COMBATTING DISPARITIES IN ACCESS TO INCLUSIVE EDUCATION IN PORTUGAL, ITALY AND SPAIN

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Deliverable 4.2-ES

Outline of an Action Plan for Spain

European Agency for Special Needs and Inclusive Education

The project is funded by the European Union through the Technical Support Instrument and implemented by the European Agency for Special Needs and Inclusive Education, in co-operation with the European Commission

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INTRODUCTION

This document is part of a series of three outline action plans, one for each of the three project countries. The action plans have been developed from the earlier phases of this Technical Support Instrument (TSI) EUROCH project, to incorporate the priority areas chosen by each country, which then formed the basis for the extensive stakeholder participation phase (see Deliverable 3.1). Analysis of findings from this phase, in conjunction with the stated country priority areas, led to the development of a series of recommendations and suggested measures (see Deliverable 4.1) for each country and with a further section on areas of challenge that were common to all three countries. Each country then worked collaboratively with the European Agency for Special Needs and Inclusive Education (Agency) team in a series of three individual bilateral meetings, to establish and co-develop the recommendations for the suggested measures in the priority areas they wished to take forward. The purpose of this collaborative work was to ensure that each outline action plan was feasible, met with the expectations and needs of each country, and was located in the context of each education system. Each action plan presents an outline for potential further development by each country, beyond the end of this project.

This document presents an outline action plan for Spain. The action plan presents four priority areas for action. Detailed information on different aspects of each priority area is also included, with a range of examples.

This is then followed by an Action Planning Tool, in the form of a framework. The framework provides a series of Key Actions for each of the four priorities, with a blank template intended for further development and completion by Spain, to ensure that all sections are fully relevant to the country's context and needs. The framework is intended as a reflective guide for the country in taking forward the priority. Sections include responsibilities, stakeholder involvement, supports/funding and interconnectedness with other sectors or on-going work. Some specific resources are then provided, with a final section of examples from other countries.

The final section of this deliverable presents supplementary resources for Spain, in the form of Professional Development across six key areas, providing discussion, key actions and indicative resources for each. To support the further implementation of professional development, a series of six detailed Professional Learning Modules is presented, in relation to each of the key areas. These include, in each case, information on objectives, rationale, learning plans, workshops, post-workshop actions, expected outcomes and evaluation.

While the primary intention of these modules is for professional development, each module is also designed to be used in a wide variety of contexts and with different stakeholders. Sections of each module may be easily adapted for formal and informal contexts, to share understanding and knowledge of inclusive education, and to build capacity. This may be, for example, with families, community groups, support staff, local employers, professionals from other sectors, and all who work with and for schools.

PRIORITY AREAS FOR ACTION

Bilateral meetings with the representatives of the Ministry of Education and Vocational Training were held to determine which recommendations were considered priorities that should be developed into the outline action plan. In all, 26 recommendations were presented in **the set of recommendations with suggested new measures to improve the effectiveness of inclusive education in the three countries (Deliverable 4.1)**. The selected priority areas for action for Spain were also previously presented in Deliverables 2.2 and 4.1.

- territorial disparities in inclusive education
- support resources and support teachers in schools
- training for teachers
- system capacities
- collaboration between educational centres
- evaluation and monitoring.

The priority areas for action to combat disparities in access to high-quality and equitable inclusive education are situated in Spain's existing legislative, governance and institutional frameworks (D2.2). The representatives of the Ministry of Education and Vocational Training in Spain indicated that no changes to the legislative framework need to be considered as part of the action plans. **Strengthening equity and inclusive capacity in the education system is already sufficiently stipulated in national legislation in the Organic Act on Education (LOE, 2006) and the Organic Act of Modification of LOE (LOMLOE, 2020)**. The priority areas of action align with the LOE's proposal for:

> a transversal approach aimed at ensuring that all learners have guarantees of success in education through a dynamic of continuous improvement of educational centres and greater focus on the individual**.**

A national plan for inclusive education is currently being designed to implement the commitment of the LOMLOE, in line with international guidelines.[1]

Another important note is that the priority actions need to be situated within the country's decentralised administration of the education system. The actions that will be initiated by the Ministry of Education and Vocational Training will consist of **non-binding guidelines that involve close collaboration with the regional education authorities**. For the implementation of the inclusive education plan, **the creation of a body (the Observatory for Inclusive Education) is envisioned in which all stakeholders from the diversity of the education community at state level are represented**. The disparities with regards to policy and implementation of inclusive education between the Autonomous

[1] UN Convention on the Rights of the Child (UNCRC), 1989; UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; UN General Assembly, 'Transforming our world: The 2030 Agenda for Sustainable Development', 2015; Council of Europe Recommendation on Pathways to School Success, 2022.

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Communities will function as a lever in which effective practice and experiences in particular regions can function as a model for others. The Ministry of Education and Vocational Training is also planning to propose a **common frame of reference** in an effort to provide guidance but also to respect the different characteristics of the regions.

Priority Area One

Strengthen collaborative networks of families and professionals to support high-quality and equitable inclusive education is the first priority area.

Collaborative networks are the driving force behind high-quality and equitable inclusive education. Collaboration among professionals as well as partnership with families are important areas of focus that are central to Spain's national legislation on inclusive education.

> The education authorities will promote, within the scope of their competence, the effective exercise of the participation of learners, teachers, families and administrative and service personnel in educational centres (LOMLOE, Art. 118).

The representatives of the Ministry of Education and Vocational Training of Spain indicated that they would like to strengthen collaborative networks in the same geographical areas. Encouraging **the transformation of more Special Education Centres to Resource Centres for Inclusive Education** is therefore one of the priorities. This model of support for mainstream schools has proven successful in regions like Catalonia and the Balearic Islands. There are currently 12 Autonomous Communities (Andalusia, the Principality of Asturias, the Balearic Islands, Cantabria, Castilla-La Mancha, Catalonia, the Valencian Community, Extremadura, Galicia, the Region of Murcia, the Chartered Community of Navarre, and the Basque Country) and the autonomous cities of Ceuta and Melilla that contemplate in their regulations the possibility of converting special education centres into specialised resource centres and support for mainstream centres of a certain sector (TSI EUROCH Deliverable 2.2, p. 25).

In addition, **partnership with families** is considered a top priority and should be included in the outline action plans for Spain. Collaborative engagement of families in their children's education is based in national legislation:

> In order to make the co-responsibility between teachers and families in the education of their children effective, the education authorities will adopt measures that promote and encourage effective collaboration between the family and the school (LOMLOE, art. 118).

Family training could be promoted by parents' associations and should be aligned with the trainings for teachers.

The actions should focus on ensuring that families can fulfil their rights as active participants in decisions around their children's learning and supports. The expectation is that building better partnerships with families would also **increase the families' trust in**

tier-one level (universal) supports and would reduce the demand for higher-level supports linked to an individual (e.g. assigning a classroom assistant, related services). These intensive levels of supports are not always necessary and can even be counterproductive, for example, by creating an overreliance on adults or taking away from an overall responsibility of the classroom teacher toward all learners.

Priority Area Two

The second priority area for Spain is to **expand opportunities for continuous professional development on inclusive education for all teachers and staff**.

Inclusive education is elevated when all teachers are committed and when they feel prepared to work with the broad diversity of learners in today's schools; hence, the importance of continuous professional development for teachers on the implementation of inclusive practices.

LOMLOE establishes a series of guidelines for the continuous professional development (CPD) programmes offered by the education authorities that are responsible for planning and organising them in their jurisdiction. They must provide teachers with a diversified range of activities and meet their training needs, as well as establishing other training priority guidelines (Deliverable 2.2, p. 19).

One of the actions that the Spanish Ministry of Education and Vocational Training would like to prioritise is **to establish uniformity at the national level by providing basic guidelines for the regions' education administrations to develop training plans on inclusive education**. Trainings offered by the National Institute for Education Technologies and Teacher Training (INTEF) should build on models that have been successfully implemented in other countries and that would be adapted to the local context in Spain and its Autonomous Communities.

Priority Area Three

Remove physical, social and academic barriers for all learners with special educational needs in mainstream schools is the third priority area.

Transforming a system from a medical to a social–ecological model for learners with special and diverse learning needs implies addressing the misalignment between personal competence and the demands of the school environment by removing barriers and by creating supports. Educators are challenged to create access, participation and learning for all learners, also those with complex needs. **When planning *what* to teach, they should consider *curricular adaptations.* When planning *how* to teach, they should consider *instructional supports*. When planning *how to promote participation*, they should consider *participation supports* that include all learners.**

To facilitate this kind of thinking, the Spanish Ministry of Education and Vocational Training, in co-operation with the regions, wants to **optimise and extend the development of universal accessibility guides to new regions**. These guides focus on physical but also on academic and social accessibility, and should be based on the current

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knowledge on effective practice in inclusive school environments. In addition, **publications on other inclusion-related topics will be developed**.

A related action within this priority is the way **learner reports** are written. Engaging in a supports-based approach to the education of all learners requires a shift from using labels to the identification of barriers and supports and the use of strengths-based language. Consequently, this should be reflected in the assessment procedures and in learner reports that are used as the basis for their educational trajectories.

Priority Area Four

The last selected priority area is on **monitoring and evaluation of the effectiveness of inclusive education measures at the school level and the system level to ensure alignment with policy priorities**.

A robust framework for monitoring and evaluating the implementation of inclusive legislation and values is crucial in a process of system change. This framework should include clear benchmarks, regular assessments of stakeholder commitment, and mechanisms to address gaps. Continuous refinement based on feedback and evidence ensures inclusive education becomes a reality for all learners, supported by a shared commitment to its values.

A priority action area for Spain is to scale up monitoring and evaluation systems to have data that goes beyond the current evaluation of **the minimum exiting requirements**. Exit profiles, issued at the end of compulsory education, are an important indicator of the quality of education. However, there is a need to continue building on the existing indicator set, to get a better sense of the impact and effectiveness of inclusive education measures, both within schools and at the level of the education system as a whole. Key issues/phenomena to monitor more closely include:

- the level of individual attention and follow-up support provided to learners;
- the impact of these measures on a range of outcomes, including school attendance and early drop-out;
- the overall outcomes for inclusion.

Expanding the data collection related to the exit profiles would allow the education decision-makers to see to what extent the purpose of preparing all learners, including learners with special needs, for access to the labour market is being met.

ANNEX 1 – ACTION PLANNING TOOL

Priority 1: Strengthen collaborative networks of families and professionals to support high-quality and equitable inclusive education

Focus area 1: Transform special education schools/centres into resource centres to support all learners and increase capacity of mainstream schools as intended in the LOMLOE law (2020).

Key Action 1: Put strategies in place to use the resource centres in Catalonia and Balearic Islands as models for other regions.

Key Action 2: Identify local building blocks for transformation (e.g. successful practices with particular learner groups, inclusive vision, motivation for change, committed leader, already existing collaborative relationships, etc.).

Key Action 3: Support the regions with the development of a strategy and action plans that are aligned with the strengths and barriers in their region.

Key Action 4: Build on existing professional learning communities across the regions to support this work.

Key Action 5: Identify the need for training for special and mainstream educators to support this shift in delivery model (e.g. by developing a survey to identify specific training gaps, or through the organisation of specific consultation events, such as focus groups/policy dialogues at national/regional level, etc.)

[The template below will be completed by the representatives of the MoE, after internal meetings in which these questions can be discussed.]

