

WORK PROGRAMME 2022 IN BRIEF

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 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.

Below is a brief overview of planned activities for 2022.

- **Country Policy Development Support (CPDS):** CPDS is the new overarching activity that all areas of Agency work will lead out of and all work and findings will feed into. In 2022, the Agency will hold meetings with country representatives to get their inputs on the development of the CPDS activities. The Agency will conduct a [detailed mapping of the inclusive education systems in all its member countries](#).
- **European Agency Statistics on Inclusive Education (EASIE):** [EASIE](#) provides focused data that informs country policy priorities, the European Commission (EC) strategic objectives on inclusive education and the implementation of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (2006). During 2022, the Agency will publish the outputs focusing on the 2019/2020 school year and launch the data collection cycle focusing on the 2020/2021 school year. A workshop to discuss next steps with all national data experts will be held.
- **Legislation Updates:** In 2022, the Agency will collect and publish information on recent developments or changes to legislation that have been introduced in its member countries in relation to special needs and/or inclusive education.
- **Country exchange activities:** At the spring bi-annual meeting, country representatives will present recent legislative developments in their countries. These inputs will serve as an information source for the 2022 Legislation Updates publication.
- **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. In 2022, a review tool for policy-makers will be developed and piloted. Other outputs will include a synthesis report, a summary report and an evaluation report.
- **Teacher Professional Learning for Inclusion (TPL4I):** [TPL4I](#) addresses the need for a competence framework for all professionals involved in inclusive education. In 2022, an updated *Profile of Inclusive Teachers* will be published.
- **Learning from the COVID-19 Pandemic – Building Resilience through Inclusive Education Systems (BRIES):** In 2022, the Agency will organise thematic working groups with Agency Representative Board members and other education stakeholders in



relation to the COVID-19 pandemic's impact on inclusive education. The aim is to facilitate communication around thematic areas between policy-makers, practitioners, parents and learners and to collect proposals to address challenges.

- **Voices into Action (VIA): Including the Voices of Learners and their Families in Future Agency Work:** This desk research activity focuses on how the Agency can involve the voices of learners and their families in decision-making. The outcomes will be considered when preparing and implementing all future Agency activities and will inform decision-makers and other stakeholders. In 2022, the toolkit, developed in 2021, will be adapted and validated. Outputs will include a final report, a summary report and digital materials.
- **Legislative definitions around learners vulnerable to exclusion:** The Agency will collect and analyse information from its member countries focusing on legislative definitions around learners vulnerable to exclusion in education systems. The aim will be to discover overlaps across countries, trends and key terms. The results of the analysis will be published in 2022.
- **Inclusive Digital Education:** This desk research literature review activity aims to thoroughly examine new priorities and demands in relation to inclusive digital education and blended learning. In 2022, the research results will be shared in a report.
- **Country System Mapping exercise:** The Agency will map key features of its member countries' systems for inclusive education, focusing on the approaches to monitoring and evaluation, cross-sectoral working and quality assurance. The Agency will use the information to ensure greater alignment between future thematic activities and individual country approaches to key issues and topics. In 2022, activities will include information-gathering work with all Agency member countries.
- **Technical Support Instrument activities:** The Agency will provide technical support to the Ministry of Education and Science in Portugal within the framework of the EC's [Technical Support Instrument](#). The EC funds the activity in full. In 2022, the Agency will complete the Portuguese action.
- **Operational activities:** Operational activities in 2022 will include marking the Agency's 25th anniversary, collecting and analysing impact examples, putting the self-review activities development work and implementation plan identified in 2021 into operation, disseminating Agency work and outputs via various channels, and participating in three EC working groups.

As of 1 January 2022, the Agency will have 31 full member countries.¹ Financially, the Agency is supported by member country contributions and an operating grant under the EU Erasmus+ education programme. Additional activities are funded separately, as outlined above.

For detailed information about the Agency and its work, please visit the [Agency website](#).

¹ 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, Slovakia, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales).