Annex 2: Additional Resources

This document presents additional resources which could be useful in supporting the implementation of recommendations and actions related to the 7 standards.

For each resource a brief description and link is shared.

This document cannot cover all available resources; however, it aims to share information from previous Agency work which has been developed through work with up to 31 Agency member countries.

[Attitudes and perceptions towards inclusive education 1](#_Toc117854280)

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Attitudes and perceptions towards inclusive education

*1st Standard: Inclusive education is defined, understood, accepted and supported by all stakeholders as an approach leading to the improvement of education for all learners, ensuring equitable learning opportunities and a supportive learning environment. The key issues for this standard are clarity and common understanding of inclusive education.*

All European countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.

The Agency, together with its member countries (represented by the respective Ministries of Education) published a position paper which presents Agency member countries’ shared ultimate vision for inclusive education systems. The shared ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.

The [Agency position on inclusive education systems](https://www.european-agency.org/about-us/who-we-are/agency-position-inclusive-education-systems) is the basis of all Agency activities. It considers that for this vision to be enacted:

* the **legislation** directing inclusive education systems must be underpinned by the fundamental commitment to ensuring every learner’s right to inclusive and equitable educational opportunities.
* the **policy** governing inclusive education systems must provide a clear vision for and conceptualisation of inclusive education as an approach for improving the educational opportunities of all learners.
* **operational principles** guiding the implementation of structures and procedures within inclusive education systems must be those of equity, effectiveness, efficiency and raising achievements for all stakeholders – learners, their parents and families, educational professionals, community representatives and decision-makers – through high-quality, accessible educational opportunities.

A detailed [Annex](http://www.european-agency.org/sites/default/files/about-us/Annex_to_the_Agency_Position_on_Inclusive_Education_Systems.pdf) is available for this Agency position is available which present the wider European and international policy and practice context.

To communicate and share this vision different multilingual resources have been prepared and shared including an [information flyer](https://www.european-agency.org/resources/publications/agency-position-inclusive-education-systems-flyer), an [infographic](https://www.european-agency.org/resources/multimedia/infographic-inclusive-education-across-europe) and a [video](https://www.european-agency.org/resources/multimedia/agencys-vision-inclusive-education-systems).

The [GEM regional report for Central and Eastern Europe, Caucasus and Central Asia](https://en.unesco.org/gem-report/report/2020/inclusion), titled ‘Inclusion and education: All means all’. The report outlines the progress made towards achieving [Sustainable Development Goal 4](https://sdg4education2030.org/the-goal), based on evidence gathered from across the region. It highlights many positive steps made by countries in the region – including the Czech Republic - towards inclusion such as the out-of-school rates, which have fallen by half in the last 20 years. Most of the region’s education systems now include multiple marginalised groups in their definitions of inclusion, and school support systems are much wider and more flexible.

However, the report also indicates that there is still a way to go to achieve SDG 4 across the region. Many learners with special educational needs in the region are still placed in special schools, and many from minority or lower socio-economic groups do not complete secondary education. There is also evidence of some countries reinforcing gender stereotypes and failing to stamp out bullying based on sexual orientation and gender identity.

System capacity building

*2nd Standard: All learners in all schools are provided opportunities and effective support to meet their educational, social and emotional needs. The key issue for this standard is how far legislation and policy support an equitable education system for all learners and addresses regional disparities.*

The [Organisation of Provision](https://www.european-agency.org/projects/organisation-provision-support-inclusive-education) project has gathered extensive information across a number of European countries and jurisdictions on how these countries organise their systems of provision to meet the needs of learners, including: Austria, Belgium (Flemish Community), Belgium (French Community), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

In addition to an extensive [literature review](https://www.european-agency.org/resources/publications/organisation-provision-support-inclusive-education-literature-review), details of [Country study visits](https://www.european-agency.org/projects/organisation-provision-support-inclusive-education/country-visits-seminars), a [project synthesis report](https://www.european-agency.org/resources/publications/organisation-provision-support-inclusive-education-summary-report) and [policy brief](https://www.european-agency.org/resources/publications/organisation-provision-support-inclusive-education-policy-brief) are available in 22 languages including Czech.