Table 1. Priority 1, Focus area 1 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

- The Agency's Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP) project materials can be used to support the regions in their analysis of steps to take to move toward creating resources centres in support of inclusive education for all learners (Key Actions 2 and 3). The materials include a self-review tool (available in Spanish) as well as many examples from other European countries who went through this process. The phase 2 of this project consisted of peer learning activities that could be used as models for Key Action 4: CROSP resources.
- Examples that Spain could adopt can be found in the Nordic countries. See D2.3 from page 61 onwards for information about support and four-level consultation as well as the support model in Finland.
- In the 'Study of Best Practice on Inclusive Education', Finland, Norway and Sweden provide examples of collaborative networks and the way they organise and utilise specialist support functions (See D2.3 63–78).

Focus area 2: Improve family–school partnership to ensure that processes are in place to enable learners and families to fulfil their rights as active participants in decisions around their own/their children's learning and support, and to increase transparency and trust between schools and families around different levels of supports.

Key Action 1: Collect examples of effective practice from the different territories, and revise international examples and resources.

Key Action 2: Develop guidelines to ensure that all schools acknowledge and promote the importance of learners, teachers and families working together to support progress towards shared goals.

Key Action 3: Develop guidelines for processes to enable learners and families to fulfil their rights as active participants in decisions around their own/their children's learning and support.

Key Action 4: Disseminate materials and guidelines to the regional education authorities.

[The template below will be completed by the representatives of the MoE, after internal meetings in which these questions can be discussed.]

Table 2. Priority 1, Focus area 2 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

- Examples of how to increase learner and family participation can be found in the Nordic countries report (D2.3). They offer a variety of initiatives to increase the participation of learners and families, creating a more inclusive and collaborative educational environment.
- The Equality and Equity Health Check consists of resources for school reflection, policy development, implementation and review around equality and diversity, including a focus on learner and family participation.
- The OECD report Young People with Migrant Parents (2021) provides examples from a range of countries of programmes and activities to increase the participation of immigrant parents in the education of their children. These activities have been shown to bring benefits beyond education to families and to their children. See Chapter 4 of the report for further information.
- See also Agency work on effective communication in the Building Resilience through Inclusive Education Systems (BRIES) project.
- The European Toolkit for inclusion and well-being at school could be useful when designing workshops for parents and community members: See sub-areas 4 and 5: Parental and Stakeholders involvement.

Priority 2: Expand opportunities for continuous professional development on inclusive education for all teachers and staff

Focus area: Establish uniformity at the national level by providing **basic guidelines for the regions' education administrations to develop training plans on inclusive education.**

Key Action 1: Review international examples of professional development training on inclusive education.

Key Action 2: Develop training guidelines that consider the LOMLOE law and related teacher competencies, as well as evidence-based practices on high-quality inclusive education for all learners.

Key Action 3: Develop a repository of training materials that can be accessed and contributed to by the different territories.

[The template below will be completed by the representatives of the MoE, after internal meetings in which these questions can be discussed.]

Table 3. Priority 2 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

- The Norwegian Competence Development Model for schools could serve as a model for improving Spain's training and professional development to support inclusion**.** The model aims to provide municipalities and schools with more autonomy and empower them to carry out systematic school improvements at the local level.
- Additional ideas for continuous professional development can be found at the Federal Ministry of Education and Research in Germany, which has initiated a 'Qualitätsoffensive Lehrerbildung' (Quality campaign teacher education, information in English) to support capacity building of teacher education institutions to promote research and prepare teachers for inclusive education (see topic Heterogenität und Inklusion).
- The Profile of Inclusive Teachers is one of the main outputs of the Teacher Education for Inclusion (TE4I) project that could be useful in outlining outcomes of trainings as part of the guidelines. The Profile presents information on what essential values and areas of competence should be developed within all ITE programmes. The second set of recommendations in the final report of this project is directed towards policy makers who will need to provide a coherent policy framework for managing the wider, systemic change necessary to impact on teacher education for inclusion. The target audience for the 'Project recommendations linked to sources of evidence document' is all education policy-makers and professionals involved in teacher education. Ensuring that all learners receive a quality education is central to general policy decisions – not the responsibility of a small number of specialists.

- Empowering Teachers to Promote Inclusive Education presents practice examples from 13 Agency member countries on ways to empower teachers.
- Cedefop's VET toolkit for tackling early leaving is a resource of support to policy-makers and education and training providers to address the continuous challenge of improving their strategies and methods to motivate and engage learners to stay focused on their studies, especially those who have low motivation, or face learning or other difficulties. Continuous professional development offers teachers and trainers the opportunity to keep developing inspiring ways to re-engage learners in the learning process and overcome any problems related to their learning environment.

Priority 3: Remove physical, social and academic barriers for all learners with special educational needs in mainstream schools

Focus area 1: Develop a template and accompanying guidelines to **change learner reports/plans** to a supports-based model using strengths-based language.

Key Action 1: Develop the template and the guidelines in collaboration with education representatives from the different regions and with key stakeholders;

Key Action 2: Provide training guidelines to support the implementation of the template for the support-based learner reports and the use of strengths-based language;

Key Action 3: Develop indicators to monitor the quality and implementation of the support-based learner reports.

[The template below will be completed by the representatives of the MoE, after internal meetings in which these questions can be discussed.]

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Table 4. Priority 3, Focus area 1 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

This resource contains information and an overview of the components of an Individualized Education Plan (IEP) as it is used in the US.

- This article by Elder and Rood (2018) on the importance of strengths-based language in individualised learner plans can be useful when developing guidelines on this topic.
- Dr Shelley Moore offers 5-minute video presentations on inclusive education topics that can be used in trainings. This one is on strengths-based language in learner plans: Shelley Moore video on strengths-based IEPs

Focus area 2: Optimise and extend the development of **accessibility guides** on physical, social and academic accessibility.

Key Action 1: Review and collect feedback on the accessibility guides that have already been developed, for example in Murcia.

Key Action 2: Build on the existing models to provide guidelines and examples for the development of accessibility guides and other publications on inclusive education in all the territories.

Key Action 3: Provide training and guidance to support the development of the accessibility guides across all regions.

Key Action 4: Develop a feedback tool to monitor the usefulness of the accessibility guide and other publications on inclusive education.

[The template below will be completed by the representatives of the MoE after internal meetings in which these questions can be discussed.]

Table 5. Priority 3, Focus area 2 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

These are a few resources that offer frameworks and examples of supports to address physical, social and academic barriers that could be used to optimise the content of the accessibility guides or other publications:

- The Academic Network of European Disability Experts (ANED) provides resources around Art. 9 of the CRPD on accessibility and could be included as a supporting framework: ANED Accessibility Resources
- The Agency's guidelines for accessible information in learning has been developed to create accessible information in general and for learning in particular.
- Resource from USA: Integrated Support Systems provides a broad overview and examples of a range of support systems, including their design, relevance, implementation and follow-up. Information is included on comprehensive and multi-tiered systems, as well as reflection on support for learners and families more vulnerable to exclusion or school drop-out. Barriers and enabling factors at system, school and cross-sectoral levels are also discussed.
- Resources from Europe: As part of the EEA Strategic Framework, the Agency input paper 'Special Educational Needs? Working towards more flexible systems of support to meet all learners' needs' (2023) to the European Commission Working Groups gives an overview of the background and current status of different conceptions and approaches to systems to support the diversity of all learners in inclusive education.

- Resources from Finland: In addition to an extensive three-tier school-based support system (see D2.3), Finland has developed a range of additional support measures for all learners, as well as for defined groups, that are available within school and in the wider community. Clearly accessible information is publicly available, such as at the City of Helsinki website.
- UNICEF Practical Inclusive Handbook for Primary and Secondary Schools also includes references to exit profiles of learners in inclusive schools.

Priority 4: Monitoring and evaluation of the effectiveness of inclusive education measures at the school level and at the system level, to ensure alignment with policy priorities

Focus area: Scale up the monitoring and evaluation of **exit profiles for all learners** (including those with identified special needs).

Key Action 1: Collect information about the indicators of the current exit profiles across the regions.

Key Action 2: Analyse examples of exit monitoring tools that are based on inclusive education policy.

Key Action 3: Collaborate with universities and regional authorities to develop indicators that reflect: a) the level of support provided to learners and the impact of support measures on a range of outcomes; b) school attendance and early drop-out; c) overall inclusion outcomes for learners who are vulnerable to exclusion.

Key Action 4: Align the revisions with overall monitoring and evaluation processes.

Key Action 5: Pilot and assess a revised monitoring tool (or set of tools).

Key Action 6: Promote the use of new monitoring tools for exit data across the regions.

[The template below will be completed by the representatives of the MoE after internal meetings in which these questions can be discussed.]

Table 6. Priority 4 Action planning tool

Accountability	**Responsibility**	**Stakeholders**	**Supports/funding**	**Timeline and milestones**
[Who will be ultimately accountable?]	*[Who will be responsible?]*	*[Who will be involved in this work?]*	*[What resources will be needed?]*	*[When should this occur and what are indicators of progress?]*
Monitoring and evaluation *[What will be in place to monitor progress? How do you know when it is done?]*				
Interconnectedness *[How does this action impact/depend upon other areas and does it link to related work in other sectors?]*				

Resources and examples

- In 2017, UNESCO published *Guidelines for students' profile by the end of compulsory* schooling that takes into account diversity and complexity in today's multi-diverse societies and schools: 'It is not about providing a minimal or an ideal profile but a desirable profile which is flexible enough. Hence the concern to define a profile that can be shared by everyone and that encourages and promotes quality. Being aware of the existing inequalities and of an imperfect human society, it is not a matter of adopting a single formula, but of favouring complementarity and mutual enrichment among citizens' (UNESCO, 2017. Students' profile guidelines, p. 2).
- General monitoring and evaluation tools can be consulted in Deliverable 5.1.
- The EEF teaching learning toolkit provides an accessible summary of evidence on 30 approaches to support teachers and school leaders to make decisions about how to improve learning outcomes, which Spain could also use a framework to reflect on the exit profiles.

ANNEX 2 – INFORMATION AND MODULES ON CONTINUOUS PROFESSIONAL DEVELOPMENT, ACROSS SIX MAIN AREAS

Professional Development in Standard 1

Standard 1: Inclusive values and principles are universally shared and embraced

Several challenges exist to ensure shared values in inclusive education. Not all stakeholders are fully committed to inclusive education, and this lack of commitment can be due to various factors. Misunderstandings about the values and goals of inclusive education are common, often compounded by ambiguity that leads to confusion. Moreover, cultural, historical, social and professional attitudes can significantly influence an individual's understanding of and commitment to inclusive education.

Discussion

Aligning the understanding and commitment of all education system stakeholders is essential to ensuring inclusive values and principles are universally embraced. This starts with clear, consistent communication of inclusive education's core values and objectives, eliminating ambiguity and fostering a common foundation for adopting inclusive practices.

Overcoming varying levels of stakeholder commitment is a crucial challenge. To engage educators, administrators and policy-makers, targeted professional development and capacity-building initiatives should be implemented. These efforts should focus on raising awareness, addressing misconceptions and fostering a shared responsibility for successful implementation. A deeper understanding across the education system ensures inclusive values become integral to the educational culture, empowering all involved.

