Project Fiche – IPA Multi-beneficiary programmes / Component I

1 IDENTIFICATION

Project Title	Regional Support for Inclusive Education
CRIS Decision number	2012/022-966
Project no.	04
MIPD Sector Code	2. Justice and Home Affairs, including fundamental rights and vulnerable groups
ELARG Statistical code	01.23 Judiciary and Fundamental Rights
DAC Sector code	15160
Total cost (VAT excluded)[1]	EUR 5 110 215
EU contribution	EUR 4 645 650
Management mode	In joint management with the Council of Europe
Responsible Unit	ELARG D3
Implementing modality	Stand alone project
Project Implementation Type	Contribution Agreement
Zone benefiting from the action(s)	Western Balkans: Albania, Bosnia and Herzegovina, Croatia, , the former Yugoslav Republic of Macedonia, Montenegro, Serbia, as well as Kosovo*

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[1]   The total Project cost should be net of VAT and/or of other taxes. Should this not be the case, clearly indicate the amount of VAT and the reasons why it is considered eligible.

*   This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence

2 RATIONALE

2.1 PROJECT CONTEXT: ISSUES TO BE TACKLED AND NEEDS ADDRESSED

Cultural, religious, linguistic, ethnic and socio-economic diversities are one of the most visible characteristics of the Western Balkans. They have further deepened in the last twenty years when parts of Western Balkans have seen armed conflicts, political transformations and a difficult transition from command to market economy. The profound economic and societal changes in Western Balkans have brought rapid and large growth in social inequalities, as well as new forms of social exclusion and segregation that need to be addressed.

To-date the beneficiaries from the Western Balkans share common present-day aspirations for EU membership and are involved in the process of accession to the European Union, although at various stages[2]. In this process, it is of considerable importance for the countries to demonstrate fulfilment of the Copenhagen accession criteria of 1993, which, among other matters, specifically refer to "respect for and protection of minorities". Combating social exclusion and poverty, on the other hand, is among the key priorities of the European Union. Building a more inclusive Europe is vital to achieving the European Union's goals of sustained economic growth, more and better jobs and greater social cohesion, as re-iterated by the Europe 2020 strategy[3]. Therefore, social inclusion is a policy area highly relevant to the candidate countries and the potential candidates and has been identified as a key challenge in the Enlargement strategy 2011-2012.

This proposal for an Instrument for Pre-Accession (IPA) intervention at the regional level accentuates the role of education and training in the promotion of social inclusion, tolerance, intercultural dialogue and non-discrimination in the Western Balkans. Educational underachievement, skills deficiencies and inequitable access to quality education and training are effects, as well as - in the long run – major causes of social exclusion. Education can become a tool for breaking this vicious circle only when it offers equal opportunities in access to and participation in learning, i.e. when the *education systems themselves are inclusive*.

At the origins of this project is the belief that despite the lack of quick-fix solutions for the complex historically and politically rooted causes of social and educational exclusion in the Western Balkans, efficiently applying what the concept of inclusive education entails could play a key beneficial role in addressing these issues both the short and in the long run. This assumption is based on key findings from a regional report[4] that has been produced as part of European Training Foundation's (ETF) Social Inclusion through Education and Training project carried out in Western Balkans between 2008 and 2011, from the discussions of the ETF facilitated regional policy network[5] during the project regional meetings in Pula (2009), Sanliurfa (2010) and Turin (2011), as well as from the consultations with the ad hoc Task Force[6] that was set up in 2011 with the aim of enhancing the involvement and the ownership of the Beneficiaries over the design the present Project.

The Western Balkan countries have explicitly expressed their willingness to work together and to cooperate in the field of inclusive education at regional level, as evidenced by the minutes of the above-mentioned meetings of the regional policy network and by the exchange of communications during the consultations with the Task Force.

A regional approach to inclusive education is well justified due to the similarity of the social, political and economic contexts and problems shared by the countries in the Western Balkans, as well as in the light of the

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[2] Croatia is an acceding country, the former Yugoslav Republic of Macedonia and Montenegro have the status of candidates, while the rest are potential candidates and (with the exception of for Kosovo) have signed the Stabilisation and Association Agreements.

[3] Europe 2020. A strategy for sustainable, smart and inclusive growth. Communication from the Commission. COM (2010) 2020. Brussels, 3.3.2010.