A very detailed online [resource for Increasing Inclusive Capability](https://www.european-agency.org/projects/organisation-provision-support-inclusive-education/increasing-inclusive-capability) is available to support decision-makers at national and local levels in moving towards more inclusive approaches.

An on-going collaboration between the Agency and UNESCO is the Inclusive Education in Action resource base - an online public resource and knowledge base on approaches to inclusive education around the world. The [IEA website](https://www.inclusive-education-in-action.org/) presents a collection of global resources and case studies on inclusive education.

The [case studies](https://www.inclusive-education-in-action.org/case-studies) present detailed information from policy-makers and practitioners for inclusive education about their work and its results. The case studies provide insights into inclusive education systems around the world for policy-makers working to develop equity and equal opportunities within education systems. Case studies focus on four themes:

* Specific policy initiatives for inclusive education
* Inclusive curriculum development
* Developing inclusive learning environments
* Educational staff professional development.

Funding models

*3rd Standard: Allocation of funds and resources is equitable, efficient, cost-effective, flexible and co-ordinated. The key issues for this standard are the effectiveness, equity and enabling effects of resource allocation including the work with other agencies beyond education.*

Policy-makers across Europe recognise that funding mechanisms are a critical lever in reducing disparity in education. They require more detailed information on the impact of funding mechanisms on inclusive education that can be used to guide their policy developments. The Financing Policies for Inclusive Education Systems (FPIES) project is a response to this identified policy need.

Project outputs include:

* Country study visit reports (accessible via the partner [countries listed](https://www.european-agency.org/projects/financing-policies-inclusive-education-systems/partners))
* The [project synthesis report: Resourcing Levers to Reduce Disparity in Education](https://www.european-agency.org/resources/publications/fpies-synthesis-report) presents an analysis of the findings emerging from all the FPIES project activities, country reports, study visits and study visit reports. The main findings and results are presented in a [summary report](https://www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-final-summary-report) which is available in 25 languages.
* The [Policy Guidance Framework](https://www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-policy-guidance-framework) and a range of supporting materials are a main output of the FPIES project. This tool is based on meta-level findings, collected and analysed from across countries. The aim is to present guidance to policy makers for inclusive education. It was developed with and validated by the ministerial representatives of all Agency member countries.
* A [flyer](https://www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-flyer) that introduces the FPIES project is also available. (EN)
* This work builds on a one-year project from 2014-2015 [Financing of Inclusive Education - Mapping Country Systems for Inclusive Education](https://www.european-agency.org/projects/financing-inclusive-education-mapping-country-systems-inclusive-education). The project activities have led to [country reports from and visual overviews of funding mechanisms of 18 Agency](https://www.european-agency.org/projects/financing-inclusive-education-mapping-country-systems-inclusive-education/country-diagrams) member countries using a template of questions for country reports. The country reports have addressed the following six key issues:
1. Does supplementary expenditure support inclusive education?
2. Do funding mechanisms support inclusive education?
3. Do modes of funding support capacity building of school staff?
4. Do governance procedures support co-ordinated provision?
5. Does financing of inclusive education support the right to education and social participation?
6. Do monitoring and accountability mechanisms support effective and cost-effective inclusive education policies?
* The [final report](https://www.european-agency.org/resources/publications/financing-inclusive-education-mapping-country-systems-inclusive-education) focuses on funding mechanisms within the systems of inclusive education, targeted at meeting the needs of learners with recognised special educational needs.

Monitoring, quality assurance and accountability

*4th Standard: Stakeholders collect and effectively use reliable and relevant information for monitoring, quality assurance and accountability purposes. The key issue for this standard is the effectiveness of educational governance and quality assurance and accountability processes at all system levels.*

[Raising the Achievement of All Learners: A Resource to Support Self-Review](https://www.european-agency.org/resources/publications/raising-achievement-all-learners-self-review) focuses on the key role of school self-review in on-going school improvement activity. It includes school self-review materials, developed during the Raising the Achievement of All Learners in Inclusive Education (RA) project.

These 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.

The RA 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 [Teacher Professional Learning for Inclusion: Policy Self-Review Tool](https://www.european-agency.org/resources/publications/TPL4I-policy-self-review-tool)indicates different policy priorities. These priorities address policy elements that are important for developing policy to support teacher professional learning for inclusion.