Cultural, historical, social and professional attitudes significantly influence perspectives on inclusive education. Policies must promote a more inclusive mindset, transcending these barriers through community engagement and valuing the voices of learners, parents and community members. An educational environment that genuinely reflects inclusive principles by fostering a dialogue that respects diverse viewpoints.

Finally, a robust framework for monitoring and evaluating the implementation of inclusive values is crucial. This framework should include clear benchmarks, regular assessments of stakeholder commitment, and mechanisms to address gaps. Continuous refinement based on feedback and evidence ensures inclusive education becomes a reality for all learners, supported by a shared commitment to its values.

Actions

To effectively achieve the goal of inclusive values and principles, the following actions can be implemented. Indicative resources are given as suggested examples or sources of further information.

1: Standardise inclusive education terminology

Develop and disseminate a comprehensive glossary of terms related to inclusive education that is agreed upon by all stakeholders, including educators, policy-makers and community members. This glossary should be integrated into training programmes, policy documents and communication materials to ensure consistent understanding and application of inclusive values across the education system.

Indicative resources

The **Legislative Definitions** around Learners Vulnerable to Exclusion desk evidence on countries' current **definitions of** and **approaches to** learner groups and risk factors within inclusive education systems.

The **glossary** is a collection of terms related to inclusive education that have been used in Agency activities and publications, together with their operational definitions. The glossary draws on the full range of Agency work as well as that of other international and European organisations. It can be used as a general resource for work on inclusive education and related areas. The glossary is available on the Agency website, and search filters allow users to search alphabetically or by Agency activity.

2: Implement comprehensive professional development programmes

Establish mandatory professional development initiatives for teachers, school leaders and policy-makers focusing on inclusive education. These programmes should include modules on the benefits of inclusion, practical strategies for implementing inclusive practices, and the importance of shared values. These efforts can address specific misconceptions and barriers within different cultural, historical, or professional contexts.

Indicative resources

The Profile of Inclusive Teachers is one of the main outputs of the Teacher Education for Inclusion (TE4I) project. The Profile presents information on what essential values and areas of competence should be developed within all ITE programmes.

The project final report makes recommendations presented in two parts. The first set of recommendations directly relate to teacher education and are, therefore, directed mainly towards professionals working in this area. A second set of recommendations is directed towards policy-makers who will need to provide a coherent policy framework for managing the wider, systemic change necessary to impact on teacher education for inclusion. The target audience for the TE4I Project Recommendations linked to Sources of Evidence document is all education policy-makers and professionals involved in teacher education. Ensuring that all learners receive a quality education is central to general policy decisions – not the responsibility of a small number of specialists.

Empowering Teachers to Promote Inclusive Education was developed by the Agency on behalf of UNESCO to provide a suite of materials on empowering teachers. It presents practice examples from 13 Agency member countries.

Cedefop's VET toolkit for tackling early leaving is a resource of support to policy-makers and education and training providers to address the continuous challenge of improving their strategies and methods to motivate and engage learners to stay focused on their studies, especially those who have low motivation, or face learning or other difficulties.

Continuous professional development offers teachers and trainers the opportunity to keep developing inspiring ways to re-engage learners in the learning process and overcome any problems related to their learning environment.

3: Engage in community-wide dialogue

Organise regular community forums and workshops that bring together learners, parents, educators and community leaders to discuss and reflect on the values and principles of inclusive education. These events should foster open dialogue, promote mutual understanding and gather diverse perspectives to inform and enhance the success of inclusion in schools.

Indicative resources

A few Agency activities have worked with a range of participants to enable meaningful dialogue to take place:

Technical Support Instrument (TSI)/Structural Support Reform Programme (SRSP) projects peer learning country examples

Voices into Action: Including the Voices of Learners and their Families in Educational Decision-Making examined the critical issue of involving the voices of learners and their families and how to effectively include them in decision-making. This resource includes the Framework for Participation.

The **Voices into Action** (VIA) activity also includes the VIA Toolkit, an extensive resource of international policy and examples of practice, checklist and framework for planning, delivering and following-up on participatory activities, and a resource library.

Inclusive Education in Action (IEA) aims to be a unique online global resource base to facilitate information sharing and enhance knowledge and understanding of inclusive education.

4: Establish inclusive education committees

Utilise inclusive education committees at the school, district/school cluster, regional and national levels that include representatives from all key stakeholder groups. These committees can support inclusive policies, monitor progress and address challenges. They can serve as a platform for on-going collaboration and sharing best practices in inclusive education.

Indicative resources

Communities of Practice provide a way to collaboratively develop innovative practices that are needed to support inclusive education. Save the Children offers an Inclusive Education Resources and Toolkit (#6) on Teachers Communities of Practice.

The Building Resilience through Inclusive Education Systems (BRIES) video provides guidance that encourages decision-makers (school leaders, policy-makers and public education authorities at all governance levels) to reflect on the communication structures and processes in place in their education systems.

Mapping the Implementation of Policy for Inclusive Education – **Overview of Country Data Collection Frameworks.**

Thematic Country Cluster Activities (TCCA) literature review documents and discusses recent findings from international and academic literature relating to the three TCCA priority areas ('Monitoring and evaluation of policy implementation for inclusive education', 'Supporting collaborative working across sectors, levels and the full range of stakeholders' and 'Developing multi-level, multi-stakeholder quality assurance, monitoring and accountability frameworks for inclusive education'), which are inter-connected and inter-dependent.

5: Develop and implement monitoring and evaluation frameworks

Create robust monitoring and evaluation frameworks that track the implementation of inclusive education values and principles. These include indicators of success, such as increased stakeholder commitment, the prevalence of inclusive practices in schools, and the satisfaction levels of learners and parents. Regular assessments should be conducted to identify areas for improvement, and the results should be used to inform policy adjustments and efforts to enhance professional capacity.

Indicative resources

The Country Policy Review and Analysis (CPRA) activity provides countries with a framework for reflection on their current policy frameworks for inclusive education.

The Country Policy Development Support (CPDS) activity supports reflection on country policy development and implementation issues for inclusive education.

Forthcoming Deliverables from the TSI EUROCH project will provide resources to guide the development of country-specific monitoring and evaluation systems at school and regional levels.

Professional Learning Modules for Standard 1

The following are sample training approaches designed to ensure that inclusive values and principles are universally shared and embraced. Each approach includes clear objectives, a rationale, and a structured learning plan to equip participants with the skills and knowledge needed to advance inclusive education.

1: The Language of Inclusion

Objective

To develop and disseminate a standardised glossary of inclusive education terms that all stakeholders universally understand.

Rationale

A common language is the foundation for effective communication and shared understanding. Developing a standardised glossary ensures that all stakeholders interpret and apply inclusive education principles consistently.

Learning plan

Pre-Workshop Engagement:

- Survey to identify stakeholders' current understanding and use of inclusive education terminology.

Workshop Structure:

- **Module 1 – Introduction to Inclusive Education Terminology:** Discuss the significance of having a standardised glossary to ensure consistency and clarity in communication across all stakeholders involved in inclusive education. Review existing terms to identify gaps or inconsistencies hindering effective collaboration and understanding.
- **Module 2 – Collaborative Glossary Development:** Participants will work in groups to refine and reach a consensus on definitions for critical terms in inclusive education, ensuring that the glossary reflects diverse and comprehensive perspectives. This collaborative approach fosters ownership and alignment among educators, policy-makers and other stakeholders.
- **Module 3 – Integration Strategies:** Explore strategies for integrating the standardised glossary into various training programmes, policy documents and communication materials to enhance understanding and consistency in implementing inclusive education practices. Emphasise the importance of on-going updates and training to maintain the glossary's relevance and effectiveness over time.

Post-Workshop Actions:

- Disseminate the final glossary and provide guidelines for its application across different contexts.
- Conduct follow-up sessions to ensure the consistent use of terminology.

2: Professional Learning Opportunities

Objective

To equip educators, school leaders and policy-makers with the necessary knowledge and tools to effectively implement inclusive education, considering diverse cultural, historical and professional contexts.

Rationale

Professional opportunities to strengthen a commitment to inclusive education are essential for deepening understanding across all levels of the education system. By directly addressing specific misconceptions and barriers, these opportunities ensure that educators, policy-makers and community members are better equipped to foster inclusive environments. This can clarify the values and principles of inclusion and empower all stakeholders to take an active role in overcoming challenges and implementing effective inclusive practices.

Learning plan

Needs Assessment:

- Conduct interviews and surveys to identify the unique challenges and barriers participants face in their contexts.

Programme Modules:

- **Module 1 – Understanding Inclusion:** Introduce the foundational principles and benefits of inclusive education, focusing on creating learning environments that accommodate all learners. Emphasise how inclusion supports academic and social-emotional development, fostering a more equitable education system.
- **Module 2 – Context-Specific Challenges:** Examine the cultural, historical, and professional challenges hindering inclusive education adoption. Equip participants with tools to analyse their contexts and develop strategies to overcome resistance, fostering a supportive, inclusive environment.
- **Module 3 – Practical Implementation:** Provide actionable strategies for implementing inclusive practices, including inclusive instruction, curriculum adaptation, and developing learner-specific accommodations. Equip participants with practical tools to apply immediately in their schools and classrooms.
- **Module 4 – Case Studies:** Explore cases to understand the challenges and opportunities in meeting diverse learner needs. Focus on adapting best practices to specific contexts, helping participants plan for success in their inclusive education efforts.

On-going Support:

- Offer online resources, peer mentoring, and follow-up sessions to reinforce learning and address emerging challenges.
- Provide on-going coaching and access to a network of facilitators to share experiences and best practices.

3: Monitoring and Evaluation of School Inclusion

Objective

To equip educators, school leaders and policy-makers with the skills and knowledge to develop, implement and sustain robust monitoring and evaluation (M and E) frameworks tailored to inclusive education settings.

Rationale

Monitoring and evaluation (M and E) are critical components in the successful implementation of inclusive education. By systematically collecting and analysing data, stakeholders can assess the effectiveness of educational practices, identify areas for improvement, and make evidence-based adjustments to policies and programmes. This ensures that inclusive education initiatives are implemented and continuously refined to meet the diverse needs of all learners.

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Learning plan

1. **Framework Development:**

- **Module 1 – Introduction to Monitoring and Evaluation:** Introduces critical concepts of M and E in inclusive education, covering its purposes, the difference between monitoring and evaluation, and its role in improving educational outcomes. Discusses monitoring challenges and opportunities and reviews case studies on successful M and E implementations**.**
- **Module 2 – Framework Design:** Designing a comprehensive M and E framework, focusing on identifying success indicators, selecting data collection methods, and designing context-sensitive tools. Draft M and E frameworks followed by peer review sessions to refine designs.
- **Module 3 – Data Analysis and Reporting:** Focus on techniques for analysing M and E data and communicating findings effectively to influence policy and practice. Perform data analysis exercises using sample datasets and role-play presenting findings to various stakeholders.
- **Module 4 – Continuous Improvement:** Explore how to use M and E findings for on-going improvement in inclusive education, emphasising an iterative process of evaluation and action. Discuss creating organisational feedback loops and develop action plans to integrate M and E insights into programme improvements.

2. **Follow-Up Actions:**

Establish Regular Assessments:

- Define and institutionalise a regular schedule for conducting M and E activities, ensuring timely and relevant evaluations. Create a shared calendar for M and E activities, including key milestones and deadlines. Hold collaborative planning sessions to ensure that all stakeholders are aware of their roles and responsibilities in the M and E process.

