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Action Plan Educational Support and Inclusive Education

Approved by the Board of Governors at its meeting on 9 to 12 April 2019 in Athens



I. Background

At its meeting on 4 to 7 December 2018 the Board of Governors took note of the 'Evaluation Report on the Implementation of the Educational Support Policy in the European Schools' (doc. 2018-09-D-53-en-3) and the report on 'Inclusive Education in the European Schools' (doc. 2018-09-D-28-en-3).

Both reports provide a list of recommendations to further strengthen the Educational Support Policy and to support and guide the schools to provide inclusive quality education.

Finally, the Board of Governors mandated the Educational Support Policy Working Group to provide a Draft Action Plan addressing the recommendations of both reports.

This document provides a Draft Action Plan which takes in consideration the recommendation of both reports. The structure of the Action Plan is based on the structure of the report on 'Inclusive Education in the European Schools'.

The proposed colours indicate the prioritization proposed by the members of the Policy Working Group:

- High importance and short term (by 2019/20 school year)
- High importance and middle term (by 2020/21 school year)
- High importance and long term
- Important and short term (by 2019/20 school year)
- Important and middle term (by 2020/21 school year)
- Important and long term

The Draft Action Plan was discussed at the meeting of the Educational Support Policy Working Group on 9 January 2019 and had been reviewed by the Working Group in the light of the discussions of the Joint Board of Inspectors and the Joint Teaching Committee in February 2019 before it is now submitted (with an indication of the financial implications) to the Budgetary Committee in March 2019 and to the Board of Governors in April 2019 for approval.

II. Conclusions of the Joint Board of Inspectors

The Joint Board of Inspectors expressed a favourable opinion on the Draft Action Plan. The document would be presented to the Budgetary Committee at its March 2019 meeting.

III. Conclusions of the Joint Teaching Committee

The Joint Teaching Committee expressed a favourable opinion regarding the Draft Action Plan on Educational Support and Inclusive Education. The comments of the Joint Teaching Committee would be taken into account by the Educational Support Policy WG before submitting the document, amended with financial implications, to the Budgetary Committee and to the Board of Governors for decision.

IV. Conclusions of the Budgetary Committee

The Budgetary Committee expressed a favourable opinion on the Draft Action Plan on Educational Support and Inclusive Education and send it forward to the Board of Governors for approval.

V. Conclusion of the Board of Governors

The Board of Governors approved the Action Plan.

Action Plan

AREA	RECOMMENDATION	ACTIONS (WHAT ?)	INDICATORS OF SUCCESS	TIMELINE (WHEN ?)	RESPON- SIBILITY (WHO ?)	BUDGET
1. Human Resources	1.1 <i>“Review the recruitment policy (for secondments and locally recruited staff) in order to ensure that newly recruited staff disposes of the necessary qualifications.”</i> (RIE ¹ page. 12)	a) The required qualification of educational support teachers should be clearly defined.	Specialised Educational Support Teachers (with appropriate qualifications) are seconded/recruited as of the 2020/21 school year.	BoG Dec. 2019	EduSup Policy WG BOG decision	No impact
		b) Recruitment criteria for teaching staff include EdSup qualifications and experience.	Every language section has adequate expertise and well qualified human resources in EdSup.	2020/21 school year	EduSup Policy Wg + Seconding Member States Criteria to be defined at ESS level	No impact

¹ RIE = Report on Inclusive Education (doc. 2018-09-D-28-en-3).

	<p>1.2 “Strengthen the recognition of the support coordinators and provide them with secretarial support where necessary.” (RIE page. 12)</p>	<p>a) Ensure secretarial support in the area of Educational Support by creating synergies with the future Advisory Teams.</p>	<p>Concrete proposal of the EduSup WG/Educational Adviser WGs.</p>	<p>BoG April 2020 2021/22 school year</p>	<p>EduSup Policy WG + Educational Adviser WG</p>	<p>€ 450.000</p>
		<p>b) Recommend on a minimum ratio of time allocation for support coordination based on the number of pupils receiving Educational support as a guidance for schools. (IR² page 47)</p>	<p>Time allocation for support coordinators allows them to perform their job effectively and professionally.</p>	<p>2020/21 school year</p>	<p>EduSup Policy WG + BoG</p>	<p>No impact</p>
		<p>c) Recommend the requirements for the qualifications and expertise of support coordinators. (IR page 47))</p>	<p>Increase in the number of support coordinators having qualification and expertise in special educational needs.</p>	<p>2020/21 school year</p>	<p>EduSup Policy Group</p>	<p>No impact</p>

² IR = Evaluation Report on the Implementation of the educational Support Policy in the European Schools (doc. 2018-09-D-53-en-3).

