Country Policy Development Support

**Framework**

**European Agency for Special Needs and Inclusive Education**

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Introduction

The Country Policy Development Support (CPDS) Framework has been developed to be completed with individual country information about policies and their implementation into practice across the whole inclusive education system.

The framework is based on the European Agency for Special Needs and Inclusive Education (the Agency) [**Key Principles 2021**](https://www.european-agency.org/resources/publications/key-principles-supporting-policy-development-implementation) (European Agency, 2021a). These focus on policy development and implementation in inclusive education systems, at different levels and in different contexts.

Completing the framework is the first step in the CPDS activity. CPDS is at the heart of the Agency’s [Multi-Annual Work Programme (MAWP) 2021–2027](https://www.european-agency.org/resources/publications/multi-annual-work-programme-2021-2027) and will inform, and be informed by, all Agency activities. CPDS is in line with the Agency’s intention to act as an active agent for change. This work has emerged from [Country Policy Review and Analysis](https://www.european-agency.org/activities/country-policy-review-and-analysis) (CPRA) and Representative Board member (RB) requests to extend the outputs and build on existing methodologies.

The overall goal for CPDS is ***to support countries from where they are*** in their policy development and implementation work. CPDS is an individualised activity for all Agency member countries. It will provide each country with a record of its recent participation in Agency activities and projects and evidence of policy development and implementation across all the Agency’s Key Principles **at a given point in time**.

The completed framework will become the CPDS Country Repository and will be the basis for later steps in the CPDS work.

The framework as the basis for country repositories

The framework is a tool for recording and systematising country information on inclusive education systems in terms of:

* evidence of educational policies in relation to each of the areas represented by the Agency’s [Key Principles](https://www.european-agency.org/resources/publications/key-principles-policy-brief);
* evidence and indications of the implementation of these policies in practice.

The framework is aligned with the Agency’s [position on inclusive education systems](https://www.european-agency.org/resources/publications/agency-position-inclusive-education-systems-second-edition) and the vision that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers (European Agency, 2022a, p. 1).

Once completed, the framework will be known as the **repository** for the country. The country repository is intended to enable countries and jurisdictions to reflect on their education systems as a whole and on how the different aspects interact to support or constrain on-going development and progress towards the vision of inclusive education.

The different sections of the framework allow countries to see areas of strength and areas for further development and implementation, and to consider the links between aspects of the whole system. The intention is that the information recorded in the repository will support country representatives to:

* identify areas of policy development and/or implementation that need to be prioritised;
* identify strengths, challenges and gaps in policy and its implementation;
* identify progress in policy development and implementation, across all the Key Principles;
* identify key goals (standards) and gather ‘evidence’ of developments towards these goals.

Elements within the framework

The framework incorporates several important elements, each outlined below.

A focus on [learners vulnerable to exclusion](#vulnerable) from inclusive education

The framework refers to [all learners](#alllearners). This phrase is intended to include learners who are vulnerable to marginalisation and exclusion from quality inclusive education. They should be considered an integral part of the framework and should be included in all sections. While it is recognised that not all countries refer to learners, or groups of learners, in the same way, it should be noted that this document uses the Agency’s operational definition:

… **learners vulnerable to exclusion** encompasses all learners whose educational experience is ‘impacted upon by a number of pressures, forces, levers, discriminations and disadvantages’ … These learners may or may not fall into categories of special needs and a special type of provision may or may not be available to support them (European Agency, 2022b, p. 34).

A consideration of future goals for legislation and policy

Information entered into the framework does not only relate to **current policy and implementation**. It also allows countries to clarify aspects of policy which are **partly implemented or nearing implementation**, as well as any **future plans** for legislation and policy development. In this way, the repository of country information can provide a fuller picture of all stages of policy development and implementation within each topic area and across the whole system. This will provide a sound basis for countries to consider areas of strength or areas for future development, and to establish goals and standards to work towards.