Provide On-going Support:

- Offer continuous support to educators and policy-makers in interpreting M and E data and translating findings into actionable strategies. This could include one-on-one coaching, access to data analysis tools, and the creation of a community of practice for shared learning. Regular review of challenges and innovative solutions in M and E for inclusive education.

Expected Outcomes:

- Improved ability of participants to design and implement effective M and E frameworks for inclusive education.
- Enhanced data-driven decision-making processes among educators and policy-makers.
- Continuous improvement in inclusive education practices leads to better educational outcomes for all learners.

Evaluation of the Strategy:

- Regular feedback will be collected from participants to ensure the effectiveness of this strategy. This feedback will inform future iterations of the training programme, making it more responsive to the needs of those involved in implementing inclusive education.

Professional Development in Standard 2

Standard 2: Necessary resources are readily available and accessible to support inclusive education

Resourcing is a significant concern at every level regarding inclusive education. For political and regional leaders, the focus is often on providing sufficient school funding within budget frameworks. At the same time, school leaders struggle with insufficient resources to provide the human, physical or technological resources needed and the time for professional learning and training opportunities. There is a need for a broader understanding of what constitutes a 'resource'. This should encompass not only traditional resources but also learners, families, the entire school, nearby schools, the local community, employers, charities and others working together in a planned and systematic way. Effective monitoring and utilisation of resources are crucial, ensuring that the right resource is available at the right time, deployed correctly and supported by specialist knowledge and training.

Discussion

Implementing a comprehensive approach to ensure the availability and accessibility of resources to support inclusive education is critical. Policy-makers and regional leaders must prioritise adequate and flexible budget allocations to meet the diverse needs of learners and schools. Budget planning to prioritise inclusive education as a core component of educational equity is essential, guaranteeing that funds are specifically designated for the necessary resources.

School leaders play a pivotal role by expanding their definition of 'resources' beyond conventional materials and technologies. It should encompass human resources such as specialised educators, support staff and community volunteers. Schools can also enhance their support network by forging partnerships with local businesses, nonprofits and community organisations, which can bring additional expertise and learning opportunities.

Continuous professional learning is equally vital in ensuring effective resource utilisation. It equips educators and staff with the specialised knowledge and skills needed to utilise resources and effectively raise the quality of inclusive education. Strategically allocating and deploying resources is essential to maximise their impact. This requires thorough needs assessments to identify specific requirements across schools and learners. Once identified, resources should be allocated to ensure they are available when and where they are most needed.

Establishing robust monitoring and evaluation mechanisms is equally critical. It is essential to track resource utilisation and impact, set clear benchmarks for resource effectiveness,

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review allocation strategies regularly, including during the school year, and adjust based on feedback and outcomes. By refining resource management practices, equitable access to essential tools and support for inclusive schools and classrooms can be assured.

Actions

To effectively achieve the goal of making necessary resources readily available and accessible to support inclusive education, the following actions can be implemented:

1: Prioritise inclusive education in budget planning

Policy-makers and regional leaders should ensure that budget allocations for inclusive education are clearly defined and sufficient to meet diverse needs. This involves earmarking specific funds for inclusive education resources, including specialised training, technology and support services. School leaders must be allowed flexibility to most effectively address both systemic and emerging needs within schools.

Indicative resources

The Agency's **Financing Policies for Inclusive Education Systems (FPIES)** provides a range of resources offering background and practical tools to explore the importance of placing finance policy at the heart of an inclusive education system. The FPIES project was in response to countries' need for more detailed information on the impact of funding mechanisms on inclusive education that can be used to guide their policy developments.

The **Financing Policy Self-Review Tool** produced as part of the FPIES project can be used for auditing and monitoring, but also for reflection and planning. This is an open-source tool, downloadable in multiple languages.

The role of inclusive school leaders is particularly important, in terms of financial flexibility to address the needs in their schools, and information around this is available in the Agency's **Supporting Inclusive School Leadership (SISL)** project. The policy framework, the self-reflection tool for policy and practice are available to all countries as open-source materials. The main target group for the SISL project outcomes is national and regional-level policy-makers responsible for implementing inclusive education in schools. This includes school leaders and leaders at municipality level, regional level and national level.

2: Conduct comprehensive needs assessments

Schools should implement systematic needs assessments to identify the specific human, physical and technological resources required to support inclusive education. These assessments should be conducted regularly and involve input from educators, learners, families and community partners to ensure that all perspectives are considered in resource planning and allocation. It is critical that resources to address needs that emerge during a school year are available.

Indicative resources

See the PowerPoint presentations from Webinar 1: Monitoring and Evaluation at School Level, and the Supplementary Resources List, for extensive examples and links to a range of tools.

The Agency's **Raising the Achievement of All Learners in Inclusive Education** project produced a range of resources, including the Resource to Support Self-Review. This 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 project pages include a range of examples of practice from Agency member countries.

UNESCO-IBE Resource Pack: Reaching out to all Learners (available in English, French and Spanish). The resource pack is designed to be used collaboratively by schools and in other education contexts, such as in teacher education and education research, to support inclusive education practices at the school level.

The European Commission Toolkit for School Success (part of the European School Education Platform), includes a range of resources and measures for improving collaboration within, between and beyond schools, aiming to enable all children and young people to succeed in school.

3: Enhance professional learning opportunities

Allocate time and resources for on-going professional learning to effectively use inclusive education resources. Training programmes should equip educators and staff with the necessary skills and knowledge to utilise resources effectively, ensuring that they can meet the diverse needs of all learners in the classroom.

Indicative resources

While many previously mentioned resources include information on professional learning opportunities, the range of resources from the Agency activity, **Teacher Professional Learning for Inclusion (TPL4I)** are particularly relevant.

The Profile of Inclusive Teachers is also of interest in this context. The Profile document draws upon various activities and discussions involving project experts and over 400 other stakeholders in education over a period of three years – policy-makers and practitioners from a range of school and teacher education sectors; ITE and in-service student teachers; parents and families; and learners – who have collectively debated the competences that all teachers need to support their work in inclusive settings.

The European Commission Education and Training Monitor provides extensive comparative information on 27 European Union countries, as well as links to the European Education Area (EEA), with further information on topics in relation to education and training, including digital education, development and sustainability of key competences, and quality and equity.

4: Leverage community and external partnerships

Encourage schools to build partnerships with local businesses, non-profits, charities and community organisations to expand available resources. These partnerships can provide additional expertise, mentoring and practical learning opportunities, enriching support to teachers and the learners they serve in inclusive schools and classrooms.

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Indicative resources

The Agency activity Voices into Action: Including the Voices of Learners and their Families in Educational Decision-Making includes a range of practical resources to enable communication and participation, including a Toolkit, with further international resources and information.

Effective communication is key to successful collaboration and partnerships, and the Agency's Guidance for Establishing a Culture of Effective Communication in Education is the result of the Building Resilience through Inclusive Education Systems (BRIES) activity. The Guidance aims to encourage decision-makers (school leaders, policy-makers and public education authorities at all governance levels, depending on specific national contexts) to reflect on the communication structures and processes in place in their education systems.

The European School Education Platform includes information and examples of innovative practice of community engagement and links with schools, from across EU member countries.

5: Implement monitoring and evaluation systems

Develop and apply monitoring and evaluation frameworks that track resource deployment, utilisation and impact in inclusive education. These systems should include clear benchmarks and feedback mechanisms to assess the effectiveness of resource allocation and usage, enabling timely adjustments to ensure resources are being used optimally to support learners and their teachers.

TSI EUROCH 'Webinar 1: Monitoring and Evaluation at School Level' presented a range of resources on this topic, including practical examples of school-level resources, as well as system-level data analysis. The supplementary information to the webinar provided further information.

The **Thematic Country Cluster Activities (TCCA)** Literature Review provides extensive theoretical background, a draft system framework and further references for more in-depth information. Forthcoming Cluster Activities and outputs will be available over succeeding months on the TCCA webpages.

Professional Learning Modules for Standard 2

The following Professional Learning Modules are **examples of strategies** to enhance the effectiveness and accessibility of resources to support inclusion in schools and classrooms. The focus is on training in allocating available resources to best achieve positive outcomes for learners and teachers.

1: Understanding Resource Allocation in Inclusive Education

Objective

Participants will understand the importance of budget allocation for inclusive education and learn how to advocate for needed funding effectively.

Rationale

Adequate funding is essential for supporting diverse learners within inclusive educational settings, enabling schools to provide necessary resources and support services. Budget processes typically constrain a school's capacity to flexibly address learners' needs. This module empowers school leaders and other stakeholders by equipping them with knowledge about budget processes and advocacy strategies, enabling them to effectively present their case for the resources needed for successful inclusive education.

Learning plan

1. **Introduction to Budgeting:** Participants will explore how educational budgets are structured and the key components influencing funding decisions, helping them understand the funding environment in which they operate.
2. **Case Studies:** By analysing successful funding initiatives for inclusive education across various regions, participants will identify practices that can be adapted to their contexts.
3. **Advocacy Strategies:** Teach participants how to effectively present budget requests to senior managers, emphasising data-driven arguments and learner outcomes.
4. **Sharing:** Participants will share experiences and challenges in securing funding and promoting collaborative problem-solving.
5. **Action Plan Development:** Participants create an advocacy plan to promote inclusive education funding within their school and community.

2: Redefining Resources for Inclusive Education

Objective

Participants will broaden their understanding of what constitutes a resource to support inclusive education in schools and classrooms.

Rationale

A limited definition of resources can hinder the effectiveness of inclusive education initiatives by restricting the types of support available to learners. Too often, support is defined as accessing additional teachers or educational assistants rather than how existing personnel are utilised. Extending the perspective that resources include human, social and community assets fosters collaboration among stakeholders and has the potential to maximise support for all learners. This broader perspective is crucial for creating a school environment where diverse needs are met effectively.

Learning plan

1. **Resource Definition:** Participants consider preconceived notions about what constitutes a resource, traditional versus non-traditional resources, and the most effective utilisation of existing resources.

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2. **Collaborative Brainstorming:** Identify local resources, such as community volunteers and businesses, emphasising the importance of community involvement.
3. **Discussion:** Teachers, educational leaders and community leaders share insights on resource utilisation and provide perspectives on potential partnerships.
4. **Activity:** Participants practice leveraging community resources through role-playing scenarios, enhancing communication and mobilisation skills.
5. **Reflection Session:** Participants evaluate their definitions of resources and identify gaps, promoting on-going learning and adaptation in resource planning.

3: Conducting Comprehensive Needs Assessments

Objective

Participants will learn to conduct thorough needs assessments to identify resource requirements and options for supporting inclusive education in schools and classrooms.

Rationale

Comprehensive needs assessments are essential for ensuring that resources align with the unique needs of diverse learners. Involving various stakeholders in this process allows schools to gather insights that inform effective resource allocation and improve learner and teacher support. Thorough assessments can proactively identify and address resource gaps, enhancing learners' educational success.

Learning plan

1. **Needs Assessment:** Participants learn the purpose and importance of needs assessments to meet learner and teacher needs and gain insights into how these assessments guide resource planning.
2. **Assessment Tools:** Explore various tools and frameworks for conducting practical needs assessments to select appropriate methods for their contexts.
3. **Group Activities:** Collaboratively develop needs assessment surveys for different educational settings, reinforcing the importance of customising tools for specific environments.
4. **Data Analysis:** Learn to analyse assessment data to inform resource allocation decisions, focusing on interpreting results to identify critical needs.
5. **Action Planning:** Create an implementation plan for conducting needs assessments, outlining steps, timelines and responsible parties to facilitate accountability.

