induction, to continuing professional development.

In 2019, a literature review on teacher professional learning was conducted. The key policy priorities and questions for teacher professional learning for inclusive education identified in the review formed the basis for developing a policy mapping grid. The grid was used to collect information on Agency member countries' policies for teacher professional learning.

In 2020, the main priority will be to analyse the information provided in the country grids. A report presenting the project findings will be prepared. At the spring bi-annual meeting, the main project findings will be presented. Decisions will be made on a possible phase 2 and its potential focus. The project outputs will include a comprehensive policy framework. The outputs will be available on the project web area by the end of 2020.

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

The [PSF project](#) examines the evidence to suggest that inclusive education policies have the potential to prevent school failure – both in relation to individuals and the overall system. The project started in 2018 and all final project outputs will be completed by early 2020.

The project's initial phase focused on collecting and analysing information on school failure through two parallel strands of desk research. The first strand reviewed and analysed European and international research literature on the prevention of school failure in relation to inclusive education. The second strand analysed existing national policy measures for preventing school failure.



The research literature review completed in 2019 will serve to inform the development of the project synthesis report. The synthesis report will summarise the country information and will recommend preventative policy approaches to school failure. A final summary report will also be developed and will be available in all Agency languages in 2020.

Supporting Inclusive School Leadership (SISL)

The [SISL project](#) investigates how to effectively develop and promote inclusive school-level leadership through national-, regional- and local-level policy frameworks and support mechanisms. The project is divided into two phases. Phase 1 began in 2017 and phase 2 will begin in early 2020.

The first phase included a review of international and European policy and a review of recent research on school leadership. Building on the two reviews, a country survey was prepared and sent to all Agency member countries. The country survey has been analysed, drawing on the two reviews. A synthesis report with the findings constitutes the basis for phase 2 project activities.

Phase 2 work will be conducted with a cluster of four Agency member countries, which volunteered to participate. This phase will focus on developing a policy guidance framework for inclusive school leadership and developing and piloting a self-review tool for mapping country policies for inclusive leadership.

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

The Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP)

The [CROSP project](#) focuses on the re-organisation of specialist provision to support the right to inclusive education for all learners. The project started in 2017 and has two phases.

Phase 1 covered 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. It identified four main issues related to funding policies, governance, capacity-building and quality assurance mechanisms, that are considered vital to improve specialist provision's role as a resource for supporting mainstream education.

Phase 2 focuses on these four issues, and on identifying critical factors and key drivers, using a peer-learning approach. The aim is to enable member countries to develop more effective strategies for improving the role of specialist provision for inclusive education.

The peer-learning approach will include thematic workshops with policy-makers from Agency member countries. Three or four country clusters will be organised, considering different countries' stages of policy developments on specialist provision to support inclusive education. This approach will facilitate self-review and experience exchange. The aim is to support longer-term policy development and implementation among the participating countries.

The phase 2 activities started in mid-2019 and will run until mid-2021.



Special events and thematic seminars

Bi-annual meeting thematic seminars

At both bi-annual meetings in 2020, 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. Furthermore, at both bi-annual meetings, there will be direct policy information exchanges between countries. An RB will present recent legislative changes in their country. There will be opportunities for discussions and questions about their input.

Additionally funded activities

The Agency will conduct a number of activities funded via additional grants from the EU and other sources. These additional activities enable the Agency to undertake work that complements and reinforces the activities agreed by member countries within the main work programme. Brief descriptions of the additional activities planned for 2020 follow below.

Structural Reform Support Programme (SRSP) activities

The European Commission's [Structural Reform Support Service](#) has approached the Agency to provide technical support for four activities approved within the framework of the SRSP. The Ministries of Education in Cyprus, Poland, Czech Republic and Greece have requested these activities. The activities are fully funded by the European Commission and concern legislative educational changes or implementation of policies regarding inclusive education.

The Agency's role is to help the respective Ministries of Education to design reforms that make their educational policy and provision more equitable and inclusive, in line with European and international priorities.

The work with Cyprus and Poland started in 2018 and will run into 2021.

In Cyprus, the main task is to assist the Ministry of Education with preparing regulations to support the implementation of a new law. The law was drafted with the Agency's support during the first phase.

In Poland, the main objective is to work with the Ministry of Education and its stakeholders to develop the conceptual framework for a new legislative framework for inclusive education.

The work with the Czech Republic and Greece started in 2019 and will also run into 2021.

In the Czech Republic, the focus is on regional disparities in the education system. The Agency will support the implementation of measures to promote more inclusive and equitable learning opportunities for all learners in two regions of the Czech Republic. These regions have high disparities in education compared to the rest of the country.



In Greece, the main objective is to help develop and implement a new law introduced in 2018. The activity centres on the role of the support structures and their co-operation with mainstream schools.

UNESCO Global Education Monitoring (GEM) Report – Eurasia Regional Report

The [GEM Report](#) is an editorially independent, evidence-based annual report hosted and published by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The annual GEM Reports assess progress towards Sustainable Development Goal 4 (SDG 4) on education and its 10 targets, as well as related education targets in the SDG agenda.

The [2020 GEM Report](#) will focus on inclusion and education. To accompany the global report, a number of regional reports are being commissioned. One will focus on the UNESCO region of Eurasia and specifically consider work in the following areas: Central and Eastern Europe, including the Russian Federation; Turkey; the Caucasus and Central Asia, including Mongolia.

