

FINANCING POLICIES FOR INCLUSIVE EDUCATION SYSTEMS

Policy Guidance Framework – Useful Resources

This short document is one of the of inter-connected resources that accompany the Financing Policies for Inclusive Education Systems (FPIES) project [Policy Guidance Framework](#). The guidance framework aims to support discussions at national and local levels in countries regarding financing policies for inclusive education systems that have the potential to reduce disparity in education.

The intended target audience and potential users of the Policy Guidance Framework are decision-makers for inclusive education working at different system levels – national, local and/or regional, but potentially also school level. The guidance aims to provide a framework for considering and identifying what comprehensive financing of inclusive education systems aims at, covers and includes.

One of the main elements within the guidance framework is the [Financing Policy Self-Review Tool](#), designed for use by policy-makers responsible for developing and implementing policies for inclusive education at national, regional and/or local levels. The tool has the clear intention of supporting reflection on financing policies for inclusive education with decision-makers working in different social sectors – education, health, welfare, etc. – at national, regional and/or local levels.

The Self-Review Tool is structured around the four cross-sectoral issues for developing inclusive education systems identified in the FPIES project:

1. Ensuring learners are effectively included in appropriate educational opportunities
2. Promoting a school-development approach for inclusive education
3. Providing innovative and flexible learning environments
4. Ensuring transparent and accountable systems of inclusive education.

Use of the Self-Review Tool may lead to the identification of possible areas for further development in policies and systems for inclusive education. This document presents an overview of potentially useful resources – materials and tools – that could be a practical support for countries in developing their work in relation to these wider cross-sectoral issues. It is in no way exhaustive; rather this document aims to provide some pointers towards key initial materials for consideration within further development work.

The resources presented here have been developed through work at international or European levels. Some have been developed and produced within the context of work by the European Agency for Special Needs and Inclusive Education (the Agency). Others have been identified through wider Agency project activities.



The resources are presented here linked to the four cross-sectoral issues, as outlined above. However, please note that the linking is just indicative – the individual resources may be useful in informing work across a range of identified issues.

For each of the resources presented in the four sections below, a title, brief description and direct link to the resource is presented.

1. Ensuring learners are effectively included in appropriate educational opportunities

[European Toolkit for Schools](#)

The European Toolkit for Schools is part of the [School Education Gateway](#), the European online platform for school education.

The Toolkit for Schools offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school. A specific focus of the online resource is a range of materials aimed at promoting inclusive education and tackling early school leaving.

Training Tools for Curriculum Development: [Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education](#)

United Nations Educational, Scientific and Cultural Organization (UNESCO), International Bureau of Education (IBE)

As part of the IBE series of Training Tools for Curriculum Development, this resource pack shares a broader understanding of the theory and practice of inclusive education to review national policies and support its effective implementation at the school and classroom level.

It provides comprehensive guidance for national policy-makers, curriculum specialists and developers, teachers, teacher educators, school leaders and district-level administrators.

[Promoting Inclusive Teacher Education Series](#)

This publication set is a series of five guides published by the UNESCO Bangkok regional office. It is designed for anyone who wants to undertake advocacy to improve pre-service teacher education towards more inclusive education. The guides discuss challenges and barriers to inclusive education in different areas of teacher education and outline ideas for advocates to consider and adapt according to their specific contexts for effective advocacy towards more inclusive practices.

[Tool to Upgrade Teacher Education Practices for Inclusive Education](#)

This tool is a major output of the joint European Union/Council of Europe project on 'Regional Support for Inclusive Education' in South East Europe. The project aimed to enhance social inclusion and social cohesion in the region by promoting inclusive education and training.

One of the project's networks (TeacherNet) was dedicated to discussing ways to improve teacher competences and practices for inclusive education. TeacherNet developed a vision of an inclusive teacher and reflected on the roles of initial teacher education, continuing professional development and teacher mentor education. It identified and shared examples of good practice in the region. The tool incorporates the outcomes of these discussions and, in doing so, supports knowledge transfer between schools and teacher education.

[Empowering Teachers to Promote Inclusive Education](#)

In 2015, the Agency worked on behalf of UNESCO to provide a suite of materials on empowering teachers. The results of this work have been summarised in three documents: a literature review, a case study and a methodology overview.

The case study looks at practice examples from 13 Agency member countries: Austria, Belgium (Flemish community), Cyprus, Finland, Germany, Iceland, Ireland, Latvia, Norway, Portugal, Sweden, United Kingdom (England) and United Kingdom (Scotland), with additional country/policy information from France, Malta, United Kingdom (Northern Ireland) and United Kingdom (Wales). The study considers implications for wider policy development, teacher education and professional development and the development of teacher educators.