4: Professional Learning for Resource Utilisation

Objective

Participants will gain the skills and knowledge necessary for utilising resources effectively in inclusive education.

Rationale

Continuous professional learning is vital for equipping educational leaders with the skills to successfully implement inclusive practices and leverage available resources. Engaging in hands-on activities can help develop practical strategies that can be applied in schools and classrooms. This enhances the school's capacity to ensure an inclusive environment where learners with diverse needs can succeed.

Learning plan

1. **Overview of Professional Learning:** Explore the importance of on-going learning in education and how it contributes to improved inclusive practices, emphasising its necessity.
2. **Resource Utilisation:** Focus on specific resources, such as support staff utilisation, teaching and learning and assistive technologies strategies, ensuring that educators gain practical knowledge for effective implementation.
3. **Peer Collaboration:** Share best practices and experiences in resource utilisation, fostering a collaborative learning and decision-making culture.
4. **Activities:** Practice the planning process to utilise resources in realistic scenarios and build confidence and adaptability by engaging in simulations.
5. **Feedback Mechanism:** A system for on-going peer support and resource sharing to enhance school resource allocation.

5: Monitoring and Evaluating Resource Effectiveness

Objective

Participants learn to implement effective monitoring and evaluation systems for resource deployment in inclusive education.

Rationale

Monitoring and evaluation are crucial for effective resource management in inclusive education. They ensure that resources are utilised efficiently and positively impact learner outcomes. Educators can assess resource utilisation and its effects on learning by establishing clear benchmarks and feedback mechanisms. This process promotes accountability, facilitates continuous improvement, and enhances the quality of education provided to all learners.

Learning plan

1. **Monitoring and Evaluation:** Discuss the significance and processes of evaluating resource effectiveness, gaining insight into how these practices improve educational outcomes.
2. **Benchmark Development:** Learn to set clear benchmarks for resource utilisation, focusing on measurable outcomes that guide evaluations and improvements.

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3. **Case Study Analysis:** Review examples of successful monitoring systems in inclusive education and analyse what makes them practical for application in their contexts.
4. **Practical Workshops:** Develop a monitoring framework appropriate to their setting, focusing on practical steps for implementation.
5. **Continuous Improvement Planning:** Create a plan for regularly reviewing and adjusting resource allocations based on evaluation findings, promoting responsiveness to the needs of teachers and learners.

Professional Development in Standard 3

Standard 3: The school is organised and managed autonomously to support all learners in the most appropriate way

Although school management, organisation and financing vary across countries, regions and schools, this standard emphasises the importance of schools being able to respond promptly and efficiently to their specific needs. To effectively address the needs of teachers, other professionals and the learners and families they support, schools and communities must possess a certain level of autonomy and agency over the use of resources. Various strategies and approaches can be explored to manage this autonomy effectively.

Discussion

To achieve the goal of schools being autonomously organised and managed to effectively support teachers and ensure success for all learners, a comprehensive policy framework must be established that grants schools the necessary autonomy while ensuring accountability. This autonomy should enable schools to make decisions that directly respond to the specific needs of their learners, teachers and communities. Educational outcomes can be significantly enhanced by empowering schools to manage resources, design curricula and implement professional development programmes tailored to their context.

One critical strategy to manage this autonomy effectively is **decentralising decision-making processes**. Schools should be granted the authority to allocate resources, select educational materials and design instructional programmes that best meet the needs of their learners. By reducing top-down mandates and allowing for more localised control, schools can respond more swiftly and effectively to their challenges. However, **this autonomy must be balanced with a robust accountability system that ensures schools remain aligned with national educational standards and inclusive practices**.

Another essential approach is to foster a **culture of collaborative leadership within schools**. By encouraging shared decision-making among teachers, administrators and community stakeholders, schools can develop more comprehensive and inclusive strategies for supporting all learners. This collaborative approach enhances the quality of decision-making and ensures that all voices are heard, leading to more sustainable and effective educational practices.

Finally, **on-going professional development is crucial to equip school leaders and educators with the skills to navigate and manage their autonomy effectively**. Training in leadership, resource management and inclusive education should be prioritised to ensure school administrators can maximise their agency while focusing on equity and excellence. By combining autonomy with professional development and collaborative practices, schools can create an environment that supports teachers and ensures the success of all learners.

Actions

To effectively achieve the goal of inclusive values and principles, the following actions can be implemented. Indicative resources are given as suggested examples or sources of further information.

1: Decentralise resource allocation

Implement policies that allow schools greater control over budget allocation and management. Schools should be given the flexibility to prioritise spending on staffing, instructional materials and professional learning activities based on their unique needs. This approach ensures that resources are used effectively to address each school's specific challenges and opportunities.

Indicative resources

The Agency's **Financing Policies for Inclusive Education Systems (FPIES)** project provides tools and resources to help analyse and take action toward increased budgetary autonomy to support inclusive education. Issue 2 (*Providing Incentives for a school-development approach that supports schools' social responsibility toward inclusive education*) discusses how to provide incentives for a supportive learning environment, how to promote school autonomy and how to provide supportive quality assurance mechanisms at school level. The Financing Policy Self-Review Tool can be used for auditing and monitoring, but also for reflection and planning. These tools and resources can be included in professional development training for education leaders.

Many education systems have increased schools' autonomy in the hope of achieving greater efficiency and closer adaptation to local needs. To be successful, school autonomy needs to be built on a set of key ingredients: a strong national framework and a clear strategic vision, well-adapted school head and teacher training programmes, solid accountability mechanisms, and the creation of a collaborative environment – between and within schools. The Decentralised education systems resource can be used in professional development trainings on foundations for school autonomy.

An example that can be used to demonstrate decentralising resource allocation is the way England is defining a new funding formula for allocations of high needs funding to local authorities.

2: School-based planning teams

Establish formal school-based planning teams that include school leaders, support staff and classroom teachers. These teams can make critical recommendations for appropriate curriculum design, instructional strategies, and allocating and assigning available support

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services to teachers and learners. Fostering a collaborative decision-making process can facilitate schools' development of more inclusive and responsive strategies that meet the needs of all learners.

Indicative resources

The resources listed here can be used by school-based planning teams to analyse and build their systems to be more inclusive of all learners. Including the tools and their foundational frameworks will be an important initial step in this transformation process.

Early Childhood Education – The Inclusive Early Childhood Education Environment Self-Reflection Tool was developed as part of the Agency's Inclusive Early Childhood Education (IECE) project. It can be used by all professionals and staff to reflect on their setting's inclusiveness, focusing on the social, learning and physical environment. This tool is intended to help improve settings' inclusiveness and is available in Spanish.

Curriculum Design for all Learners – A Curriculum for All Learners includes a framework and guidance for how to make the curriculum flexible to provide for all learners and provides guidance on inclusive assessment. This is an example from the 'Supporting the improvement of the quality of inclusive education in Poland' project. The project was implemented by the Polish Ministry of Education and Science (MEiN) in co-operation with the Agency and the European Commission's Directorate-General for Structural Reform Support (DG REFORM) under the Structural Reform Support Programme (SRSP).

Learners from minority groups – This example from Ireland can be used as an inspiration to undertake a curriculum audit with the purpose of improving the curriculum and providing targeted supports to meet the challenges and barriers of Traveller and Roma communities in Spain.

This discussion paper on Development of specific support strategies for learners with a Roma/Traveller background in Ireland was prepared for the Peer Learning Activity, 23 June 2021, that was organised within the framework of the Addressing Regional Disparities in the Czech Education System SRSP project (2019–2021). It presents information about Traveller, Roma and migrant education policy and support.

Behaviour and emotional supports – This brief on positive behaviour intervention supports focuses on how to promote a positive teaching and learning environment by establishing positive schoolwide expectations, or norms, that reflect the shared values of a school community (i.e. educators, learners, families). Specifically, it provides guidance for creating and using a schoolwide teaching matrix to:

- establish positive schoolwide expectations or norms;
- identify schoolwide settings;
- explicitly identify, define, and teach critical social, emotional and behavioural (SEB) skills.

3: Accountability and reporting frameworks

Introduce robust accountability frameworks that require schools to regularly report on their use of autonomy in resource allocation and its impact on learner outcomes. These frameworks should include assessing resource utilisation, educational equity and learner

performance metrics. Schools must demonstrate that their autonomous decisions align with national and regional education goals and inclusive practices, ensuring transparency and accountability.

Indicative resources

Scotland's National improvement Framework and Improvement Plan 2021 sets out a vision and key priorities and is closely linked to other strategic frameworks in Scottish education. The plan is informed by data, evidence from school inspections, local authority self-evaluation reports and advice. Common themes were identified in the regional and local authority plans informed by the school improvement plans – which were picked up under the relevant drivers for improvement.

The European Commission published Quality assurance for school development. Guiding principles for policy development on quality assurance in school education. It sets out eight guiding principles:

1. coherence of internal and external quality assurance mechanisms;
2. professional learning communities;
3. trust and shared accountability;
4. opportunities to support innovation in schools;
5. shared understanding and dialogue among stakeholders;
6. networks to support development;
7. building capacity for generating, interpreting and using data;
8. developing a balanced view of school development.

The document provides country examples for each of these principles.

The new school inspection system in Poland developed a new culture of evaluation by combining internal and external evaluation to ensure quality in the now decentralised education system. The system includes four inter-related components of pedagogical supervision:

1. evaluation with a focus on quality of activities in schools;
2. legal compliance auditing;
3. support for schools and teachers, e.g. publication of findings from supervision, organisation of meetings, dissemination of information, to inspire and intensify performance improvement processes in schools;
4. monitoring (collection and analysis of information on activities of schools to ensure adequate performance of schools): Quality Assurance in Early Childhood and School Education

The Schoolwide Integrated Framework for Transformation (SWIFT) designed the Fidelity Integrity Assessment (SWIFT-FIA) which is a self-assessment tool schools and local educational agencies (LEAs) can utilise to monitor their progress in relationship to the SWIFT Equity-based Multi-Tiered Systems of Support for all learners.

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4: Capacity building school leaders

Implement mandatory professional learning programmes for school leaders focused on leadership principles, resource management and inclusive education. This training will equip them with the skills needed to manage their autonomy effectively, make informed decisions and create an environment that supports the success of learners and teachers.

Indicative resources

In the United States, the Council of Chief State School Officers (CCSSO) and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) linked the Professional Standards for Educational Leaders (PSEL) to a supplemental guidance document, PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities, illustrating what effective inclusive school leadership means.

Leadership for Effective Inclusive Schools: Considerations for Preparation and Reform is a good example of how generic professional standards are extended and explored to include specific issues around inclusive education.

In Switzerland, a Certificate of Advanced Study programme has been recently initiated for Inclusive School Leaders.

Parallel to the implementation of the new curriculum, Wales has developed and implemented a school as a learning organisation policy – Developing Schools as Learning Organisations in Wales – to bring the new curriculum to life. It identified the need for continued investment in the capacity of school leaders to model and grow learning leadership.

5: Peer learning and collaborative networks

Establish networks that allow school personnel to share best practices and collaborate on common challenges. Regional or national education authorities must support these networks and include regular information sessions, conferences and online platforms. By encouraging school leaders and other staff to learn from each other and share successful practices, these networks can enhance the effectiveness of autonomous management and promote continuous improvement across the education system.