	<p>1.3 <i>“Improve the working conditions of support assistants (salary, job security, review of job description) and strengthen their status.”</i> (RIE page 12)</p>	<p>a) Mandate the Educational Support Policy Working Group to examine in more detail the way the schools ‘use’ the Support Assistants and to review the job description.</p>	Concrete proposal of the EduSup Policy WG.	Final proposal of the EduSup Policy WG in Dec. 2019	EduSup Policy WG + BoG	No impact
		<p>b) Mandate the AAS Working Group to review the legal status of the Support Assistant in the light of the analysis carried out by the EduSup Policy Group.</p>	Concrete proposals of the AAS WG.	Final proposal of the AAS WG in April 2020 Implementation as of 2020/21 school year	AAS WG + BoG	Depends on proposal of AAS WG
	<p>1.4 <i>Review the list of professions, which are included in the list of therapists</i> (RIE page 12)</p>	Prepare next call for expression of interest	List of professions meets concrete needs of pupils with special educational needs; contracts are compatible with EU law	June 2019	EduSup Policy Group	No impact
	<p>1.5 <i>“Create the function (full time) of a ‘central coordinator for educational support and inclusive education’ in the Office of the Secretary-General.”</i> (RIE page 12)</p>	Request the seconded post for the budget 2020.	The post is created and filled on 1 January 2020.	Decision of BoG in April 2019 Availability of the post as of 1 September 2019	OSG + BoG	€ 50.000 per year

2. Qualification and Training	2.1 <i>“Develop a training policy for teaching and non-teaching staff on inclusive education and set up a dedicated budget.”</i> (RIE page 15)	Concrete needs for training in inclusive education are mapped, a training policy is developed and a dedicated budget is set up. Ensure competences to provide reasonable accommodation for individual needs.	Increase in the number of teaching and non-teaching staff participating in internal or external training on inclusive education	2020/21 school year	EduSup Policy WG in autumn 2019	tbd
	2.2 <i>“Provide all new teaching staff as part of their induction training with information on policy and procedures of educational support provisions.”</i> (RIE page 15)	Mandate the newly created WG on ‘Teacher Induction’ to address the need.	The training plan for new teaching staff devotes a part to educational support.	Dec. 2019	OSG + Induction of New Teachers WG	No impact
	2.3 <i>“Ensure awareness of all members of the school community (staff, parents and pupils).”</i> (RIE page 15)	Support schools by providing material on raising awareness on inclusive education.	Schools organise regularly events for awareness-raising	2020/21 school year	OSG + Directors	No impact

3. Budgetary Allocations	3.1 <i>“Provide the schools with more guidance on how to allocate the budget.”</i> (RIE page 17)	Review the annual budget instructions and assure annual reporting.	The annual budget instruction provides clear guidelines. Schools can provide evidence how the support budget has been used.	Dec. 2019	OSG	no implications
4. Accessibility – build environment (including ICT and school transport)	4.1 <i>“Set up a comprehensive accessibility policy with clear standards. Monitor its implementation and maintenance. Check accessibility needs of pupils (and parents and teachers) on a regular basis in order to ensure reasonable accommodation.”</i> (RIE page 19)	a) Develop a comprehensive accessibility policy with clear standards, recognizing the differences between existing national standards. A school specific work flow is established to promote effective communication and cooperation within the school to ensure adequate accessibility from the first day of schooling.	No pupils face difficulties to access to his/her classroom as of the beginning of the school year.	2021/22 school year	OSG + Directors + Hosting Member States’ authorities + EdSup WG	tbd
		b) Prevent barriers by adopting measures that ensure the right to accessible education and full and equal participation of all pupils.		2020/21 school year	OSG + Directors	tbd