[4] European Training Foundation. Teachers for the future – Teacher development for inclusive education in the Western Balkans, Office for Official Publications of the European Communities, Turin, 2011

[5] This open network includes representatives from public institutions, academia, research community, think tanks, community-based organisations, NGOs from the Western Balkans and Turkey. Other members of the network come from the European Commission's DG Enlargement, DG Employment, Social Affairs and Equal Opportunities, Delegations of the European Union, the Regional Cooperation Council (RCC), the Council of Europe, the European Agency for Special Education, the Roma Education Fund (REF), the Open Society Institute (OSI), OECD, South East European Centre for Entrepreneurial Learning (SEECEL), UNICEF, Fundación Secretariado Gitano (FSG) and many distinguished experts from public institutions and NGOs from EU Member States.

[6] Members of the Task Force were representatives of governmental institutions, non-governmental actors and academia, as follows: Albania: Prime Minister's Office (Education Adviser to PM); Bosnia and Herzegovina: Agency for Pre-primary, Primary and. Secondary Education of Bosnia and Herzegovina; Croatia: Ministry of Science, Education and Sports; the former Yugoslav Republic of Macedonia: Ministry of Education and Science; Montenegro: University of Montenegro; Serbia: Social Inclusion and Poverty Reduction Unit, Government of the Republic of Serbia; Kosovo: Kosovo Education Centre; Turkey: Ministry of National Education.

common challenges and objectives for the region as a whole in the context of the enlargement process. The national education systems, in particular, have similar structures and undergo similar reforms, all of them struggling to ensure equality of opportunity to the diverse groups of learners. These commonalities, coupled with the shared needs, similar priorities and limited resources, suggest that regional cooperation, exchange of experience and learning can promote more efficient implementation of inclusive education at national level, while offering significant economies of scale of intervention.

This is precisely where the regional approach can provide for added value: cooperation could serve as a driving force in exploring the similarities of the social, political and economical context with view to engaging into joint actions when addressing the common problems the Beneficiaries face as regards segregation and vulnerability. The pursuit of the objective of promoting social inclusion may benefit from pooling of regional expertise and from policy learning at regional level.

In the specific context of accession it would be a missed opportunity if candidates and potential candidates could not learn from each other's experiences and best practices in this regard. At the regional level comparability would serve a catalyst for enhanced performance in implementing the necessary reforms and additional strategic and systematic approaches may emerge based on the analysis of results emerging under similar circumstances.

The regional approach features the added value of cross-fertilising existing initiatives with the ultimate aim of sharing best practices.

This project fiche is the output of a participatory and collaborative consultation process with all Beneficiaries facilitated by ETF and DG Enlargement in the period October 2010 - October 2011.

2.2 LINK WITH MIPD AND NATIONAL SECTOR STRATEGIES

The project is in line with the IPA Multi-Annual Indicative Planning Document (MIPD) 2011-2013, Section 3.1: Justice and Home Affairs, including fundamental rights and vulnerable groups, which refers to reducing ethnic and social distance as one of the objectives to be achieved and indicates inclusive education as an appropriate means in that regard.

The project corresponds to and complements the national policies and strategies in the Western Balkans addressing various aspects of social inclusion. A number of changes have been introduced in legislation and educational policies of the Beneficiaries with the intention of ensuring equity and inclusion in relation to the diverse cultural backgrounds, socioeconomic status, abilities and the religious identities of students. While the existing legal framework is generally supportive to inclusive education and the beneficiaries are signatories to a number of international standard setting documents[7], implementation remains a barrier, mostly due to a lack of funds, unsustained commitments, unsuitable school buildings and trained personnel. An overview of the recent developments in providing equal opportunities for quality education in each of the Beneficiaries is provided in Annex 3.

2.3 LINK WITH ACCESSION PARTNERSHIP (AP) / EUROPEAN PARTNERSHIP (EP) / STABILISATION AND ASSOCIATION AGREEMENT (SAA) / ANNUAL PROGRESS REPORT

Social inclusion has been mentioned as a key challenge for the enlargement region in the latest Commission Communication on the Enlargement Strategy[8]. This Communication from the Commission highlights the opportunity for providing support to vulnerable groups through education, while recommending to the enlargement countries to set explicit and ambitious targets on employment, education and poverty reduction of disadvantaged communities. The European Commission Communication on "An EU Framework for National Roma Integration Strategies up to 2020" of 5 April 2011, calls for more efforts from the enlargement countries to improve the social and economic inclusion of Roma through improving the delivery of support under the Instrument on Pre-Accession Assistance towards a strategic and results oriented national and multi-beneficiary programming with a focus on a sector-wide approach for social development. The Communication draws attention to the fact that these policies

