

## WORK PROGRAMME 2020 IN BRIEF

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The Agency work programme aims to support Agency member countries' work and help them develop their systems for inclusive education. It aims to ensure coherence between national, European Union (EU) and international priorities by providing countries – and European-level stakeholders – with evidence-based information, tools and recommendations that are applicable to educational policy planning, implementation, monitoring and review. Below is a brief overview of planned activities for 2020.

- **Country Policy Review and Analysis (CPRA):** [CPRA](#) focuses on how the general recommendations developed in Agency projects apply to European policy goals for Education and Training (ET) 2020 work and how individual countries implement them. During 2020, the Agency will finalise phase 4 of the CPRA activities, disseminate agreed country information via the CPRA web area and prepare for a second complete cycle of CPRA activities.
- **European Agency Statistics on Inclusive Education (EASIE):** [EASIE](#) provides focused data that informs the European Commission's ET 2020 strategic objectives and the implementation of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2006). In 2020, the main focus will be to prepare for a move from biennial to annual data collection. The Agency will also publish desk research findings on the issue of data on out-of-school learners.
- **Teachers' Professional Learning for Inclusion (TPL4I):** [TPL4I](#) aims to identify the policy elements and frameworks needed to prepare all teachers to include all learners. In 2020, the main priority will be to analyse the information provided in the country grids developed in 2019. The project outputs will be prepared, the main findings will be presented at the spring bi-annual meeting and decisions will be made on a possible phase 2 and its potential focus.
- **Preventing School Failure (PSF): Examining the Potential of Inclusive Education Policies in Relation to the System and Individuals:** [PSF](#) 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. In 2020, a project summary report will be developed. It will include recommendations for preventative policy approaches to school failure.
- **Supporting Inclusive School Leadership (SISL):** [SISL](#) investigates how to effectively develop and promote inclusive school-level leadership through national-, regional- and local-level policy frameworks and support mechanisms. In 2020, phase 2 work will begin with a cluster of four Agency member countries. This phase will focus on developing a policy guidance framework for inclusive school leadership and piloting a self-review tool for mapping country policies for inclusive leadership.



- **The Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP):** [CROSP](#) focuses on the re-organisation of specialist provision to support the right to inclusive education for all learners. Phase 2 activities started in mid-2019 and will run until 2021. They focus on 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. The project uses a peer-learning approach and will include thematic workshops with policy-makers from Agency member countries.
- **Structural Reform Support Programme (SRSP):** The Agency will provide technical support to the Ministries of Education in Cyprus, Poland, Czech Republic and Greece within the framework of the European Commission's [SRSP](#). The Agency's role is to help the respective Ministries of Education to design reforms that make their education policy and provision more equitable and inclusive, in line with European and international priorities. The activities are fully funded by the European Commission.
- **UNESCO Global Education Monitoring (GEM) Report – Eurasia Regional Report:** The annual GEM Reports assess progress towards Sustainable Development Goal (SDG) 4 on education. The [2020 GEM Report](#) will focus on inclusion and education. The Agency is providing input to the global report. It is also involved in work on one of the regional reports accompanying the global report. This involves collecting and analysing background information from the Agency member countries covered in the regional report and preparing analytical papers on key topics for inclusive education that will serve as the basis for preparing the final report. The work is fully funded by UNESCO.
- **Preparations for Multi-Annual Work Programme 2021–2027:** During 2020, the Agency will prepare the framework for its next seven-year work programme. Following on from dedicated reflections seminars with country representatives regarding the Agency's future role and work, the Agency will map all projects since 2011 to identify current 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 that can serve as a basis for decisions regarding areas for future work.

As of 1 January 2020, the Agency will have 31 full member countries.<sup>1</sup> Financially, the Agency is supported by member country contributions and an operating grant under the EU Erasmus+ education programme 2014–2020. Additional activities are funded separately, as detailed above.

For detailed information about the Agency and its work, please visit the Agency's website: [www.european-agency.org](http://www.european-agency.org)

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<sup>1</sup> 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).