Clarification of key terms and phrases

The intended meaning of some key terms or phrases in the framework’s policy statements may require additional clarification. The [operational definitions](#operational) section at the end of this document provides these clarifications.

Guidelines for completing the framework

The framework has **15 sections**, with 14 sections based on the **Agency’s Key Principles** and 1 section addressing policy related to **unforeseen global events**.

Each section begins with an overall statement, drawn from the Agency’s Key Principles, followed by a number of sub-sections. Each sub-section has a Policy statement which focuses on an aspect of the section’s overall statement. The Policy statements aim to guide policy-makers and other stakeholders to identify evidence of relevant information on legislation/policies and their implementation under each topic.

Below each Policy statement is a table with **three columns**:

* **Column 1** provides **indications of policy** in relation to the Policy statement.

Extracts in the form of direct quotes from official policy documents can be inserted into this column. These documents may include:

* **Existing legislation** on inclusive education and the rights of learners and their families (i.e. public laws, bills, resolutions, hearings, etc.)
* **National policies and policy statements** containing principles and a broad course of action adopted by the national government in pursuit of inclusion
* **Policy strategies**: high-level plans designed to achieve a particular long-term aim for inclusive education. These should address major issues, principles and beliefs. Policy strategies may arise from government aims across a number of policy areas
* **Official public documents** or reports
* **Policy tools** or levers to accomplish relevant legislation
* **Policy recommendations**.
* **Column 2** provides **indications of implementation** of the policy into practice.

Some broad types of evidence of implementation may include:

* **Regulations, policy directives**: statements of and instructions for implementing important, high-level internal direction and positions that guide the schools’ decisions and actions
* **Implementation strategies**: clear guidance on strategies and processes to follow
* **Existing standards** that support practice that aims at high expectations for all learners, as well as effective and equitable education systems
* **Tools and guidance** empowering stakeholders to be innovative and inclusive on a daily basis
* **Quality assurance mechanisms**, supporting high-quality inclusive education policies and practices
* **Monitoring mechanisms** (e.g. existing data) to ensure effectiveness, quality, equity and cost-effectiveness
* **Requirements outlined to schools** that describe the commitments required from school stakeholders to ensure that inclusive education is embedded within schools’ policies and strategic action plans
* **Guidelines for schools/education professionals**, in the form of statements/instructions/recommendations on how to ensure high-quality inclusive education services.
* **Column 3** is **for internal notes**. This column can be used to add any reflective comments and ask questions about specific policy and implementation issues.

Policy-makers and other stakeholders are encouraged to involve colleagues to reflect on and contribute to the framework’s different sections, as necessary.

The Country Policy Development Support Framework

Section 1: Legislation and policy

There must be a clear concept of equitable high-quality inclusive education, agreed with [stakeholders](#stakeholders). This should inform a single legislative and policy framework for all learners, aligned with key international and European-level conventions and communications, as the basis for rights-based practice.

Policy statement 1.1: There is a clear concept of equitable high-quality inclusive education within the single legislative and policy framework implemented for all learners, in all phases of education and into adult life

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Policy statement 1.2: There is a single legislative and policy framework, aligned with key international and European-level conventions and communications, as the basis for rights-based practice

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Policy statement 1.3: The implementation of the legislation and policy framework ensures support for learners who are vulnerable to exclusion from inclusive education, throughout their school careers

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Policy statement 1.4: The general legislation and policy framework ensures support for some learners/groups of learners and ensures rights-based practice, in line with key international and European-level conventions and communications

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Section 2: Flexible mechanisms for funding and resource allocation

Mechanisms exist to support the on-going development of inclusive school communities and enable them to increase their capacity to respond to diversity, support all learners and meet the full range of their diverse needs.