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[7] The Council of Europe Framework Convention for the protection of national minorities, which all Beneficiaries (apart from Kosovo and Turkey) have ratified, the revised European Social Charter, European Convention of Human Rights, Convention on the Rights of Child, UNESCO Convention against Discrimination in Education, and the UN Convention on the Rights of Persons with Disabilities; all potential candidates and candidate countries (with the exception of Turkey) take part in the Decade of Roma Inclusion 2005-2015.
[8] EC, Communication from the Commission to the European Parliament and the Council. Enlargement Strategy and Main Challenges 2011-2012. COM (2011) 666 final.

should be explicitly but not exclusively targeting Roma, as other social groups need to be assisted and by strengthening the involvement of civil society by encouraging institutionalised dialogues with Roma and other marginalised groups representatives to become involved and take responsibility for policy formulation, implementation and monitoring on regional, national and local level.

The issues of social inclusion and of access to and quality of education addressed by the project are highlighted in all European/Accession Partnerships as short-term and/or medium-term priorities. Helping the Beneficiaries make progress in these areas will assist the implementation of the European/Accession Partnerships and the enlargement process as a whole.

2.4 PROBLEM ANALYSIS

Non-enrolment, early school leaving, dropping out and irregular attendance are common regional problems for the Western Balkans. Varying but significant numbers of children and young people[9] (most of them being Roma children and children with disabilities) are not enrolled in school at all in the region for a variety of reasons including overt discrimination. Many other children, especially those from certain minorities and from economically and/or educationally disadvantaged backgrounds, drop out during compulsory education or leave school at the earliest permitted opportunity.

The groups exposed to the greatest risk of exclusion in education include Roma students (especially older girls), students with disabilities and serious health problems, students (especially from rural areas) in domestic and agricultural work, street children and students from isolated and inaccessible areas. Furthermore, there has been a worrisome trend in recent years toward increasingly segregated education along ethnic and linguistic lines (e.g. Bosnia and Herzegovina, Kosovo, the former Yugoslav Republic of Macedonia; segregated Roma classes/schools across the region).[10]

Serious efforts have been made in the last decade by the Beneficiaries to tackle the problems of exclusion from and within education. All of them have tried to put the ideas of inclusive education into practice – either on an ad hoc basis (pilot projects), or on a more systemic level (in the context of the national education reforms) (see Annex 3). All of them have been confronted with serious challenges, such as: discriminatory attitudes and beliefs; lack of understanding and commitment; lack of necessary skills and capacities; limited resources; and inappropriate organisation. On the other hand, education reforms in the beneficiaries have recently tended to shift the main focus of attention to improving the quality of existing educational provision at the expense of accessibility, thus creating the impression of an inevitable conflict or trade-off between quality and inclusiveness of education.

Having made its first steps in introducing inclusive education, the region is now confronted with the drawbacks and the complexities of the implementation process. Good quality education, accessible for all, is currently present as isolated examples of good practice, rather than a mainstream reality in the Western Balkans There is a need for wide-reaching, yet well focused support in order to make the change happen system-wise. Comprehensive and consistent steps need to be undertaken, encompassing schools at the meso- (institutional) and parents and students at the micro- (individual) levels, as well as central governments at the macro-level.

2.5 LINKED ACTIVITIES AND DONOR COORDINATION

Projects relating to education of disadvantaged or vulnerable groups developed and implemented by Beneficiaries, by EU or by other international actors on an individual or multi-country level, complement this regional intervention.