[Teacher Education for Inclusion – Profile of Inclusive Teachers](#)

The *Profile of Inclusive Teachers* is one of the main outputs of the Agency's [Teacher Education for Inclusion](#) (TE4I) project.

The Profile presents a framework of essential values and the areas of competence necessary for all teachers if they are to be effective in inclusive classrooms. The Profile is available in 22 Agency languages and as an open, editable resource which can be adapted and modified for use within local contexts.

2. Promoting a school-development approach for inclusive education

[Raising the Achievement of All Learners: A Resource to Support Self-Review](#)

This resource focuses on the key role of school self-review in on-going school improvement activity. It includes school self-review materials, developed during the Agency's [Raising the Achievement of All Learners in Inclusive Education](#) project.

The self-review was designed to be used with a range of stakeholders (for example: leaders, teachers, support staff, parents and other community members, including other professionals and local employers working with the school).

The materials are presented as an open educational resource in both Word and PDF format, so they can be adapted in line with local needs and priorities. The self-review document aims to support learning communities to assess areas that are important in both inclusive practice and raising achievement.

Schoolwide Integrated Framework for Transformation (SWIFT)

SWIFT is a United States national technical assistance centre that builds whole-system – state, district, school and community – capacity to provide academic and behavioural support to improve outcomes for all learners.

Its mission is to transform public education so that all learners are welcomed and included in their neighbourhood schools and in age-appropriate general education classrooms with support.

A range of resources and tools is presented, linked to five domains:

1. Multi-Tiered System of Support
2. Administrative Leadership
3. Integrated Educational Framework
4. Family and Community Engagement
5. Inclusive Policy Structure and Practice.

Inclusive Early Childhood Education Environment Self-Reflection Tool

This Self-Reflection Tool was developed as part of the Agency's [Inclusive Early Childhood Education](#) (IECE) project, which aimed to identify, analyse and subsequently promote the main characteristics of quality IECE for all children. The tool has been developed so that all professionals and staff can reflect on their setting's inclusiveness, focusing on the social, learning and physical environment. This tool is intended to help improve settings' inclusiveness.

The Self-Reflection Tool is non-copyright material. This means it can be adapted, modified and re-purposed as required, provided a reference to the original source is given. It is available for download in 25 Agency languages.

Index for Inclusion: developing learning and participation in schools

The *Index for Inclusion* is a set of materials to guide schools through a process of inclusive school development. It is about building supportive communities and fostering high achievement for all staff and learners.

The Index takes the social model of disability as its starting point, builds on good practice, and then organises the Index work around a cycle of activities which guide schools through the stages of preparation, investigation, development and review.

A range of supporting materials, as well as different language versions, are provided on the Centre for Studies on Inclusive Education website.

Inclusive Schools Network

The Inclusive Schools Network is a United States-based website dedicated to providing resources about inclusive education for educators, families, schools and organisations. This site is highly interactive, with school self-assessments, podcasts and an online glossary of inclusion terms.

Primary Curriculum improvement Toolkit (Scotland)

This resource provides a clear, concise toolkit to help primary schools evaluate and improve their curriculum. It draws together advice and exemplars of practice related to self-evaluation, curriculum rationale, monitoring and tracking, and progression. It supports schools to improve practice around the following key drivers: school leadership; teacher professionalism; assessment of learners' progress; school improvement; parental engagement.

3. Providing innovative and flexible learning environments

Inclusive Education in Action (IEA)

IEA is a joint initiative by UNESCO and the Agency. It aims to be a unique online global resource base to facilitate information-sharing and enhance knowledge and understanding of inclusive education.

It provides a comprehensive resource and knowledge base of documentary resources and in-depth case studies on inclusive approaches to legislation, policies, programmes and practices from around the globe.

Increasing Inclusive Capability – A Resource for Developing Collaborative Policy and Practice

The Agency's [Organisation of Provision to Support Inclusive Education](#) (OoP) project set out to provide concrete examples to help countries to move towards a rights-based approach to education. Such a move requires a change in approach from organising provision for learners with disabilities in terms of individual support (often based on medical diagnosis), to considering how systems are organised to support mainstream schools to fulfil the rights of all learners.

This resource brings together materials from the OoP project and other Agency work, along with key materials from other agencies, to provide a framework for the collaborative dialogue that is essential for progress. When used as a basis for reflection and discussion, the materials should have an impact on the values, attitudes, knowledge and understanding of all those engaged in the debate.

The main audience for these materials is decision-makers at national and local levels who, while they are more generally involved in operational discussions, should create opportunities for dialogue that focuses on strategic approaches.