Policy statement 2.1: Funding mechanisms are flexible enough to support the on-going development of school communities

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Policy statement 2.2: Mechanisms are in place to ensure that stakeholders in communities and schools are aware of the resource allocation and funding processes

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Policy statement 2.3: The funding mechanisms in place are flexible enough to enable schools to build capacity to support all learners

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Policy statement 2.4: Processes are in place to ensure that the allocation of funding supports capacity building in individual schools to reduce barriers to learning for learners vulnerable to exclusion

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Policy statement 2.5: Requirements are in place for schools to report back and justify their additional [discretionary funding](#discretionary) to national or regional bodies

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Section 3: An effective governance plan

An effective plan is in place that sets out clear roles and responsibilities, opportunities for collaboration and levels of [autonomy](#autonomy) throughout all system levels and [sectors](#sectors).

Policy statement 3.1: Roles and responsibilities are clearly presented

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Policy statement 3.2: Measures are in place to monitor, evaluate and review the governance plan’s effectiveness at different levels across the education system

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Policy statement 3.3: Opportunities exist for collaboration between stakeholders at every level of the education system, and across different sectors (including all public and private sectors)

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Policy statement 3.4: There is sufficient autonomy within the governance plan to enable all [leaders](#leadership) at different levels across the education system to use their discretion in making decisions

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Policy statement 3.5: The governance plan sets out clear roles and responsibilities, at every level of the education system, with processes in place to resolve conflicts

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Section 4: Quality assurance and accountability

There is a comprehensive quality assurance and [accountability](#accountability) framework for monitoring, review and evaluation that supports high-quality provision for all learners, with a focus on equitable opportunities for those at risk of marginalisation or exclusion.

Policy statement 4.1: There is a framework to monitor and evaluate high-quality provision for all learners across the whole education system

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Policy statement 4.2: Structures and processes are in place to monitor and evaluate whether learners at risk of marginalisation receive high-quality provision and equitable opportunities

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Policy statement 4.3: Processes are in place to ensure that the quality assurance and accountability framework supports and reviews the quality of provision for all learners

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Policy statement 4.4: Accountability measures are built into the framework to ensure that there is on-going review, with evidence of the allocation of inputs and resources to ensure equitable opportunities for vulnerable learners across the education system

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Policy statement 4.5: There are early indicators in place, at all levels, to identify and address when aspects of policy or provision of support for learners and families vulnerable to exclusion are unlikely to be fulfilled

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Section 5: Learning opportunities for all teachers and all educational professionals

There is a continuum of teacher professional learning – initial teacher education, induction and continuing professional development for teachers and [teacher educators](#teachereducators) – that develops areas of competence in all teachers regarding assessment and needs identification, curriculum planning (universal design), inclusive pedagogy, engagement with and in research, and use of evidence.

Policy statement 5.1: Teacher education – from initial teacher education, through induction and continuing professional development – gives teachers the skills and competences required to teach in inclusive classrooms and schools, such as assessment and needs identification, curriculum planning (universal design) and inclusive pedagogy

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Policy statement 5.2: A continuum of teacher professional learning is available to all teachers, at all stages of their careers, enabling them to build capacity throughout their careers

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Policy statement 5.3: Teacher professional learning is provided by teacher educators and trainers with the knowledge and experience in inclusive education required to develop essential competences in others

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Policy statement 5.4: Systems are in place to monitor and evaluate the skills and competences of teacher educators and trainers and the content and quality of professional development training and courses

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Policy statement 5.5: There are opportunities for teachers to use evidence from research to inform their practice, and to engage in education research within university settings or through in-school action research projects

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Policy statement 5.6: [Educational professionals](#professionals) and [everyone who works with teachers](#everyone) and schools have on-going learning opportunities that align with the key goals for inclusive education

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Policy statement 5.7: Teachers and everyone who works with them have regular opportunities to collaborate and engage in reflective professional learning, as an important aspect of their diverse professional development

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Section 6: Curriculum framework

There is a [single curriculum framework](#curriculumframework) that is sufficiently flexible to provide relevant opportunities for all learners, and an [assessment framework](#assessment) that recognises and validates attainment and [wider achievement](#widerachievement).