An indication of relevant prior regional or multi-beneficiary (MB) programmes (IPA, CARDS):

- CARDS 2006 regional project on social inclusion of and access to human rights for Roma, Ashkali and Egyptian communities in the Western Balkans.
- IPA MB 2009 - Social inclusion: regional support to marginalised communities

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[9] Reliable statistical evidence relevant to all the cases mentioned in the paragraph is not available due to the fact that disaggregated school data collection and education management information systems are either missing, or weakly performing in the Western Balkans and Turkey.
[10] European Training Foundation. Teachers for the future – Teacher development for inclusive education in the Western Balkans, Office for Official Publications of the European Communities, Turin, 2011

- IPA MB 2010 –Best practices for Roma integration
- IPA MB 2011: Promoting human rights and protecting minorities in South East Europe

An indication of relevant IPA national programmes:

- IPA 2008: Support for Vulnerable Groups in Bosnia and Herzegovina
- IPA 2010: Enhancing the Social Protection and Inclusion System for vulnerable groups (Bosnia and Herzegovina)
- IPA, Component IV Multi-Annual Operational Programme "Human Resources IPA, Component IV Multi-Annual Operational Programme "Human Resources Development" 2007-2013: Access to Education by Students with Disabilities (Croatia)
- IPA 2007 : Education in Kosovo: Inter-culturalism and the Bologna Process
- IPA 2009 SWAp Project: Support to the implementation of the education sector-wide approach in Kosovo
- Multi-annual Operational programme "Human Resource Development" 2007-2013, IPA Component IV, Priority Axis 2 "Education and Training" – Measure 2.2 "Enabling access to quality education for ethnic communities (the former Yugoslav Republic of Macedonia)
- IPA 2010: Social Welfare and Child Care System Reform: Enhancing Social Inclusion (Montenegro)
- IPA 2008: Education for All - Increasing the Availability and Quality of Education for Children from Marginalised Groups (Serbia)
- IPA 2008: Social Inclusion (Serbia)
- IPA 2008: Systemic Development of Elementary, Practice Based Adult Education in Serbia (second chance)
- IPA 2009: Improve pre-school education in Serbia

In addition, a number of donor interventions, both national and regional, are aimed at improving the inclusion of different vulnerable groups of learners into education systems of the Western Balkans.

UN Agencies

In line with the Millennium Development Goals, the UN Agencies (mainly UNICEF, UNDP, World Bank, etc) have been and continue to be very active in the Western Balkans in supporting the increased institutional capacity and monitoring capabilities at central and local level, civil society organizations for decreasing vulnerability and in reducing vulnerable groups' social exclusion through improved equitable education, social security and health system, and by introducing active labour mechanisms and economic opportunities, with special focus on marginalised or "under served" groups.

Council of Europe

The Council of Europe implements activities aimed at developing standards, policies, monitoring mechanisms and good practices in education for human rights and democratic citizenship, as well as for promotion of intercultural dialogue, cultural and linguistic diversity. It has set up networks and published materials supporting inclusive education (which have been published in regional languages), such as the Pestalozzi programme for the professional development of teachers and education, Roma School Mediators programme, and the School-Community-University Partnerships for a Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States.

OSCE

While the situation in the Balkans has stabilized significantly in the last decade, the OSCE still maintains its strongest field activities in this region. Through its missions in Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia, Kosovo, Montenegro and Serbia, it carries out a vast array of multi-faceted activities and projects, including human rights education and national minorities, democratisation and institution capacities for the central and local authorities on the issues.

Open Society Institute

The Education Support Programme of the Open Society Institute in 2009 launched the research project Advancing Educational Inclusion and Quality in South East Europe (involving all Western Balkan countries) which focuses on two main issues: i) inequity in education, more precisely the gap between existing policies and

their implementation, and the neglect of various forms of discrimination (e.g., in relation to minorities, special needs, etc.); ii) insufficient participation by stakeholders - particularly students and parents - in education systems, and poor quality of education

Roma Education Fund

The Roma Education Fund (REF), created in the framework of the Decade of Roma Inclusion in 2005 with the ultimate goal to close the gap in educational outcomes between Roma and non-Roma, has been active in the Western Balkans in supporting policies and programmes which ensure quality education for Roma, including the desegregation of education systems, through research and support for projects, as well as provision of scholarships.

Others

Other international donors or global networks like Save the Children, Step by Step, World Vision, etc., as well as EU Member States bi-lateral donor organisations (e.g., ADA, GIZ, Finnish AID, SIDA, Norway, DFID, USAID, Swisscontact, British Council etc) have been supporting the countries in the region to establish inclusive approaches in their education systems.

In view of the multitude of existing interventions from pre-accession funds and the extensive donor activity in the specific field ensuring complementarity with view to creating synergies is the key-word in harmonising these approaches. The present programme seeks to address this specific challenge while adding value at the regional level.