5. Accessibility – information and communication	5.1 <i>“Ensure that all schools have comprehensive and easy accessible school specific guidelines.”</i> (RIE page 20)	a) Establish a list of core elements of the guidelines.	All schools have comprehensive and easy accessible school specific guidelines fully compliant with the policy.	June 2019	OSG + EduSup Policy WG	1 x 2 days meeting of support inspector (€ 2500)
		b) Schools develop their guidelines further in the light of the list.	All schools have comprehensive and easy-accessible specific guidelines fully compliant with the policy.	Dec 2019	Directors	no impact
6. Teaching material	6.1 <i>“Explore ways for strengthening the cooperation with national resources centres.”</i> (RIE page 22)	National inspectors agree to act as first point of contact and support the schools to find information. National resources centres can share expertise and provide support to schools that remain with the responsibility.	Schools have access to national resource centres.	December 2019 (Report Roles and Duties of Inspectors)	OSG + JBI	No impact
	6.2 <i>“Establish a procurement policy to purchase accessible teaching material and assistive material.”</i> (RIE page 22)	Areas for common market are identified.	Set up a framework contract.	2020/21 school year	OSG + Schools (Directors and Support Coordinators)	No impact

7. Personalized support	<i>“Provide the schools with more autonomy ...</i>					
	7.1 <i>to adapt the thresholds for maximum number of pupils in cases where a class has several pupils receiving ISA.</i>	a) Review the decision of the BOG and give autonomy to the Administrative Boards of the schools.	The number of pupils in the class is linked to the number of ISA pupils .			
	Alternatively, <i>ensure that classes with 25-30 pupils and having several pupils receiving ISA get a support teacher on a permanent basis.”</i> (RIE page 25)	b) ensure that the schools adapt their policy in accordance with the needs of the children within their given autonomy.	The way to organise Educational Support is linked to the number and needs of ISA pupils within the given legal frame.	Implemented in 20/21 school year	EduSup Policy WG proposal in autumn 2019	No impact
	7.2 <i>“Develop and introduce comprehensive and harmonised framework and procedure for early identification of pupils’ abilities and needs.”</i> (RIE page 25)	a) Create a harmonised chapter dealing with educational support needs in all enrolment forms of the different schools.	Potential needs are addressed in the enrolment process while respecting the requirements of the GDPR.	Implemented in 2020/21 school year	OSG	No impact
		b) Collect/Develop/Make available comprehensive tools for early identification/pedagogical diagnostics harmonised across the system.	The schools have harmonised and comprehensive diagnostic tools at their disposal.	Implemented in 2020/21 school year	EduSup Policy WG + Directors	tbd

	<p>7.3 The current classification of diagnosis used in the ES needs to be updated in order to fully correspond to the current understanding of difficulties and disabilities affecting to learning, based on the existing research and to be in line with the Human Rights approach of the UN CRPD.</p>	<p>Develop an up to date classification of diagnosis and start to study a future possible change of diagnosis into an assessment of needs and identification of support.</p>	<p>Up to date classification of diagnosis is used as a basis for identification, proper provision of educational support and for statistics and evaluation.</p>	<p>2019/20 school year</p>	<p>EdSup Policy WG in cooperation with experts (WHO?)</p>	<p>No impact</p>
<p>8. Smooth transition</p>	<p>8.1 <i>“Explore ways for facilitating the successful transition from pupils with educational needs in particular from the Primary to the Secondary Cycle.”</i> (RIE page 27)</p>	<p>a) Identify existing difficulties in transition from Primary to Secondary Cycle and make concrete proposals on how to ensure a successful transition (e.g. define a workflow to be established in Schools transition guidelines.</p>	<p>Guidance is given to schools and workflow is established and included in the transition documents of the school and ILPs</p>	<p>2020/21 school year</p>	<p>OSG + Directors</p>	<p>No impact</p>
		<p>b) Promote the concept of multi professional, “trans cycle” care teams and establish a certain number of hours/periods of décharge in the document on ‘Internal Structures’.</p>	<p>“Trans cycle” care teams are established in all schools.</p>	<p>Sep 2021</p>	<p>EduSup Policy WG January 2020 BOG April 2020</p>	<p>tbd.</p>

<p>9. Adaptability – curricula, assessment, examination</p>	<p>9.1 <i>“Mandate the Pedagogical Reform Group to analyse how to introduce some flexibility to the curriculum with the aim of allowing more pupils with educational needs to be promoted (e.g. replacing an element of the curriculum with an alternative element in case of physical disability or important learning difficulty, clarify rules for promotion in case of skipped subject, etc.)”</i> (RIE page 30)</p>	<p>Analyse concrete barriers in the curriculum for pupils with special educational needs and prepare a proposal.</p>	<p>Some flexibility is introduced to the curriculum allowing more pupils with educational needs to be promoted.</p>	<p>End of 2022</p>	<p>EduSup Policy WG + Peda Reform Group + BoG</p>	
	<p>9.2 <i>“Review in this context the criteria for promotion and progression with the aim of allowing pupils with minor modifications of the curriculum or for those, who cannot attend some subject/s because of their disability, to be promoted.”</i> (RIE p. 30)</p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	<p>Dto.</p>	