The Agency has been asked to work on the Eurasia Regional Report. This work is fully funded by UNESO and is in partnership with UNESCO-GEMR and the [Network of Education Policy Centers](#) that work across the Eurasia region. The activities involve collecting and analysing background information from the Agency member countries covered in the regional report. Next, analytical papers will be prepared on key topics for inclusive education covering all the countries considered in the regional report. These analytical papers will serve as the basis for preparing the final report, due for publication in late 2020.

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 [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](#).

The Agency is specifically working with the UNESCO expert group on the 2020 GEM Report. The report will assess progress towards SDG 4, focusing on inclusion in education. Please also refer to the previous section for information about the [Agency’s work on the Eurasia Regional Report](#).

As far as the European 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). In spring 2020, the Agency will co-organise a peer-learning activity on inclusive education addressed to the working group.

Co-operation with these organisations adds important facets to the Agency’s work. It 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.

Information dissemination and production activities

The Information Dissemination Team manages the production, publication and dissemination of Agency outputs. Using offline and digital tools, the Agency ensures all information and materials are up-to-date, accessible, compliant with the Agency Style Guide and available on relevant platforms. In addition to monitoring the performance of existing tools, in 2020 the Agency will investigate new channels for enhancing Agency communications and accessibility.

In 2019, the Agency revised its Digital Media Strategy to ensure the Agency's web presence meets the needs of country contacts and contributes to organisational objectives. The 2019 Digital Media Strategy identifies four key digital media aims which inform this section of the Work Programme 2020. These are to:

- generate awareness of and promote Agency publications and resources;
- broaden the reach and impact of Agency messages;
- facilitate collaboration through digital platforms;
- strengthen Agency leadership and influence.

Websites and MyAgency

The [website](#) has been the hub for Agency information since it was re-developed in 2018. In 2020, the Agency will maintain the highest possible levels of website accessibility and search engine optimisation. It will evaluate new methods and technologies as they become available.

The Agency will explore tools that can automatically and accurately translate web content into member country languages. To improve the efficacy of translations in general, the Agency will also update the Thematic Key Words Glossary. This contains key Agency terms and their corresponding translations in member country languages.

In 2019, the Agency developed and implemented [MyAgency](#), a web-based platform for internal communication and project management. This platform enables effective, accessible and secure information-sharing among Agency staff, country representatives and experts. Throughout 2020, new resources and opportunities for interaction will be added to both the public website and MyAgency.

Finally, the [Inclusive Education in Action website](#) – developed in 2018 in collaboration with UNESCO – will be updated throughout 2020 with free, open access resources and case studies from Europe and around the world.

News and eBulletins

The [News section](#) is the most frequently updated area of the Agency website. News items (such as announcements about recent publications and key events) will continue to be



published regularly in the News section and on member country pages. Relevant news items may be re-purposed into press releases for member countries to use and disseminate.

Approximately every quarter, the Agency creates and sends an email newsletter to over 1,000 qualified subscribers. This newsletter, called the [eBulletin](#), includes a summary of Agency news and other timely information in an easily navigable format. In 2020, the Agency will expand the use of this platform to engage directly with and obtain insights about the Agency's primary audiences.

Digital media extensions

The Agency will continue to diversify the tools it uses to amplify Agency content and drive traffic to the website. This includes updating the [Agency Wikipedia article](#) to ensure it reflects latest information and links back to relevant areas of the website. It also encompasses Agency presence on [SlideShare](#) and [Google Scholar](#). These are used to extend the reach of presentations and publications and to help position the Agency as a key European organisation in the field.

Video content will be prioritised in 2020. Succinct, high-quality videos allow the Agency to convey key messages in an accessible and digestible format. New animation videos reflecting key Agency messages and activities will be created and added to the [Agency's YouTube channel](#) and website. The Agency will disseminate these further via events, social media, email and more. To continue presenting information in simple and engaging ways, the Agency will develop accessible, branded infographics that distil complex information.

The Agency will also conduct research into digital media to identify opportunities for disseminating content. These may include webinars and public relations channels.

Information dissemination statistics

A detailed annual report summarising the dissemination of printed and electronic materials, as well as website performance statistics for 2019, will be presented at the spring 2020 bi-annual meeting. The report will include qualitative and quantitative findings, trend analyses and strategic recommendations for future dissemination. The Agency will also re-visit the Digital Media Strategy document in 2020.

Preparations for Multi-Annual Work Programme 2021–2027

In November 2018 and again in November 2019, the Agency held dedicated reflections seminars with its country RBs to discuss the Agency's future role and work. The main focus was how the Agency can best support member countries' efforts to change their policies in line with international and European policy guidelines. Participants also discussed which Agency activities, approaches and outputs can best support decision- and policy-makers to develop their policies in ways that positively affect inclusive practices.

Following on from these discussions, the Agency will revisit its Key Principles work as a basis for planning longer-term work. The last Key Principles report was published in 2011. All Agency projects since then will be mapped to identify current key principles for policy and practice in relation to how countries can implement inclusive education. At the same



time, the mapping work will identify possible gaps in existing results and identify areas for future work.

The combined inputs from the RB reflections meetings, the Key Principles work and the mapping exercise will constitute the draft framework for the Agency's MAWP 2021–2027. The plan is to present the draft framework to the Representative Board at the spring 2020 bi-annual meeting. Then, based on the input from this meeting, the final MAWP 2021–2027 will be presented at the autumn 2020 bi-annual meeting.