2.6   Lessons learned

Previous and current similar initiatives (mentioned in the previous section, as well as in Annex 3) have highlighted the need for strengthening of the links between the national level of education policy formulation and the local level of implementation, as well as for improving their capacities to work in a consistent, synergetic manner in order to achieve a significant and long-lasting impact. The isolated focus either on education policy formulation and design (legislation, strategies, action plans, etc.), or on provider level (school management, teaching skills etc.) has proved to be inefficient in promoting changes and transformations of the education system. The processes of bridging the levels of policy formulation with policy implementation and the particular role of education inspection authorities in that respect have been often neglected.

Another important lesson learned from previous actions is related to the call for caution when designing affirmative interventions targeting specific vulnerable or disadvantaged groups of learners (e.g. children with disabilities, Roma children, etc.) because they might contribute to a deeper fragmentation of and segregation within local communities in general and within those of both parents and children. Experience has shown that group-targeted positive discrimination measures risk a backlash that could make such measures self-defeating. The institutional capacity, at all levels including schools, to work through consensus-building, avoiding 'winner' and 'loser' decisions and achieve a high buy-in from all the various partners and communities as a whole, has been often neglected. Therefore the orientation towards more holistic approaches that cater for the needs and interests of all learners, as is the case with inclusive education, is a prerequisite to guarantee better quality and sustainability of the measures taken.

Last but not least, there has been a multitude of internationally supported interventions targeting school teachers, while ignoring the rest of the school teams. While the critical role of teachers is widely acknowledged, there is still insufficient recognition of the importance of in-school ethos and collaboration, as well as of the role of key school staff, including principals, psychologists, speech therapists, pedagogues and practical assistants for practising inclusive educational approaches. More attention has to be paid also to the school-home and school-community partnerships in promoting educational and social inclusion.

3   DESCRIPTION

The proposed project aims to promote the concept and practices of *inclusive education* in the formal pre-university education systems in the region of the Western Balkans. While there are different definitions and interpretations of inclusive education, internationally it is increasingly seen (and this is also the understanding of the present project) as a reform principle that respects and caters for diversity amongst all learners with a specific focus on those who are at higher risk of marginalisation and exclusion. It starts from the belief that education is a basic human right and a foundation for a more just society and aims to eliminate social exclusion which is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability.[11]

The starting point of the project is that it is not enough to draw up policies of change. Practise has proved that for schools to overcome the rift of exclusive teaching and learning approaches, they have to re-examine what they teach, how they teach and how they assess learner's performances. It requires a paradigm shift in education- for the benefit of all learners and they cannot do it alone. The main activities under this project therefore will focus on pilot schools to increase the understanding for the benefits of inclusive education in the Western Balkans schools and education system by supporting and engaging 48 pilot schools. This experience will provide knowledge for policy makers and practitioners to better understand if education systems in the countries contribute to social diversity and more inclusive societies or whether it is reproducing new forms of discrimination and exclusion. In this case exclusion does not only refer to those who cannot attend schools but also to those who are discriminated because of their social or individual characteristics or capacities within the classroom. The school/community based foreseen activities will be accompanied by action research which will carefully analyse the barriers to inclusion and conditions and support needed for inclusive school developments.

The acquired knowledge of practices and policies that promote or undermine inclusion will provide evidence for informed inclusive education policies to be implemented through the on- going education reforms in the region.

Inclusive education seeks to offer quality education <u>for all</u> while taking into account the different needs and abilities, characteristics and learning expectations of the students and communities. Inclusive schools attempt to respond to pupils as individuals - i.e. to their diverse learning needs – by reconsidering and restructuring curricula, teaching methods, teaching aids, assessment and evaluation in line with the needs of everyone, thus reducing exclusion and degradation of students on the basis of disability, ethnicity or anything that could render the school life of some children unnecessarily difficult.[12]

Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and nonformal educational settings. Rather than being a marginal theme on how some learners can be integrated in the mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

3.1 OVERALL OBJECTIVE OF THE PROJECT

The overall objective is to enhance in line with the Beneficiaries' commitments to EU accession - social inclusion and social cohesion in the region by promoting inclusive education and training.

3.2 SPECIFIC OBJECTIVE(S) OF THE PROJECT

The Project aims to promote the concept of inclusive education, as well as relevant policies and practices of inclusive education in the formal education system at pre-university level in the Western Balkans through awareness-raising, mutual learning and capacity building measures.