Policy statement 6.1: The single curriculum framework is sufficiently flexible to provide relevant learning opportunities for all learners, including learners who are vulnerable to exclusion

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Policy statement 6.2: The assessment framework recognises and validates attainment and achievement beyond academic success, such as certifying and marking achievement across a range of measures and over time, to highlight individual learner progress

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Policy statement 6.3: Systems are in place to ensure that all learners have access to relevant learning opportunities across all stages of the education system, including preparations for and access to further, higher and vocational education and employment opportunities

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Section 7: Collaboration and communication

Structures and processes are in place to enable [collaboration](#collaboration) and effective communication at all levels – between ministries, regional- and local-level decision-makers and between services, sectors (public and private) and disciplines, including non-governmental organisations and schools.

Policy statement 7.1: Processes for co-operation and collaboration (negotiation and shared activities) are structured and implemented between all relevant stakeholders working within and across all levels and sectors

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Policy statement 7.2: Structures and processes are in place to monitor and evaluate the transparency and effectiveness of collaboration between decision-makers working within and across all levels and sectors to ensure successful and sustained communication outcomes

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Policy statement 7.3: Existing structures and processes enable sustainable partnerships that bring about long-term, effective collaboration and communication at all levels and across all sectors

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Section 8: Early childhood education and family support

There is a strategy to increase participation in [quality inclusive early childhood education](#earlychildhood) and support families experiencing disadvantage.

Policy statement 8.1: Processes are in place to increase access to and participation in early childhood education

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Policy statement 8.2: Processes and strategies are in place to reach and support those families who experience disadvantage, to ensure their greater participation in early childhood education

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Policy statement 8.3: Measures of quality are in place in early childhood education, and undergo a process of monitoring, evaluation and review at local, regional and national levels

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Policy statement 8.4: There is a strategy to increase participation in early childhood education that actively promotes the benefits for children and families in overall child development, improving social inclusion and academic development, and increasing life chances

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Section 9: Support for transitions

There is a strategy to support all learners at times of transition between phases of education – and particularly as they move into adult life – through vocational education and training, further and higher education, independent living and employment.

Policy statement 9.1: Strategies are in place to support all learners at times of transition between levels and phases of education

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Policy statement 9.2: Strategies are developed and implemented at different levels of the education system, through processes of collaboration between educational professionals and others in each sector

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Policy statement 9.3: Strategies are in place to ensure that teachers and other educational professionals are provided with training, time and resources to collaborate and support all learners at times of transition between levels of education

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Policy statement 9.4: Strategies are in place to ensure that learners and their families are supported as they transition from school to post-school educational destinations (such as vocational education and training, further and higher education), independent living and employment

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Policy statement 9.5: Strategies are in place to raise awareness among stakeholders from different sectors to enable them to co-operate and co‑ordinate their approaches, to ensure that the delivery of provision continues smoothly between all levels and towards all post-school destinations

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Section 10: Co-operation between school-level stakeholders

Structures and processes are in place to facilitate co-operation between [stakeholders in schools](#schoollevel), families and local communities. Strategies are in place to ensure that all stakeholders support inclusive school development and enhance learner progress.

Policy statement 10.1: Structures and processes are in place to establish and sustain co-operation between schools, families and local communities

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Policy statement 10.2: There is a strategy to enhance learner progress through co-operation with families and communities, using a range of interactions and initiatives which result in measurable and sustained learner progress

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Policy statement 10.3: There is a strategy to ensure sustainable development and on-going progress in inclusive schools through collaboration and interaction between schools, families and members of the local community

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Policy statement 10.4: Strategies are in place to publicly recognise and acknowledge that active family involvement in the education process is crucial, because it enriches learning experiences and supports young people to develop the competences they need

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Section 11: The use of system data and information collection

A system is in place for data and information collection that provides feedback to inform [on-going improvement](#ongoingimprovement) across the whole system and supports decision-makers at all levels to identify ‘signals’ that indicate the need for urgent action regarding schools needing additional support.