Indicative resources

Norway introduced a new competency development model for schools in which national funding for collaborative, continuous professional development is based on school and local analysis of needs and decision-making in networks. Municipalities are encouraged to participate in collaboration forums and jointly agree on how public funds will be used and what measures will be prioritised.

The Norwegian consultation scheme was introduced to guide consultations between the state and the municipal sector to replace the traditional channels of interaction and make the two levels equal partner in the governance process. It operates in three dimensions (organisation, financing and information). Participating actors gain a better understanding of each other's roles through dialogue between the levels and the regional bodies. Norwegian Association of Local and Regional Authorities has gained more legitimacy and influence as a link to the central government ('From Hard to Soft Governance in Multi-level Education Systems' *European Journal of Education*, 51 (3), 447–462).

The school network Blick über den Zaun of over 130 schools in Germany conducts peer reviews for schools based on a common framework and holds regular meetings, develops standards and publishes guidelines. It fosters partnerships between schools and supports the implementation of the CRPD. Foundations in Germany have created school prizes as a way of recognising and promoting innovative schools, for example the Jakob-Muth Prize for Inclusive Schools. Schools involved in the programme are encouraged to network with other schools and thereby support horizontal learning among schools.

School networks to support inclusive education were also established in Serbia; the learner population covered by schools that are supported through the network is around 150,000 learners (UNESCO Institute for Statistics [UIS] and UNICEF, 2015. *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, p. 84).

Professional Learning Modules for Standard 3

The following Professional Learning Modules are **examples of strategies** to enhance autonomous decision-making on resource allocation to support inclusion in schools and classrooms. The focus is on building the capacity of school leaders to manage a process that is both effective and transparent while sustaining appropriate accountability.

1: Decentralised Resource Allocation

Objective

Equip school leaders with the skills necessary to manage decentralised resource allocation effectively, ensuring that resources are directed to areas that directly impact learner learning and teacher support.

Rationale

Decentralising resource allocation empowers schools to focus their budgeting processes on learners' and teachers' unique needs. When schools have financial flexibility, they can prioritise resources that address challenges, such as appointing specialised staff, acquiring teaching materials or investing in professional learning. This approach enhances educational outcomes by fostering an environment responsive to the school community's specific needs while promoting equity and inclusion.

Learning plan

1. **Decentralisation Principles:**
    - A comprehensive overview of decentralisation of resource allocation in schools, discussing its benefits, such as increased responsiveness to needs and adjustments to accommodate local conditions.
    - The potential challenges include effective needs assessment, practical planning and accountability.
2. **Case Studies:**
    - Review of successful examples of schools implementing decentralised budgeting, describing the strategies used and the outcomes achieved.

- Group discussions to analyse these cases and identify transferable lessons.

3. **Resource Allocation Frameworks:**
   - Frameworks for assessing the unique needs of the school, including stakeholder input and data analysis.
   - Developing school resource allocation plans that reflect specific contexts.
4. **Practical Exercises:**
   - Simulations where participants engage in budget allocation scenarios, encouraging prioritising spending based on perceived school needs.
   - Feedback and analysis of the decision-making process.
5. **Reflection and Action Planning:**
   - Participants reflect on their learning and develop actionable plans for implementing decentralised resource allocation in their schools.
   - Accountability measures to track progress and evaluate effectiveness over time.

2: Collaborative School-Based Planning Teams

Objective

Train participants on establishing and leading school-based planning teams that foster collaborative decision-making among educators and other stakeholders.

Rationale

Collaborative planning teams are essential for creating an inclusive school environment. By involving various stakeholders – teachers, school leaders, specialised support staff and parents – schools can develop strategies that reflect the diverse needs of learners. This collaborative approach enhances the quality of decision-making and builds a sense of ownership and commitment among stakeholders.

Learning plan

1. **Understanding Collaborative Leadership:**
   - Define collaborative leadership and its significance in enhancing school effectiveness.
   - Explore the characteristics of successful collaborative leaders and the importance of building trust among team members.
2. **Team Formation:**
   - Form effective planning teams, including strategies for selecting diverse representatives from the school community.
   - Establish roles and responsibilities within the team to ensure clarity and accountability.

3. **Decision-Making Processes:**
    - Explore various collaborative decision-making frameworks, emphasising consensus-building and conflict-resolution techniques.
    - Provide scenarios for participants to practice these techniques and improve their facilitation skills.
4. **Action Planning:**
    - Facilitate opportunities for teams to use collaborative tools and methods to develop strategic plans to address specific challenges within their schools.
    - Present team plans and receive constructive feedback from peers.
5. **Evaluation and Feedback Mechanisms:**
    - Systems to evaluate team effectiveness and gather feedback from stakeholders.
    - Develop evaluation criteria and methods for continuous improvement.

3: Accountability and Reporting Frameworks

Objective

Develop participants' understanding of accountability frameworks that ensure the effective use of autonomy in resource allocation and its alignment with educational goals.

Rationale

Accountability frameworks ensure that schools use their autonomy effectively and transparently. By implementing robust reporting systems, schools can demonstrate their commitment to educational equity and ensure that their decisions positively impact teacher and learner outcomes. These frameworks also help build trust among stakeholders, providing a clear picture of how resources are utilised and the results achieved, fostering a culture of continuous school improvement.

Learning plan

1. **Accountability Frameworks:**
    - Components of accountability frameworks, including performance metrics, reporting requirements and stakeholder involvement.
    - The importance of aligning school objectives with national and regional educational goals and priorities.
2. **Designing Reporting Systems:**
    - Create effective reporting frameworks that assess resource utilisation and educational outcomes.
    - Data sources and methods for collecting and analysing relevant information.

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3. **Data Analysis:**
    - Data collection and analysis techniques to evaluate the impact of resource allocation decisions on teacher and learner performance.
    - Data examples utilised to interpret results and make informed decisions based on findings.
4. **Case Study Reviews:**
    - Case studies where accountability frameworks have successfully improved school performance.
    - Discussion of lessons learned and how to apply similar strategies in specific contexts.
5. **Implementation Strategies:**
    - Participants develop actionable steps to implement school accountability systems, including timelines, stakeholder engagement strategies and data management.

4: Capacity Building for School Leaders

Objective

Enhance school administrators' leadership skills to manage autonomy and effectively support inclusive educational practices.

Rationale

On-going professional learning is essential for school leaders to effectively manage the complexities of their roles and the autonomy they are granted. Training in leadership, resource management and inclusive education equips administrators with the skills necessary to support an environment where all learners can succeed. Focusing on capacity building can create a sustainable leadership model that prioritises equity and inclusion.

Learning plan

1. **Leadership Principles:**
    - Core leadership principles relevant to exercising school autonomy, including vision-setting, strategic planning and ethical decision-making.
    - Effective leadership to impact school culture and learner outcomes.
2. **Resource Management:**
    - In-depth training on effective resource management strategies focused on budgeting, staffing and professional learning.
    - Practical activities for creating resource management plans based on a school's unique needs.
3. **Inclusive Education Practices:**
    - Strategies for implementing inclusive education policies and practices within schools.

- Creating a supportive environment for diverse learners and the role of leadership in promoting inclusion.

4. **Peer Collaboration:**
   - Networking options for participants to share best practices and collaborate on common challenges.
   - Roundtable discussions where leaders can present their experiences and seek feedback from peers.
5. **Personal Development Plans:**
   - Create personal development plans that outline goals for improving leadership capacity and enhancing school outcomes for learners and teachers.
   - Peer support groups to enhance accountability by monitoring progress and sharing successes.

Professional Development in Standard 4

Standard 4: The voices of learners and families are respected and considered

While this standard is well-established in international and national laws and policies, and increasingly recognised in research and practice, its implementation in schools and the broader education system faces significant challenges. Deeply ingrained professional, social and personal attitudes are hard to change. Despite these difficulties, schools must define clear roles for learners and families to ensure their active and effective formal and informal involvement. This involvement is essential for boosting presence, participation and achievement in education and, by extension, society.

Discussion

To ensure that learners' and families' voices are respected and considered, a comprehensive policy approach must be implemented that prioritises their active involvement in the educational process. Although this standard is well-established in laws and policies, its practical implementation requires addressing the deeply ingrained professional, social and personal attitudes that often hinder meaningful participation. **Schools must take purposeful steps to create environments where learners and families feel valued and empowered to contribute to decision-making processes.**

A critical first step is establishing clear roles and responsibilities for learners and families within the school community. This can be achieved by **formalising their involvement** in school governance structures, such as advisory councils, where they can provide input to policies and practices. Schools can **also create informal avenues for participation**, such as regular meetings, focus groups and feedback sessions, where learners and families can voice their concerns, share their experiences and contribute to improving the school and classroom environment.

To support the meaningful involvement of learners and families, **schools can invest in capacity-building initiatives that empower them with the knowledge and skills needed to engage effectively**. This includes training on educational policies, rights and advocacy,

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and offering support for developing communication and leadership skills. By building the capacity of learners and families, schools can ensure that their contributions are informed, constructive and impactful.

Finally, schools can **establish monitoring and evaluation mechanisms to assess the effectiveness of learner and family involvement in the educational process**. These mechanisms should include regular assessments of participation levels, the impact of their contributions on school policies and practices, and the overall satisfaction of learners and families with their involvement. By considering strategies based on feedback and outcomes, schools can create a more inclusive and responsive educational environment that considers the voices of all stakeholders.

Actions

To effectively achieve the goal of ensuring that the voices of learners and families are respected and considered, the following specific policy actions can be implemented:

1: Integrate learner and family representation in school governance

Mandate learners' and families' input into school governance bodies, such as school boards, advisory councils and curriculum committees. They can be involved in critical decisions affecting the school community, ensuring their perspectives are incorporated into policy and practice.

Indicative resources

Training and actions that are aimed at increasing family representation should be based in Family Systems Theory. Turnbull and Turnbull's work could be useful as it is a comprehensive model that also considers families in unique circumstances: Family Engagement Framework.

2: Establish regular feedback mechanisms

Implement structured feedback mechanisms, such as surveys, focus groups and school meetings, to gather input from learners and families on policies and practices. Schools can utilise the outcomes of these feedback sessions to inform future decisions.

Indicative resources

The Agency's Voices into Action **(VIA)** activity can be used to gather feedback on whether educational decision-making approaches centre on learners and families. It proposes the VIA Framework for Meaningful Participation in Inclusive Education, which outlines practical and ethical considerations for planning, implementing and evaluating learner and family participation programmes.

The Kansas University Center on Developmental Disabilities (KUCDD) self-determination resources and tools can be used to assess and improve learners' involvement in their education processes. *The Self-Determination Inventory: Student Report (SDI:SR)* Self-determination assessments asks learners questions about how they feel about their ability to be self-determined; that is to make choices, set and go after goals, and make decisions. This assessment tool is designed for young people ages 13–22 with and without

disabilities, it takes only 10 minutes to complete and offers audio that reads the questions aloud and in-text definitions of words

3: Develop capacity-building programmes for learners and families

Provide information programmes focusing on educational rights, advocacy and effective communication. These programmes can equip participants with the knowledge and skills to engage meaningfully in school governance and decision-making processes.