3.3 RESULTS

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[11] See: UNESCO. The Open File on Inclusive Education. Paris: UNESCO, 2001; M. Ainscow and S. Miles. Developing inclusive education systems: how can we move policies forward? Available : http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009/0907 Beirut/DevelopingInclusive_Education_Systems.pdf

[12] See: J. Sebba and D. Sachdev. What Works in Inclusive Education?, Barnardo's, Barkingside, 1997; T. Booth and M. Ainscow (eds.), From them to us: an international study of inclusion in education, Routledge Falmer, London, 1998; L. Florian and M. Rouse. The Inclusive Practice Project in Scotland: Teacher education for inclusive education, Teaching and Teacher Education, n° 25, 2009, pp. 594-601.

a. Pilot projects for Inclusive schools successfully implemented in the region, as manifested by:

- 8 national school networks, each consisting of 6 schools(Inclusive SchoolNet) established

- Accompanying research teams attached to national school networks(Inclusive SchoolNet)

- Western Balkans and Turkey school based research findings contribute actively to the European and international debate on inclusive schools and communities for inclusive education;

- Number of capacity building activities conducted within the established national and regional network (Inclusive SchoolNet)

- Schools approaches developed and implemented to encourage the presence, participation and achievement of all learners from their local communities

- Communication and supporting approaches and tools from schools to communities who are vulnerable to marginalisation and exclusion

- Evidence and know-how on enduring and meaningful implementation of change at all levels, macro to micro, from political aspiration and practises to that of school, community and society at wide

b. Enhanced awareness of benefits of inclusive education achieved for general public as well as decision makers, as manifested by:
- Improved perceptions, awareness and support of the general public for inclusive education

- Increased awareness among relevant authorities and stakeholders of the policies and practices of inclusive education, with particular emphasis on pilot schools

- Expertise and information on EU, regional and country inclusive policies and practices in education and training and society at wide

- Enhanced open and constructive debate on rifts and gaps between policy and practise for inclusive and cohesive societies in the region, benefiting of experience from the pilot schools

- Enhanced visual and action research on inclusive educational practices at school/community/country/region levels

c. Inclusive Education reform measures regarding curriculum development, teacher training, school management and parents involvement identified, discussed and agreed by relevant Inclusive Education Network groups, as manifested by:
- Establishment of a sustained regional cross institutional professional policy network with participation of representatives of regional Inclusive SchoolNet(Inclusive PolicyNet)

- Number of conducted capacity building/policy-learning activities for Inclusive PolicyNet

- Frequency and level of networking/exchanges of information and experience between the participants in the regional network

- Enhanced capacities of policymakers for designing and implementing inclusive education reforms at school and system levels

- Inclusive education promotion featured in important policy documents

d. Agreed Inclusive Education reform measures introduced in general Education reform process in the region. Improved teaching competencies and practices for inclusive education in the pilot schools, as manifested by:
- Methods and tools for teacher development produced, including teacher training modules and the establishment of a regional network (Inclusive TeacherNet – as integral part of the Inclusive SchoolNet)

- Enhanced preparedness and capacities of teachers in the 48 pilot schools for dealing with learner diversity

- Implementation of developed methods and tools at the 48 pilot schools

- Developed materials, methods and tools reviewed and proposed for further implementation at a wider number of schools and community

- Frequency and level of networking/exchanges of information and experience between the participants in the regional network

3.4 MAIN ACTIVITIES

The Project design has taken the following considerations as points of departure: (i) the introduction of inclusive education is a long process, the region of the Western Balkans being yet at the initial stages; (ii) inclusive education reforms take place at national level and follow the national specificities, while a regional intervention needs to further define the common denominators for action; (iii) inclusive education practices and models need piloting and testing prior to mainstreaming and iv) implementation of change undertaken at all levels, micro to macro, requires sustained financial support and ownership from country Authorities as well the society at large.

The Project focuses on pilot school based activities coupled with awareness raising measures that aim to promote further inclusive education as a major reform principle and feasible practice in the Western Balkans. The pilot school based activities place a strong focus on teachers and schools, since schools are the focal points of inclusion/ exclusion and teachers are the key figures in these processes. The pilots will involve the elaboration – at regional level – of modules for inclusive teacher education and professional development (to be delivered by relevant national providers), as well as the identification of a 6 schools from each country to implement inclusive approaches and practices.

The Project includes also capacity building measures for key stakeholders at macro-, meso- and micro-level of education provision and governance. It aims to enhance skills and know-how for practicing inclusive education by targeting entities and stakeholders at different levels and from different sectors: public authorities/administrations dealing with education issues at national, regional and local level; practitioners – schools principals, school board members, teachers and pedagogues; academia and research communities, including teacher educators and researchers in the field of education; civil society organisations, including parents' associations.

It will establish three regional platforms – for policy-making, for teacher education and continued professional development and for school practitioners – that will work in a complementary and synergetic way in order to facilitate reflections on the different challenges and success factors for making inclusive education a reality in the Western Balkans and Turkey. As a major input for the debate in the regional platforms the Project will provide the experience from the pilots. Thus the capacity building developed proposed in the project will aim to support the scaling up of the identified effective inclusive educational practices from the pilots by highlighting specific transformative approaches to education policy and practice.

The Project consists of four closely interlinked streams of activities, with a focus on pilot schools to prepare the move from experience in the field to mainstream education reforms:

1. Setting up regional support mechanisms and resources for pilot inclusive schools

The Project will support the holistic-school approach towards inclusion in education, i.e. developing whole-school systems and culture to foster the participation and achievement of all students. This component will focus on the prerequisites and practical measures needed at school level to enable inclusive education. It aims at helping general education and VET schools in changing their cultures, policies and practices through setting good examples benefitting from the EU and the region.

A network of inclusive schools in the region (Inclusive SchoolNet) will be established. The schools' participation to the network will be decided based on agreed criteria among all the participating countries. The selection criteria can be based on different levels of educational practices in particular: system, school and classroom (primary and secondary general and VET education). The identification of the schools can be done according to some of the following indicators among which: presence of inclusive and/or segregational practices, family/community involvement in the school, academic expectations (of students, teachers, and family members),instrumental learning (academic attainment),dialogic and/or cooperative learning, consideration of diversity (accounting for economic, socio, cultural, religious, and linguistic differences, urban/rural),level of motivation (of students, teachers and families) and inclusion of democratic values in the educational programme. Financial contributions in terms of kind or cash might also be an indicator for commitment.

These schools will be backed with information resources (setting up of a web portal with an information hub on whole-school involvement in inclusive education) and will work on school culture, ethos, links with parents and communities. Participating schools will learn from each other through peer reviews and exposure to the EU

experiences and twinning. The network will consist of 48 schools (6 schools per Beneficiary:2 primary and 2 secondary general and 2 VET schools), each school will nominate a team of 5 participants (including school principals, teachers and pedagogues, school board members and/or representative of parents), and thus the network as whole will comprise 240 persons.

This component will attempt to increase experience and knowledge about how schools can become more inclusive when we make use of the different views of those involved. It will help increase understanding of inclusion in education by engaging with the experiences of 48 schools as they sought to develop aspects of their cultures, policies and practices. In so doing it will challenge many assumptions about school improvement and educational reform. It is about 'school improvement with attitude'. So, school improvement becomes far more than a technical process of raising the capacity of schools to generate particular measurable outcomes. It involves dialogues about ethical principles and how these can be related to curricula, approaches to teaching and learning, and the building of relationships within and beyond schools.

This component will support institutional capacity of the selected schools for them to become 'good' local schools that encourage the participation of all within their communities. The support of such schools should be integrated with aspirations for the development of decent neighbourhoods for everyone. They will be helped to foster a mutually sustaining relationship with their communities, in which they recognise their role as a support to the education of communities, rather than as the sole source of educational opportunity. The pilot schools will be supported to break out of isolation and introversion and constantly work with and learn from others, as many already do. This approach is not necessary concerned simply with the direct transfer of good practice from one school to another but it focuses on collaborative development of 'school based intelligence', as a way of confronting the challenges collectively and to develop school based and community collective solutions.

The activities under this component will be focused on developing a school improvement network that will serve as a model for inclusive education and training in Western Balkans. It will be supported by a development and action research programme in order to both build on and contribute to the body of knowledge and practices (maybe also theoretical perspectives) about inclusive practices through school networks and networking since making sustained principled changes within schools is notoriously difficult. Through a collaborative accompanying research the supported schools network will also into how, precisely, do schools become more inclusive and sustain their development and what conditions make this most likely and what support do they need. This will help in understanding the policies and practises that promote inclusion and undermine it. This support comes in the form of 1) face-to-face and on-line training and discussion forums; 2) real-time professional exchange; 3) on-going email exchange between the school community members and their students, parents, businesses and local government representatives; 4) web-forums introducing new material; 5) assigning and responding to on-line assignments; 6) supplementary materials mapped to current materials; and 7) links to external teaching resources.