Policy statement 11.1: The data and information collection system is linked to a process of providing feedback to inform on-going improvement across the whole education system

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Policy statement 11.2: Data collection mechanisms aim to have a positive and sustained impact on monitoring access to formal and informal education, leading to increased participation, learning and accreditation

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Policy statement 11.3: Monitoring processes are in place to ensure access to valid and reliable system data, as an essential evidence base for decision-makers to develop educational policy at all levels

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Policy statement 11.4: System data provides an early and accurate means of identifying, monitoring and following up on ‘signals’ that indicate the need for urgent action regarding schools requiring additional support

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Policy statement 11.5: System data is used as an evidence base to inform and develop educational policy and recommendations at regional, national and [international](#international) levels

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Section 12: Transforming specialist provision

There is a strategy to transform [specialist provision](#specialistprovision) to support all learners and increase the capacity of mainstream schools, detailing cross-sectoral working and professional development for all staff.

Policy statement 12.1: Strategies and processes are in place to transform specialist provision to support a more inclusive school system

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Policy statement 12.2: Collaborative practices/strategies ensure that the expertise and resources from specialist provision support the education system to become more inclusive

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Policy statement 12.3: Processes are in to place to implement shared, cross-sectoral (mainstream and specialist) professional development opportunities for all staff, to increase the capacity of mainstream schools to support all, and not just some, learners

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Section 13: Inclusive school leadership

There are strategies in place to develop and support school leaders who work with others to create an inclusive and equitable school ethos with strong relationships, high expectations, proactive and preventative approaches, flexible organisation and a continuum of support to intervene when learners are at risk of failure and exclusion.

Policy statement 13.1: Policies demonstrate a clear understanding of the qualities, skills and competences needed for school leaders to be effective in inclusive and equitable schools

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Policy statement 13.2: Processes are in place to develop and support effective school leaders, who work with others to create an inclusive and equitable school ethos

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Policy statement 13.3: Strategies are in place to support school leaders to have high expectations for their team and for all learners, and to establish a continuum of support for staff and learners with both proactive and preventative approaches

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Policy statement 13.4: Strategies are in place to monitor and ensure effective leadership has an on-going, sustained and positive impact on learner achievement, teaching quality and staff motivation in schools

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Policy statement 13.5: Processes are in place to ensure that effective leadership is flexible and able to intervene when learners are at risk of failure or exclusion, to support them to more positive outcomes

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Section 14: Learner voices

A guidance framework is in place to develop learning and teaching environments where learners’ voices are heard and included in decision-making processes and learners’ rights are fulfilled through personalised approaches to learning and support.

Policy statement 14.1: Strategies are in place to ensure that all school-level stakeholders (learners, teachers, families and communities) equitably and ethically co-create goals for supportive learning and teaching environments, and the goals undergo regular monitoring, evaluation and review processes

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Policy statement 14.2: Strategies are in place to ensure that all schools acknowledge, promote and implement the importance of all learners, teachers, families and communities working together to support progress towards shared goals

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Policy statement 14.3: Strategies are in place to ensure that all stakeholders listen to learners’ voices and ensure learners can meaningfully participate in learning and support processes, by implementing approaches that consider the concepts of ‘[space, voice, audience and influence](#spacevoiceaudienceinfluence)’

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Policy statement 14.4: 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, with emphasis on the practical and ethical aspects of ‘space, voice, audience and influence’

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Section 15: Resilience within the education system

Policy and practice have developed in response to unforeseen events to build [resilience](#resilience) within the education system.

Policy statement 15.1: There are processes to identify aspects of education policy and practice that have been amended in response to unforeseen events

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Policy statement 15.2: There are long-term strategies in place to identify changes made in response to unforeseen events that have had a positive effect on the education system, on schools or on learners

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Policy statement 15.3: There are processes/strategies in place to monitor when unanticipated and unavoidable events have helped progress towards a more inclusive education system

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Policy statement 15.4: There are processes/strategies in place to indicate when unanticipated and unavoidable events have disrupted progress towards a more inclusive education system

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Operational definitions

The intended meaning of some key terms or phrases in the framework’s Policy statements require additional clarification. The table below provides these clarifications in the form of operational definitions. Some of these operational definitions are from the Agency’s [glossary](https://www.european-agency.org/resources/glossary). Other terms are clarified in the context of their use in the Policy statements. These are marked with \*.