Indicative resources

Family involvement is particularly important in early childhood education. The Agency's *Inclusive Early Childhood Education: New Insights and Tools – Contributions from a European Study* report highlights the ecosystem's framework and strategies that can be used in capacity building on this topic. **This report is available in multiple languages.**

Self-determination model of instruction (SDLMI) is an evidence-based curriculum that can be used for capacity building with learners. It is structured in a way that makes the learner a causal agent for actions in their own learning, it enables learners to:

- set goals;
- make choices and decisions;
- develop plans to reach goals;
- track progress toward goals.

It includes a free Teacher's Guide that describes how teachers and other school personnel can use the model to support learners with or without disabilities (The Kansas University Center on Developmental Disabilities).

4: Implement monitoring and evaluation frameworks

Develop and utilise monitoring and evaluation frameworks to regularly assess the extent and impact of learner and family involvement in school decision-making. These frameworks can include specific indicators for participation, the influence of input on school policies, and the overall satisfaction of learners and families with their level of involvement. Schools can adjust their engagement strategies based on the findings of these evaluations.

Indicative resources

The way learners and families experience the school environment can be assessed by using the School Climate Assessment. It provides a set of four multidimensional surveys to measure learner, teacher, administrator, faculty and family perceptions of school climate: elementary, middle/high, school personnel and family. The surveys are brief, reliable and valid for assessing perceived school climate among learners in Grades 3–12: School Climate Survey Suite.

This survey from the Beach Center (Kansas, USA) can be used to evaluate if families feel informed and included: Family–professional partnership assessment scale.

Other monitoring and evaluation frameworks and resources can be found in Deliverable 5.1 of the TSI EUROCH project.

Professional Development in Standard 5

Standard 5: Training and professional development are both effective and accessible

Building capacity among professional staff is widely regarded as crucial to inclusive education. Many practitioners feel unprepared to teach and support all learners in inclusive settings and express the need for improved initial training and on-going professional learning opportunities. Training opportunities must be allocated for all staff with sufficient time to develop and apply what they have learned, through shared practice, reflection and mentoring. The training must be well-designed, delivered by knowledgeable specialists, relevant to needs, and subject to continuous review and monitoring to ensure its effectiveness.

Discussion

To make training and professional development effective and accessible, **a robust policy framework must be established that prioritises the continuous growth and preparedness of all educational staff**. Building capacity among professional staff is essential to the success of inclusive education, as many practitioners currently say they are inadequately equipped to support diverse learners. To address this, training opportunities must be **systematically provided and integrated into the professional lives of educators and support staff**, ensuring they have the time and resources needed to engage in meaningful learning and application of strategies and practices.

One essential policy action is ensuring that all staff, including teachers, administrators and support personnel, access high-quality training opportunities relevant to their roles and responsibilities. These training programmes should be **designed and delivered by knowledgeable specialists with expertise in inclusive education, ensuring the content is practical and aligned with the latest research and best practices**. **Additionally, training must be shaped to the specific needs of the school or district**, addressing the unique challenges and opportunities that educators face in their local context.

To maximise the impact of professional development, it is crucial to allocate sufficient time for staff to engage in shared practice, reflection and mentoring. **Professional development must not be a one-time event but an on-going process allowing educators to continuously refine their skills and strategies**. This can be achieved by incorporating collaborative learning opportunities – such as peer observations, team teaching and professional learning communities (PLCs) – into the school schedule, providing educators with regular opportunities to apply and discuss what they have learned.

Finally, continuous review and monitoring mechanisms must be implemented to ensure the effectiveness of training and professional development initiatives. **This includes gathering feedback from participants, assessing the impact of training on classroom practices, and making necessary adjustments to the content and delivery methods**. By adopting a responsive and evidence-based approach to professional development, the education system can ensure that all staff are well-prepared to support the diverse needs of learners in inclusive settings.

Actions

To effectively achieve the goal of making training and professional development both practical and accessible, the following policy actions can be implemented.

1: Establish mandatory inclusive education training programmes

Require all educators, administrators and support staff to participate in mandatory training programmes focused on inclusive education. These programmes should be developed and delivered by experts in the field, ensuring that the content is evidence-based, practical and directly applicable to the diverse needs of learners. The training should be integrated into initial teacher education and on-going professional development opportunities.

Indicative resources

Several European Countries have developed Competency frameworks for teachers and other professionals. For example, the Professional Standards 2021 for Scotland's teachers or Teachers' standards for England.

Germany has developed an expertise for the education and professionalisation of professionals for inclusive education.

The Agency's Key Principles for Inclusive Education can be used as a framework for training and continuous professional development.

2: Allocate dedicated time for professional development

Implement policies that allocate specific, protected time within the school calendar for on-going professional development. This time should be used for collaborative learning, peer observations and mentoring, allowing educators to reflect on and refine their practices. Schools should ensure this time is free from other obligations, to prioritise continuous learning and skill development.

3: Create training modules based on local needs

Develop training modules relevant to individual schools, school clusters or regions' specific needs and challenges. This localised approach ensures that professional development is relevant and addresses the unique contexts in which educators operate. Schools should be encouraged to conduct needs assessments to identify the most pressing professional growth and development areas.

Indicative resources

The importance of not one model but rather local analysis, local capacity building and community of learning was found in a study on continuous professional development on inclusive education in Sweden in 2012. The general research conclusion was that:

> each school must do their own process, by exploring the concept of inclusive learning environments and by analysis of the school's position and conditions (Tetler et al., 2015, as mentioned in Öhman, 2017).

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Norway has introduced a New Competence Development Model for schools, which could serve as a model for training and professional development to support inclusion. This kind of model has the potential to promote collective teacher professionalism. The Norwegian Directorate for Education and Training has kept on co-shaping the model with universities and education stakeholders at the regional and local level.

The Federal Ministry of Education and Research in Germany has initiated a 'Qualitätsoffensive Lehrerbildung' (Quality campaign teacher education, information in English) to support capacity building of teacher education institutions to promote research and prepare teachers to teach in increasingly diverse school contexts: Hannover Quality Campaign Teacher Training

4: Implement continuous monitoring and feedback mechanisms

Establish a system for monitoring and evaluating the effectiveness of training and professional development initiatives. This system should include regular feedback from participants, assessments of changes in teaching practices, and evaluations of learner outcomes. Based on these findings, training programmes should be continuously refined to ensure they remain effective and responsive to evolving educational needs.

Indicative resources

The Teacher Professional Learning for Inclusion Policy (TPL4I) Self-Review Tool can be used by schools to address the proposals for monitoring and evaluation of the school guide. The TPL4I indicates different policy priorities 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.

5: Promote collaborative professional learning communities

Encourage forming professional learning communities (PLCs) (also known as Communities of Practice) within schools, where educators can collaborate, share best practices and support each other in implementing inclusive education strategies. Policies should support creating and maintaining these PLCs, providing resources and guidance to facilitate regular meetings, discussions and joint problem-solving sessions. These communities help sustain the momentum of professional development and foster a culture of continuous improvement.

Indicative resources

The European Commission has published Guiding principles for policy development on the use of networks in school education systems, called Networks for learning and development across schools (2017).

In Norway, there is increased attention to developing professional learning communities which means shifting attention from the individual kindergarten teacher, teacher and

instructor to the community and all staff. It also requires asking exploratory and open-ended questions to find answers that can contribute to learning and development.

Examples on how to facilitate the development of good professional communities are available in links at the directorate site.

Communities of practice uses a different model of knowledge that centres around 'not-knowing' and 'partnership' rather than on an accumulation and exchange of 'specialists' knowledge'. This model of communication and collaboration brings the parent and, when appropriate, the learner to the table to partner with teachers, support teachers and instructional assistants or services providers to problem-solve around learning and participation of that learner in any part of the school day. This form of collaboration aligns with the implementation of a strength-based and supports-based model of inclusive education. For further reading see: Article CoP in Inclusive Education and CoP in Inclusive Education Conceptual Framework (articles available through author).

Professional Learning Modules for Standard 5

The following Professional Learning Modules are examples of strategies to enhance the effectiveness and accessibility of training and professional development, ensuring that educators are well-prepared to foster inclusive education environments.

Specific training approaches with objectives and learning plans for Standard 5 (Training and professional development are both effective and accessible):

1: Establish Mandatory Inclusive Education Training Programmes

Objective

Ensure all educators have the necessary skills and knowledge to support diverse learners in inclusive settings.

Rationale

Mandatory training ensures that all staff members have a foundational understanding of inclusive education principles and practices. By providing consistent, evidence-based content, educators can be more confident and competent in addressing their learners' diverse needs. This systematic approach helps create a cohesive educational environment where inclusive practices are the norm rather than the exception.

Learning plan

- Develop comprehensive training modules covering inclusion principles, teaching strategies, behaviour management and collaboration with support teachers and other support staff.
- Ensure these modules are part of initial teacher education.
- Mandate regular updates for educators through on-going professional development.
- Utilise workshops, seminars and online courses facilitated by specialists in inclusive education.

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- Provide practical exercises and case studies to apply learning in real classroom scenarios.

2: Allocate Dedicated Time for Professional Development

Objective

Provide educators with structured time to engage in continuous learning and reflection.

Rationale

Allocating protected time for professional development fosters a culture of continuous improvement and allows educators to deepen their understanding of inclusive practices. This dedicated time encourages collaboration among staff, enabling them to share insights and strategies in a supportive setting. When educators reflect on their practices regularly, they can more effectively integrate new knowledge into their teaching.

Learning plan

- Designate regular blocks within the school schedule specifically for professional development activities.
- Incorporate collaborative learning opportunities like peer observations, team teaching and lesson study groups.
- Facilitate mentoring programmes where experienced educators support novices in applying new strategies.
- Encourage educators to create personal learning plans tied to school improvement goals and individual professional growth.

3: Create Tailored Training Modules Based on Local Needs

Objective

Address specific challenges and opportunities unique to each school, school cluster or region.

Rationale

Locally designed training ensures that professional development is relevant and applicable to the specific context in which educators work. By identifying needs through assessments, schools can develop targeted strategies that resonate with their unique challenges. This localised approach enhances engagement and increases the likelihood of successful implementation of inclusive practices in the classroom.

Learning plan

- Conduct needs assessments to identify priority areas for professional development.
- Customise training content to meet identified needs, such as cultural competence, universal design for learning, assistive technology or co-teaching strategies.

- Collaborate with local practitioners and experts to enrich training with local context and resources.
- Establish feedback mechanisms to continuously refine and update training modules based on participant input and evolving educational priorities.

Professional Development in Standard 6

Standard 6: Achieving school success

This standard calls for reflection by those in governance roles and within schools on their definitions of success and how it should be measured. In inclusive education systems, every learner should be able to learn, grow and develop into an adult who feels valued within the school community. All learners should be able to participate in various opportunities and reach or surpass their potential across many aspects of school life. The participation and achievements of all learners should be recognised and valued.

Moreover, schools should consider the transition to meaningful future opportunities for all learners, whether that involves further education, training, employment or other adult pathways. Success in school also includes addressing the needs of those who struggle to achieve, lack a sense of belonging and may be at risk of dropping out.

Discussion

To ensure that school success is a primary focus, an inclusive policy framework that emphasises the importance of defining and measuring success in ways that reflect the diverse needs of all learners must be established. System leaders and school-based educators must engage in an on-going process to ensure that learner success encompasses not only academic goals, but the holistic development of each individual. In an inclusive education system, every learner should be able to learn, grow and develop into an adult who feels valued within the school community. The participation and achievements of all learners must be recognised across various aspects of school life.