Key Actions for Raising Achievement: Guidance for teachers and leaders

This guidance shares materials and examples of practice from the Agency's [Raising the Achievement of All Learners in Inclusive Education](#) project. It aims to support schools and learning communities to focus on equity and inclusion to provide a quality education and raise the achievement of all learners.

It is organised according to key questions relevant to the day-to-day practice of school leaders and teachers in order to provide concrete guidance. It also has the potential to

influence the thinking of decision-makers at all levels. Decision-makers should consider effective ways to support the implementation of such practice in their local/national policy context.

Guidelines for Accessible Information

The *Guidelines for Accessible Information* were developed by the [ICT for Information Accessibility in Learning](#) project, which was a multi-disciplinary network of European and international partners representing both learning and ICT communities.

The purpose of the Guidelines is to support the work of practitioners and organisations working in the field of education to provide accessible information to learners who require and will benefit from more accessible information. The procedure for creating accessible information is universal and the Guidelines support all individuals or organisations wishing to create information that is accessible in different formats.

The Guidelines are an open educational resource that support the creation of accessible information in general and for learning in particular. They are available to download in PDF and Word formats. In addition to 23 Agency languages, they are available in Arabic, Chinese and Russian.

Enabling Education Network (EENET)

EENET is an information network and a consultancy service provider. It focuses on issues relating to quality, inclusive, enabling education, primarily in resource-poor contexts. The website contains over 800 items on a wide range of topics relating to inclusive education. It includes short articles, posters, training guides, detailed research reports and more. EENET's information-sharing activities are open to everyone, including teachers, parents, learners, non-governmental organisations, policy-makers, trainers, government officials and others.

4. Ensuring transparent and accountable systems of inclusive education

The governance of school education systems

European Union education ministers have highlighted the need for modern approaches to teaching and learning and to the governance of school education systems in order to help schools respond to the changing educational demands of learners and society.

In 2016, the Education and Training 2020 Working Group on Schools, made up of representatives from European education ministries and stakeholder organisations, was asked to critically reflect on the governance of school education and how systems can address the serious challenges of quality and equity in order to strive for better learning outcomes for all young people.

As part of the European online [School Education Gateway](#), a range of European-level resources for improving school governance is presented.

The Quality Factor: [Strengthening National Data to Monitor Sustainable Development Goal 4](#)

This 2017 UNESCO/UNESCO Institute for Statistics publication is the second in the Sustainable Development Data Digest series. It responds to the recognised gap between national statistical capacities and the expectations for quality data production. It aims to provide national stakeholders with the methodologies and instruments to face the monitoring challenge of the Sustainable Development Goal (SDG) 4 agenda.

Its theme is 'Quality data to monitor the progress of SDG 4 and statistical capacity development in countries'. It proposes a conceptual framework and a concrete set of tools to help countries improve the quality of their data and fulfil their reporting requirements.

Of specific interest, Annex 5 presents 12 main questions to assess the data quality of government financial systems.

[Policy Guidelines on Inclusion in Education](#)

The Policy Guidelines developed by UNESCO (2009) have the clear objective of assisting countries in strengthening the focus on inclusion in their strategies and plans for education. They also introduce the broadened concept of inclusive education and highlight the areas that need particular attention to promote inclusive education and strengthen policy development.

The document is divided into two parts. Part I explains the relevance of inclusive education in today's context and describes how inclusion is linked to Education for All. Part II outlines the key elements in the shift towards inclusion, particularly focusing on teaching for inclusion and the role of teachers, other educators, non-teaching support staff, communities and parents. It also provides some simple tools for policy-makers and education planners for hands-on analysis of education plans in view of inclusive education.

[Equity and Inclusive Education: Going Deeper](#). A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education

This working document of the Council of Ontario Directors of Education (2014) was developed to assist school boards in supporting the best academic and social outcomes among all learners in their school districts. It builds on the positive previous work ([Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#), 2009) that has been done to date in equity and inclusive education across Ontario's schools and boards. It provides an opportunity for boards to look to the future and take steps to support continued implementation so that all learners can reach their full potential, regardless of background or personal circumstances.

Four inter-connected goals for education are the basis for achieving excellence, ensuring equity, promoting learner well-being and enhancing public confidence. An underpinning principle for the tool is that success in one goal contributes to success in the others.

Pacific Indicators for Disability Inclusive Education (Pacific INDIE) project

This international project aims to develop a set of contextually specific indicators for disability-inclusive education in the Pacific and guidelines for implementation. The project's goal was to support the implementation of disability-inclusive education in the Pacific Islands and, specifically, to work collaboratively with local and international partners.

The indicators were developed to assist countries to evaluate their efforts and develop further plans and targets for providing quality education for children and young people with disabilities. Indicators and guidelines were developed to ensure three strategic objectives of access, quality, and effectiveness and efficiency.