Accountability

‘A government’s mechanism for holding education institutions to account for the delivery of high quality education’ and ‘the practice of holding educational systems responsible for the quality of their products – students’ knowledge, skills and behaviors’ ([Brill, Grayson, Kuhn and O’Donnell, 2018](https://www.researchgate.net/publication/331401607_What_Impact_Does_Accountability_Have_On_Curriculum_Standards_and_Engagement_In_Education_A_Literature_Review_National_Foundation_for_Educational_Research_NFER), p. 1).

Accountability may be vertical (top-down) or horizontal (e.g. school-to-school or peer-to-peer support systems). It may include compliance with regulations, adherence to professional norms and/or be driven by outcomes. The purpose of accountability is widely accepted as one of strengthening the education system (ibid.).

All learners\*

All those in education or training, particularly, but not exclusively, of compulsory school age, with no exceptions in relation to characteristics or markers.

Assessment framework

Assessment frameworks enable the wider learning and achievements of all learners to be recognised and valued. They allow systematic monitoring of learners’ progress (and related school performance) in areas that were often regarded as less important than academic progress but are now recognised as essential to learning and success, such as mental health and well-being.

Assessment refers to the ways teachers and other people involved in a learner’s education systematically collect and then use information about a learner’s level of achievement and/or development in different areas of their educational experience (academic, behaviour and social). Assessment enables adjustments to the curriculum and teaching approaches, identifies and overcomes barriers to learning, and informs support decisions ([European Agency, 2021a](https://www.european-agency.org/resources/publications/key-principles-supporting-policy-development-implementation)).

Autonomy

‘The freedom for a country, a region or an organization to govern itself independently’; ‘The ability to act and make decisions without being controlled by anyone else’ ([Oxford Learner’s Dictionaries](https://www.oxfordlearnersdictionaries.com/)).

In education, autonomy may include local-governance autonomy, school autonomy and teacher autonomy (the extent to which teachers can make autonomous decisions about what they teach to learners and how they teach it). Also important are parent autonomy (around curriculum, school performance) and learner autonomy (giving learners control over their own learning process) (adapted from ‘autonomy’ in the Great Schools Partnership [Glossary of Education Reform](https://www.edglossary.org/autonomy/)).

Collaboration\*

Working together with others through processes of listening, sharing and dialogue to reach decisions based on mutual agreement.

Discretionary funding

A system of flexible resource allocation, where actors at different levels (e.g. communities/schools/school leaders/teachers) are able to access funds, in addition to their general funding arrangements, to meet an identified need for support or as a preventative measure to address an emerging issue, to support learners and to decrease exclusion.

Educational professionals\*

All professionals who work in education, at all levels, across all sectors and disciplines, and in all contexts.

Everyone who works with teachers\*

All those who work alongside and support teachers, in any capacity, such as teaching assistants, specialists, experts and other professionals.

International\*

In relation to levels of educational policy, this refers to initiatives and directives from internationally renowned bodies, such as the European Commission or the United Nations.

Leaders/leadership

School leadership:

… refers to all those in key leadership roles in schools and learning communities. Such leaders may also be referred to as headteachers, school directors or principals. There are various stages of school leadership, including teacher, middle and senior leadership. In this role, they focus on enlisting and guiding the talents and energies of teachers, learners and parents to achieve common educational aims.

Leading a school involves both leadership and management. It is important to acknowledge that school leaders need a balance of these two processes. Leadership is focused on values, vision and the future, whereas management is concerned with making the present work ([European Agency, 2020](https://www.european-agency.org/resources/publications/SISL-policy-framework), p. 42).

