

## WORK PROGRAMME 2019 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 and European Union (EU) 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 in 2019.

- **Country Policy Review and Analysis (CPRA):** The CPRA work focuses on how the general recommendations developed in Agency projects are applicable to European policy goals for Education and Training (ET) 2020 work and how they are applied within individual countries. During 2019, the Agency will finalise phase 3 of the CPRA activities, disseminate agreed country information via the [CPRA web area](#), identify countries for phase 4 and begin a second complete cycle of CPRA activities. The information from all countries involved in all four phases will be used to finalise the Cross-Country Analysis that is currently in progress. A short publication will present the main findings of this analysis.
- **European Agency Statistics on Inclusive Education (EASIE):** The Agency's biennial data collection exercise aims to provide 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). During 2019, the Agency will complete the 2018 EASIE dataset and produce an analysis report with detailed country breakdowns of the available data.
- **Preparing All Teachers to Include All Learners:** This new thematic project aims to identify the policy elements and frameworks needed to prepare all teachers to include all learners. The project activities in 2019 will focus on desk research, including preparatory background policy review work, developing country dossiers and conducting a mapping exercise.
- **Preventing School Failure: Examining the Potential of Inclusive Education Policies in Relation to the System and Individuals:** This new thematic project will examine 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 2019, the focus will be on finalising an international research literature review and developing the project synthesis report, which will summarise project information in a comprehensive policy review. A 10-page summary report, available in all Agency languages, will also be developed.
- **Supporting Inclusive School Leadership (SISL):** The SISL project aims to investigate how to effectively develop and promote inclusive school-level leadership through



national-, regional- and local-level policy frameworks and support mechanisms. In 2019, a concept paper and a summary report will be produced. The concept paper will summarise the results of the project's first phase and make proposals for extended project work.

- **The Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP):** The CROSP project focuses on the re-organisation of specialist, separate provision (schools, units and classes) and the perceived shift in the role of such provision to support the right to inclusive education for all learners. In 2019, a synthesis report and a summary report will be published. Based on the outcomes of this initial work, it will be decided whether to go ahead with extended project work focusing on peer-learning activities with groups of countries.
- **Financing Policies for Inclusive Education Systems (FPIES):** FPIES is an additionally-funded partnership project examining different approaches to educational financing. A main output is a policy guidance framework aiming to guide further policy developments for inclusive education in European countries. In 2019, the Agency will publish the final project synopsis in all Agency languages and complete the final project reporting to the European Commission.
- **Structural Reform Support Programme (SRSP):** The Agency will provide technical support to the Ministries of Education in Cyprus and Poland within the SRSP framework, assisting them in on-going work towards inclusive education. The Agency will help them reform special education provision to increase efficiency, inclusiveness and alignment with European and international priorities. The work is fully funded by the SRSP.
- **Internal information-sharing platform:** The Agency will continue its work on developing an internal platform that will enable effective, accessible and secure information-sharing for Agency staff, country representatives and experts.
- **The Agency's future role and work:** The *Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching* encourages Member States to draw on the Agency's expertise in striving for 'effective equal access to quality inclusive education for all learners'. In 2019, the Agency will work with member countries to agree how best to support them in this work and to further develop the methodologies that will be applied.

As of 1 January 2019, 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.

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 and French communities), 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).