The TPL4I Policy Self-Review Tool’s main components are:

* Vision and main principles of TPL4I policy
* Goals and continuum of support of TPL4I policy
* Capacity building, funding and monitoring of TPL4I policy.

The TPL4I Policy Self-Review Tool is open-source. This means users can adapt it to their own needs and contexts, provided they include a reference to the original source. Policy-makers can use it to review policy on teacher professional learning for inclusion.

The Financing Policies for Inclusive Education Systems: Financing Policy Self-Review Toolpresents a self-review tool that can be used to explore policy questions in relation to financing inclusive education systems. This self-review tool has been developed developed in the framework of the Financing Policies for Inclusive Education Systems (FPIES) project, and is part of the FPIES [Policy Guidance Framework](https://www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-policy-guidance-framework). The tool is designed to be used 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.

For more information about the project, visit the [FPIES project web area](https://www.european-agency.org/projects/financing-policies-inclusive-education-systems).

The Self-Review Tool is open-source and can be adapted and developed to meet specific country or local situations as needed, provided a reference to the original source is given. It is available for download as a Word file in the official Agency languages.

Professional development

*5th standard:* Professional development issues at all system levels are effectively addressed. The key issues for this standard are how stakeholders at all levels are enabled through their initial education, continuing professional development and exchange mechanisms to implement inclusive education as a rights-based approach for all learners.

The Teacher Professional Learning for Inclusion (TPL4I) project aimed to identify the essential policy elements needed to prepare all teachers to include all learners.

The following outputs are available which may be useful for you:

1. a [literature review](https://www.european-agency.org/resources/publications/TPL4I-literature-review) on international policy for TPL for inclusion and research policy recommendations; (EN only)
2. [policy mapping grids](https://www.european-agency.org/projects/TPL4I/policy-mapping) outlining countries’ policy information on TPL for inclusion; (including the Czech Republic and 25 other Agency countries for comparison)
3. a [policy self-review tool](https://www.european-agency.org/resources/publications/TPL4I-policy-self-review-tool) for TPL for inclusion based on the initial mapping grid; (EN only, open source)

The TPL4I Policy Self-Review Tool’s main components are:

* + Vision and main principles of TPL4I policy
	+ Goals and continuum of support of TPL4I policy
	+ Capacity building, funding and monitoring of TPL4I policy.
1. a [project synthesis report](https://www.european-agency.org/resources/publications/TPL4I-synthesis) summarising policy development in Europe; (EN only)
2. a [methodology report](https://www.european-agency.org/resources/publications/TPL4I-methodology) describing the approach behind the TPL4I work; (EN only)
3. a [final summary report](https://www.european-agency.org/resources/publications/TPL4I-final-summary-report) covering phase 1 findings. (short summary of all project activities in EN and CS)

This project work is now in its second phase.

In 2016 the Agency conducted a project on behalf of UNESCO: [Inclusive Education in Action website: Empowering Teachers: Empowering Learners](http://www.inclusive-education-in-action.org). In addition to the website, the [case study and literature review](https://www.european-agency.org/resources/publications/empowering-teachers-promote-inclusive-education) is available in EN.

All of the above work build on the main output of a previous project (2012), the [Profile for Inclusive Teachers](https://www.european-agency.org/resources/publications/teacher-education-inclusion-profile-inclusive-teachers) (EN & CS). It is a a guide for the design and implementation of initial teacher education (ITE) programmes for all teachers. The intention is that the Profile should be considered as stimulus material for identifying relevant content, planning methods and specifying desired learning outcomes for ITE and not a script for ITE programme content.

The [Supporting Inclusive School Leadership](https://www.european-agency.org/projects/SISL) (SISL) project aims to investigate how to develop and promote inclusive school-level leadership through national and local-level policy frameworks and support mechanisms. The project considers leadership for inclusion aimed at addressing inequality and building community and full participation. It focuses on valued outcomes for all learners, including those most vulnerable to exclusion.