	<p>9.3 Further develop the electronic system recording pupil progress, assessment and promotion in order to better record the progress and promotion of pupils with special educational needs.</p>	<p>Improvement of the electronic system recording provision, progress and assessment of pupils with special educational needs</p>	<p>The stakeholders (schools, inspectors, OSG) have at their disposal relevant data within the SMS</p>	<p>2022/23 school year</p>	<p>OSG</p>	<p>No additional impact</p>
<p>10. Enrolment</p>	<p>10.1 <i>“Establish clear procedures, criteria and responsibilities for assessing the requests for enrolment of children with special educational needs and for advising parents in case of continuation of enrolment might not be in the best interest of the child.”</i> (RIE page 33)</p>	<p>Establish a check list for Directors and common guidelines for the schools.</p>	<p>All Directors base their decision to not enrol a pupil/to no longer provide education to a pupil on clear procedures and documental evidence, including external expertise and taking into account the best interest of the child in question.</p> <p>All these cases are properly documented, analysed and conclusions are drawn in order to make the European Schools progressively more inclusive.</p>	<p>Sep 2019</p>	<p>EduSup Policy WG autumn 2019</p>	<p>No direct impact</p>

	<p>10.2 “Ensure a ‘four-eyes-principle’ before rejecting a pupil and ensure proper documentation of any rejection in order to ensure a follow-up on system level.” (RIE page 33)</p>	Dto.	Dto.	Dto.	Dto.	No impact
	<p>10.3 “Ensure that the Director consults the educational support inspectors before advising parents to leave the school and ensure proper documentation of any such decision.” (RIE page 33)</p>	Dto.	Dto.	Dto.	Dto.	No impact
11. Transition to other schools	<p>11.1 “Strengthen further the cooperation between the School and the hosting Member State/Municipality and the local schools.” (RIE page 33)</p>	a) National Inspectors agree to act as first point of contact.	All schools have established a relationship to local authorities in the field of educational support and inclusive education.	December 2019 (Report Roles and Duties of Inspectors) End of 2019/20 school year	JBI	No impact

		b) Schools share best practices.	Dto.	End of 2019/20 school year	OSG + Support Coordinators	No impact (part of the annual INSET)
12. Certification of capacities	12.1 <i>“Develop two new certificates at the end of S 5 which are recognized by the national education systems of the Member States:</i>					
	<i>1) an alternative leaving certificate for students with modified curriculum who are not promoted but progressed,</i>	Map the situation in Member States.	Pedagogical Reform Group has analysed and discussed the request and will provide its opinion.	End of 2022	EduSup Policy WG + Peda Reform Group	
	<i>2) certificate for all pupils at the end of S 5.”</i> (RIE page 33)	b) Dto.		End of 2022		
13. Monitoring/Quality assurance	13.1 <i>“Conduct an independent, external monitoring/evaluation concerning the inclusiveness of the policy of the European</i>	The Commission’s Diversity and Gender Equality 2018 Report and Action Plan.	The Board of Governors mandates the Secretary-General to contract an external evaluation in 2021 with the purpose of	2021	EU COM + OSG	tbd.

	<p><i>Schools in the context of the UNCRPD recommendations.”</i></p> <p>(RIE page 36)</p>		<p>assessing the implementation of the European Schools’ Action Plan adopted by the BoG in April 2019, including any outstanding issues, and issuing recommendations to the BoG.</p>			
	<p>13.2 <i>“Cover in future statistical reports additional aspects such as qualification and training of teaching staff, information on therapists and on reasons why pupils are not enrolled or leave the European School system.”</i></p> <p>(RIE page 36)</p>	<p>The schools need to be provided with guidelines concerning the collection of data.</p>	<p>Future statistical reports provide the requested data.</p>	<p>Implemented in the 19/20 school year</p>	<p>Support Inspectors + OSG</p>	<p>1 x 2 days meeting of support inspector (€ 2500)</p>
	<p>13.3 Conduct a systematic evaluation of educational support provision in the schools based on clear criteria and statistical data.</p> <p>(IR page 54)</p>	<p>Develop harmonised criteria for evaluation of the educational support provision.</p>	<p>All schools have at their disposal criteria for monitoring, recording, analysing and evaluating the educational support provision and its effectiveness.</p>	<p>End of 2020/21 school year</p>	<p>EduSup Policy WG</p>	