A vital component of this policy is that schools should focus on learners' social, emotional and personal development, recognising that success can take many forms. This broader perspective on success requires schools to create environments where every learner can participate fully and achieve their potential in various domains, including academics, arts, sports and social activities. Policies should encourage honouring diverse achievements and contributions, reinforcing that every learner's progress is valued.

Schools must prioritise preparing learners for meaningful future opportunities, whether those involve further education, training, employment or other pathways. Schools should implement programmes that provide guidance, skills training and practical experiences that align with learners' goals and interests to support this transition. Success in school is about what happens during the school years and ensuring learners succeed in their future endeavours.

Education policy and school practices must prioritise learners who struggle academically, feel isolated, or are at risk of early school leaving or drop-out. Schools need to introduce specific actions and support structures to assist these learners in overcoming obstacles to

success. This involves offering extra academic help, counselling services and engaging activities that promote a sense of belonging and motivation. By ensuring that every learner is supported, schools can create a fairer and more supportive learning environment that prepares learners for future success.

Actions

To effectively achieve the goal of making school success a primary focus, the following policy actions can be implemented:

1: Success criteria beyond academics

Develop and implement policies that broaden the definition of success to include academic achievements and social, emotional and personal development. Schools can create assessment frameworks that recognise and reward diverse forms of learner success, such as participation in extracurricular activities, leadership roles, community service and personal growth.

Indicative resources

The Agency activity **Raising the Achievement of All Learners in Inclusive Education** provides extensive material around the importance of an agreed understanding and implementation of inclusive assessment, at system and school levels. The Follow-up Study to this activity provides a longer-term review of the changes made in three of the partnership countries.

Class and school-level resource: Inclusive Learning and Collaborative Working: Ideas in Practice. Developed for those working with primary school-aged learners (5–11 years), but also relevant for older learners. This is an extensive set of resources and strategies for teachers, headteachers and others to apply with individual learners, groups, whole classes or whole schools. This resource was developed in Scotland but is widely adaptable to other systems. It includes numerous charts and points for reflection and discussion.

2: Comprehensive learner support systems

Establish robust support systems within schools to address the needs of learners who struggle academically or socially. These options include tutoring programmes, counselling services, mentoring and personalised learning plans. Schools must monitor learners' progress regularly and adjust support strategies to ensure their success.

Indicative resources

Resource from USA: Integrated Support Systems provides a broad overview and examples of a range of support systems, including their design, relevance, implementation and follow-up. Information is included on comprehensive and multi-tiered systems, as well as reflection on support for learners and families more vulnerable to exclusion or school drop-out. Barriers and enabling factors at system, school and cross-sectoral levels are also discussed.

Resources from Europe: As part of the EEA Strategic Framework, the Agency input paper, Special Educational Needs? Working towards more flexible systems of support to meet all learners' needs (2023) to the European Commission Working Groups gives an overview of

the background and current status of different conceptions and approaches to systems to support the diversity of all learners in inclusive education.

Resources from Finland: In addition to an extensive three-tier school-based support system (see D2.3), Finland has developed a range of additional support measures for all learners, as well as for defined groups, that are available within school and in the wider community. Clearly accessible information is publicly available, such as at the City of Helsinki website.

3: Transition programmes for post-school opportunities

Create and expand transition programmes that prepare learners for life after school, whether that involves further education, vocational training or entering the workforce. These programmes offer career guidance, skills development workshops, internships and partnerships with local businesses and community organisations to provide practical experiences that align with personal goals.

Indicative resources

EU Background paper, Mapping Youth Transitions in Europe (Eurofound, 2014), provides information about some countries in Europe at that time. This includes a chapter on the importance of preparation for post-school destinations. This area is also highlighted in EURYDICE country reports and in Agency work.

More recent EC work includes the 2020 paper A Whole School Approach to Tackling Early School Leaving: Policy Messages. This report (available in 24 languages) identifies some Key Statements relevant to policy on transitions and early preparation of all learners for a wide range of post-school destinations.

Country example, Scotland: A suite of resources and links around all transitions, but of particular interest to those working with and supporting young people in secondary schools and in other contexts and services, aged 16–25.

Forthcoming Agency publication (2025): Inclusive Transitions has been a topic in the recent TSI INCLEDU work with Greece.

4: Diverse achievements

Introduce school-wide initiatives that recognise and celebrate diverse forms of learner achievement. These can include award ceremonies, showcases of learner work in various disciplines, and acknowledgment of personal milestones and contributions to the school community. Schools can create an inclusive culture that values all learners' efforts and successes.

Indicative resources

Resources in relation to this topic are included elsewhere in this Deliverable and in other aspects of this TSI EUROCH project, such as in relation to teacher education and on-going professional development, the qualities and competences of inclusive teachers, inclusive school leadership, key actions for raising achievement for all learners, and finance, for example. The key point here is that the creation of an *inclusive culture*, which recognises and values all learners, will be evidenced in the ethos and environment of each school and classroom.

5: Early identification and intervention programmes

Implement policies that require schools to identify learners at risk of falling behind or dropping out early in their education. Provide targeted interventions, such as academic support, counselling and engagement options, that help meet challenges and stay on track for success. Regular monitoring and adjustments to interventions and support strategies will ensure greater effectiveness.

Indicative resources

Actions taken by schools to identify, support and monitor vulnerable learners at an early stage must be part of national, regional and local policy and mandatory for all schools. Resources for monitoring and evaluation are incorporated in Deliverable 5.1 and in supplementary material to Task 6.1.

Agency resources: Five Key Messages for Inclusive Education; Country Policy Development Support (CPDS) provides a framework to enable countries to consider implementation issues and how to understand and overcome the policy–practice implementation gap, across the whole education system, in relation to the Agency's Key Principles.

Resource for schools from Scotland: Equality and Equity Health Check: Set of resources for school reflection, policy development, implementation and review around equality and diversity. Includes sets of questions and checklists, as well as a glossary of terms and clear definitions.

Professional Learning Modules for Standard 6

These modules provide tools and strategies to enhance the success of all learners within inclusive schools.

1: Defining Success Beyond Academics

Objective

Participants will understand and implement a broader definition of success that encompasses social, emotional, and personal development as well as academic achievement. They will create assessment criteria that recognise diverse forms of learner success.

Rationale

A narrow focus on academic factors can marginalise learners who excel in other areas, such as the arts, sports or relationships. A more inclusive definition of success can help schools foster an environment where all learners feel appreciated and motivated to contribute their unique skills. This approach strengthens learner engagement and supports their personal development, allowing learners to succeed both in and out of the classroom.

Learning plan

- **Introduction:** Review traditional definitions of success in schools and the resulting limitations; prompt participants to reflect on their diverse experiences with success.

- **Discussion:** Facilitate discussions that encourage participants to share examples of success from various domains, focusing on how these experiences inform their understanding of achievement.
- **Activity:** Develop a comprehensive framework for assessing learner success incorporating various achievements, such as participation in school and community activities, leadership roles and personal growth.
- **Result:** Share frameworks encouraging constructive feedback and dialogue about how these frameworks can be integrated into their schools' existing practices.

2: Building Comprehensive Support Systems

Objective

Create and implement robust support systems designed to address learners' diverse academic and social challenges and develop effective intervention strategies.

Rationale

Learners facing obstacles to learning often require support to succeed. These obstacles can include learning disabilities, language barriers, emotional distress and social challenges. A comprehensive support system addresses academic challenges while fostering emotional well-being and encouraging social engagement. By understanding and addressing these needs, educators can create a nurturing environment where every learner feels valued. Learners who are supported are better able to participate in activities and build positive relationships. When schools implement such a framework, they help reduce the risk of disengagement and school failure.

Learning plan

- **Introduction:** Explore the components of effective learner support systems, emphasising the importance of an approach that includes academic help, emotional support and social engagement activities.
- **Case Studies:** Analyse successful school support programmes, discussing the strategies employed and the outcomes achieved. Identify critical elements that can be replicated in their contexts.
- **Collaboration:** Design a support system tailored to the specific needs of their learner population, considering factors such as resource availability, staff training and learner input.
- **Share:** Review support system designs, engaging in analysis where peers offer insights and suggestions for refining possible approaches and strategies.

3: Preparing for Post-School Opportunities

Objective

Develop a range of transition programmes that prepare learners effectively for life after school, including further education, vocational training and employment opportunities.

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Focus on aligning these programmes and strategies with learners' interests and aspirations.

Rationale

Transitioning from school to adult life can be challenging for learners, particularly those who need focused assistance to determine their path forward. Providing structured transition support is essential for equipping learners with the skills, knowledge and experiences to manage this challenge successfully. This process strengthens each learner's confidence and self-assurance and facilitates long-term success and fulfilment in their chosen paths.

Learning plan

- **Introduction:** Review the significance of effective transition planning, including the skills and knowledge learners need to succeed in various post-school scenarios.
- **Transition Options:** Create a detailed outline of a transition programme, incorporating elements such as personal guidance, skills development, internships and community partnerships.
- **Activity:** Role-playing activities that simulate practical transition scenarios, facilitating practice with communication and engagement strategies.
- **Reviewing Outcomes:** Share programme outlines with peers for constructive feedback, focusing on identifying strengths and areas for improvement to enhance programme effectiveness.

4: Honouring Diverse Achievements

Objective

Participants will explore innovative methods for recognising and celebrating the diverse achievements of learners in their schools, fostering an inclusive culture.

Rationale

Acknowledging a broad range of learner achievements fosters a positive school environment where every contribution is appreciated. Celebrating successes beyond academics enhances learners' sense of belonging and motivation, prompting them to engage more fully in school activities and classroom learning. This approach nurtures a sense of community that values diversity and inspires learners to explore and pursue their interests.

Learning plan

- **Defining Achievement:** Recognise diverse educational achievements and the impact this recognition has on learner morale and engagement.
- **Brainstorming Session:** Generate creative ideas for initiatives celebrating learner success in various domains, such as art, sports, leadership and community service.

- **Planning:** Design school-wide programmes that showcase and honour diverse learner achievements. This may include award ceremonies, showcases of learner projects or community service recognition.
- **Wrap-Up:** Share and discuss practical implementation strategies; collaborate and share best practices.

5: Early Identification and Intervention

Objective

Participants will develop and implement early identification and intervention programmes to support learners at risk of falling behind or dropping out of school.

Rationale

Identifying learners who struggle early in their schooling is essential for preventing longterm academic difficulties that hinder their progress. Educators can implement early intervention strategies based on each learner's unique needs by recognising warning signs such as low performance, lack of engagement or emotional distress. Proactive measures help learners deal with challenges before they escalate, ensuring they remain on track for success. Equipping educators with the skills and tools necessary to identify and address these issues supports a more equitable and supportive learning environment. This enhances learner retention while promoting academic achievement and personal growth.

Learning plan

- **Concept Development:** Early identification and intervention enhance the use of proactive measures that positively impact learner outcomes.
- **Exploration:** Review screening tools and methods for identifying at-risk learners; consider the importance of using data-driven approaches to inform intervention strategies.
- **Activity:** Collaborate to develop targeted intervention plans, considering academic support, counselling services and engagement strategies based on the unique needs of identified learners.
- **Review:** Share intervention plans and engage in analysis to provide feedback; explore strategies to monitor and adjust interventions for optimal impact.

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