Learners vulnerable to exclusion from inclusive education

The framework refers to **all learners**. This phrase is intended to include learners who are vulnerable to marginalisation and exclusion from quality inclusive education.

**Learners vulnerable to exclusion** encompasses all learners whose educational experience is ‘impacted upon by a number of pressures, forces, levers, discriminations and disadvantages’ (European Agency, 2021b, p. 6). ‘These learners may or may not fall into categories of special needs and a special type of provision may or may not be available to support them’ ([European Agency, 2022b](https://www.european-agency.org/resources/publications/Legislative-Definitions-report), p. 34).

The following are some **examples** of how learners vulnerable to exclusion should be considered in the framework. These are not definitive.

In terms of **monitoring and evaluation**, the framework should show progress made towards implementing policy into practice for learners vulnerable to exclusion, and towards **embedding quality education in teacher education** to build understanding and capacity within schools and teachers to support all learners.

It is also important to consider the importance of building teachers’ understanding of the structures and cultures of **exclusionary policies and practices**, as a necessary aspect of mitigating their negative impact.

The processes in place to **mitigate challenges** encountered when developing or implementing policy for some learners/groups of learners are crucial to ensure more equitable educational opportunities for all learners.

The strategies that are in place to enable the **voices of marginalised and vulnerable** communities, groups and families to be heard and included in educational decisions should also be considered. These include working with vulnerable stakeholders (including learners and their families) to build **co-operation and collaboration** across all levels of the education system.

On-going improvement\*

A range of strategies and processes to plan, promote and support the implementation of new initiatives, then systematically monitor their effects to collect evidence that will be used to plan and implement further initiatives.

Quality inclusive early childhood education

Early childhood education (pre-compulsory education in most countries) should be for all children, in inclusive settings, and meet internationally-agreed quality standards (such as those from the OECD) in terms of access, structures, processes and outcomes ([European Agency, 2017](https://www.european-agency.org/resources/publications/inclusive-early-childhood-education-literature-review)).

Resilience\*

The ability of educational systems, policies and practices to prepare for, work through, respond to and mitigate unforeseen external challenges.

School-level stakeholders\*

School leaders, teachers, all staff, learners, families/carers and community leaders and members who are involved in the education, care and support of learners in schools.

Sectors\*

All bodies, organisations and ministries, whether public, private or non-governmental.

Single curriculum framework\*

A curriculum structure for all learners (rather than specific curriculum framework(s) for different groups of learners).

‘Space, voice, audience and influence’\*

These are the four key elements of the Framework for Meaningful Participation from the Agency’s [Voices into Action](https://www.european-agency.org/activities/VIA): Including the Voices of Learners and their Families in Educational Decision-Making activity (adapted from Lundy, 2007).

Specialist provision

This covers different types of specialist provision services, specifically:

* in-school provision, which ensures assistance to learners who are in mainstream classrooms, or partially out of mainstream classrooms (special classes, units, programmes, inclusion classes, and parallel support, i.e. one-to-one provision by specialised staff);
* external provision to schools aiming to empower them to act inclusively (resource centres, networks of special schools, networks of mainstream and special schools);
* external provision to schools through individualised support to learners enrolled in mainstream settings (physiotherapists, speech therapists) with the support of education, health or welfare authorities;
* external provision to learners, such as special schools dedicated to learners requiring intensive support, under the responsibility of education, health or welfare authorities ([European Agency, 2019](https://www.european-agency.org/resources/publications/CROSP-synthesis), p. 10).

Stakeholders

Policy-makers, education professionals, school leaders, learners/peers, families and the members of the community ([European Agency, 2019](https://www.european-agency.org/resources/publications/CROSP-synthesis)).

Teacher educators and trainers\*

Professionals who work in higher or further education contexts, or in private schools, organisations and companies, and who provide initial and further education, training and professional development to teachers.

Wider achievement\*

Showing progress in aspects of learning that go beyond the academic curriculum and include social, emotional and physical development, as well as skills in leadership or voluntary, cultural or sporting activities, for example.

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