FINANCING POLICY ISSUES, GOALS AND OBJECTIVES

A comprehensive policy framework for financing inclusive education systems is made up of:

- **cross-sectoral issues** for decision-makers from the education, health, social/welfare, higher education and financing sectors;

- **policy goals**, guiding work within the inclusive education system;

- **policy objectives**, to be implemented at national, local and/or regional levels.

Cross-sectoral issue 1: Ensuring learners are effectively included in appropriate educational opportunities

Policy goals	Policy objectives
1.1 There is cross-sectoral policy commitment to the right to inclusive education for all learners	1.1.1 The financial commitment towards inclusive education is clearly stated.
	1.1.2 The financial commitment towards excellence for all system stakeholders is clearly stated.
	1.1.3 The commitment towards the development of adequately resourced, diverse support measures for learners and stakeholders is clearly stated.

Policy goals	Policy objectives
1.2 All resourcing mechanisms support the implementation of inclusive education within local contexts using a community-based approach	1.2.1 The resources required to implement inclusive education as a key task and area of responsibility at all decision-making levels are described. 1.2.2 The resources required for schools to implement their social responsibility towards inclusive education are described. 1.2.3 The specific and targeted resources required for schools to meet the full range of learners' diverse needs are described.
1.3 All resourcing mechanisms support school development and capacity-building for inclusive education	1.3.1 The implementation of a sustainable balance between whole-school (throughput) funding approaches and needs-based (input) funding approaches is outlined. 1.3.2 The resources required for developing inclusive learning communities are identified and described.

Cross-sectoral issue 2: Promoting a school-development approach for inclusive education

Policy goals	Policy objectives
2.1 There are incentives for the provision of supportive learning environments in all schools	2.1.1 The targeted financial support for schools and learners at risk of under-achievement is specified. 2.1.2 The provision of resources for effective working within learning networks is clearly described.

Policy goals	Policy objectives
2.2 School autonomy in taking responsibility for meeting all learners' needs is promoted and supported	2.2.1 The degrees of flexibility in the use of public funding are clearly outlined. 2.2.2 The degrees of schools' organisational flexibility over curricula, assessment and resource allocation are clearly stated.
2.3 The implementation of inclusive education is embedded within quality assurance mechanisms at school level	2.3.1 The resources to support schools to implement distributed leadership are clearly outlined. 2.3.2 The resourcing mechanisms necessary for supportive and innovative learning environments are clearly described.

Cross-sectoral issue 3: Providing innovative and flexible learning environments

Policy goals	Policy objectives
3.1 All resourcing and support systems promote capacity-building strategies at different system levels	3.1.1 The resources required for local-level community-based capacity-building strategies are outlined. 3.1.2 The resources required for school-level capacity-building strategies are outlined. 3.1.3 The specific and targeted resources required for capacity-building strategies around the provision of external support for learners' needs are outlined.

Policy goals	Policy objectives
3.2 Special settings are effectively supported to act as a resource for mainstream settings	3.2.1 The incentives for special settings to act as resource centres supporting the mainstream sector are specified. 3.2.2 The resources required to ensure inclusive education issues are embedded within all pre- and in-service training of specialists working in separate, specialist settings are specified.
3.3 Inclusive education is embedded within all professional development opportunities	3.3.1 The resources required to embed inclusive education in all teacher training/education opportunities are identified and described. 3.3.2 The resources required to promote leadership capabilities for developing inclusive schools are identified and described. 3.3.3 The resources required to include parents in training/development opportunities are identified and described.

Cross-sectoral issue 4: Ensuring transparent and accountable systems of inclusive education

Policy goals	Policy objectives
4.1 There are multi-level and multi-stakeholder governance strategies that promote effectively co-ordinated systems for inclusive education	4.1.1 The governance and resourcing mechanisms necessary to promote and guide the work of networks of schools are outlined. 4.1.2 The governance and resourcing mechanisms necessary to promote and guide local-level, horizontal collaboration, resource allocation and decision-making within and across local communities are outlined. 4.1.3 The governance and resourcing mechanisms required to ensure an effective professional inter-disciplinary support framework are described. 4.1.4 The resources required to ensure there is an effective and efficient inter-ministerial governance framework are identified and described.
4.2 A move from procedural control mechanisms to systems where key stakeholders are clearly held accountable for inclusive education is supported and implemented	4.2.1 The connection between the funding of inclusive education and evidence-based resource-planning is clearly described. 4.2.2 The resources required to implement monitoring mechanisms that link schools' use of resources to evidence of progress towards efficiency and equity goals are identified and outlined. 4.2.3 The funding of inclusive education is clearly connected to and mapped against a framework of system goals and indicators for inclusive education. 4.2.4 The resources required to embed inclusive education issues within all reporting and dissemination mechanisms are clearly outlined.

Policy goals	Policy objectives
4.3 The goals and objectives for inclusive education underpin the quality assurance framework	4.3.1 The resourcing mechanisms required to ensure inclusive education issues are embedded within all quality assurance systems are identified and outlined. 4.3.2 The resources required to develop and implement inclusive education quality assurance tools and mechanisms are identified and outlined.