The research for the [literature review](https://www.european-agency.org/resources/publications/supporting-inclusive-school-leadership-literature-review), [policy review](https://www.european-agency.org/resources/publications/supporting-inclusive-school-leadership-policy-review) and [synthesis report](https://www.european-agency.org/resources/publications/inclusive-school-leadership-synthesis), provided a working definition of inclusive school leadership as well as a framework for inclusive school leadership. This structure is presented in detail in [Inclusive School Leadership: A practical guide to developing and reviewing policy frameworks](https://www.european-agency.org/resources/publications/SISL-policy-framework). The document offers a framework for all who have a vision of more inclusive and equitable education for all. Its target users are policy- and decision-makers at all education system levels. It sets out a vision, guiding principles, goals, objectives and a framework of standards and supportive policy measures. The policy framework aims to be applicable to **all** countries’ contexts. It is open-source, so users can adapt it to their respective contexts. It will be accompanied by a Self-reflection tool for school leadership and policy makers, which will be published at the end of 2021.

Communication and collaboration between stakeholders

*6th standard: There is effective communication and collaboration across and between all system stakeholders. The key issue for this standard is how effectively communication and collaboration in the education system enables all stakeholders in education to be inclusive in their day-to-day work and school experience. This includes stakeholders at all levels i.e. state, region, municipality, community and school as well as learners, families, schools and services.*

The Organisation of Provision to Support Inclusive Education project set out to address the question: How are systems of provision organised to meet the needs of learners in inclusive settings within the compulsory school sector?

A digital [resource for developing collaborative policy and practice](https://www.european-agency.org/agency-projects/increasing-inclusive-capability) has been developed. This resource has been designed to provide materials to help countries move towards a rights-based approach to education.

The project recommendations stressed the importance of collaboration in bringing about change. This resource aims to support shared reflection and discussion to help achieve greater clarity about inclusive education. The main audience is decision makers at both national and local level.

The resource is structured around 5 key questions:

* How can the principles of the United Nations Convention on the Rights of the Child (UNCRC) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) be embedded in national/local policy to ensure that all learners receive a quality education?
* What does inclusive education mean to stakeholders in our national/local context?
* How can provision be organised to meet the needs of all the school community?
* What restricts the participation and learning of all children and young people and what action can be taken?
* How can collaboration between key stakeholders support change and improvement?

The resource, which uses materials, such as extracts from the project literature review, reports and practical examples to support discussion of these questions. The resource is designed to be used by stakeholders in order to help bridge the gap between theory and practice.

Learning and teaching environments

*7th standard: Inclusive and equitable learning opportunities for all learners is ensured. The key issue for this standard is how effectively learners and their parents and families are engaged in the education of the learner.*

Building school capacity and combating school failure are crucial steps in the efforts to develop more inclusive education systems. Recent Agency work – particularly the [Organisation of Provision to Support Inclusive Education](https://www.european-agency.org/projects/organisation-provision-support-inclusive-education) and [Raising the Achievement of All Learners in Inclusive Education](https://www.european-agency.org/projects/raising-achievement-all-learners-inclusive-education) projects – has highlighted this. School failure has been linked to a lack of inclusion and fairness in the education system. While preventing school failure at the system level is frequently mentioned as an important issue, a focus on individual learners seems to prevail.

The Preventing School Failure (PSF) project aims to address this gap, by highlighting the link between school failure and inclusive policies.

The final project outputs are:

* An [international literature review](https://www.european-agency.org/resources/publications/preventing-school-failure-literature-review): this provides an overview of European and international research regarding the prevention of school failure in relation to inclusive education. (EN only)
* A [country information thematic analysis](https://www.european-agency.org/sites/default/files/PSF_Country_Information_Thematic_Analysis.pdf): this presents participating countries’ definitions of ‘school failure’ and provides comprehensive information on their national, regional and local policies, measures and initiatives for preventing school failure. (EN only)
* A [project synthesis report](https://www.european-agency.org/resources/publications/preventing-school-failure-synthesis-report), based on the combined evidence from the two activity strands. Overall, this output embeds all project information (wider policy framework, findings from the literature review and country information) into a comprehensive policy review. The report concludes by identifying key policy actions for the prevention of school failure. (EN only)
* A [summary of the project findings](https://www.european-agency.org/resources/publications/preventing-school-failure-final-summary-report). (EN and CS)