The network will be engaged in peer reviewing activities (eight peer review visits will be organised, each one hosted by each of the Beneficiaries) and will be exposed to broader EU experiences (through six study tours in EU Member States). Access to similar EU networks will be provided.

2. Enhancing the awareness in the region of the importance and benefits from inclusive education

An important point of departure is the limited awareness of the general public of inclusive education and/or the narrow understanding of the concept by professional communities. The term is typically related to bringing children and young people with special education need - in particular those with disabilities and, less frequently, Roma - into education. There is, furthermore, a tendency to omit reference to the prevalent cultural, linguistic, geographic and socioeconomic reasons for educational disadvantage and exclusion. This limited concept of inclusive education represents a major barrier to constructive planning and progress towards social and educational inclusion. Therefore the Project will launch a high-visibility campaign to promote inclusive education and to highlight its added value for the education systems, for learners and for societies in general across the region. The campaign will also aim to fight negative attitudes, stereotypes and prejudices (of the general public and of professional communities) that hamper intercultural dialogue and inclusive approaches in education. Awareness-raising actions aimed at the general public and at professional communities will be designed, such as producing a documentary on inclusive education to be broadcasted in all countries of the region, as well as electronic and conventional media campaigns. Particular emphasis will be on the 48 pilot schools and those involved to share their experience and lessons learnt and to discuss on how to move from there to overall reforms.

The underlying goal is to provide young people from marginalized and mainstreamed communities with positive messages that encourage active civic participation, tolerance, mutual understanding, and moderation. These multi-layered awareness-raising actions will aim to weave together elements of teaching in classroom,

interaction among school professionals and the community around, school and community based inclusive/exclusive approaches, extra school activities e.g. drama, sports, and societal issues

The activities under this component will target two different groups: within the general public, the project will not only target the minority groups themselves, but place a particular emphasis on sensitising majority groups. This can include parents, media (local and national), and public servants (including social services, health services, police, etc and pupils/students). Within the professional educational community, target groups can include ministries (including school inspectors), teachers (professional associations, unions), school professional staff (school directors, psychologists, etc) and universities. Messages for a wider public will include tolerance, acceptance, openness, empathy and respect. For the education community, the message will also be conveyed that not only can they promote inclusive education, but they must, by highlighting its added value for the education systems, for learners and for societies in general across the region.

Various methods and instruments will be designed to convey these messages. They include promoting examples of good practice and experiences of the pilot schools through leaflets, billboards, videos, documentary films, workshops, out-reach programs, the use of role models, media campaigns, as well as electronic and conventional media campaigns. They will build on a realistic portrait of what the pilot school teams from each of the countries face on a daily basis. "School for an inclusive community/society" is intended to reach both the minds and hearts of its audience, and it exemplifies the best of a creative team of school staff, community, its students, artists, technicians and administrators at the core of each country television and drama. Talented students/young amateurs and professional artists will be encouraged to produce these serials. Experience shows that media campaigns are more effective if based upon concrete data.

A strong connection with the first strand of the project will be ensured because "school based" changes require some form of intervention/mediation in order to facilitate intensive, deep transformation and continuous incremental improvement of "inclusive schools". These awareness-raising messages must be weaved into the training foreseen for school principles, head teachers, teachers, school inspectors, school support staff as well psychological and social support to teachers. A web platform with information resources will be developed and maintained in English and in all the local languages. One part of the platform will contain a set of on-line tools that the Project will develop to monitor its development and measure its results (e.g. tools for on-line surveys).

Conferences and workshops will be organised for the three project established networks with the aim of discussing and reflecting on the transformation and continuous incremental improvement of the pilot schools, inclusive education concepts, policies and practices (two events per country with 80-100 participants in each event, or a total of up to 1600 participants from the region as a whole). These events will bring together the staff of the pilot schools, community representatives and policy makers and decision makers.

3. Enhancing the capacities of policymakers for designing and implementing inclusive education policies

The Project will support and facilitate a multi-level, cross-sectoral regional network with constant composition, representing a broad range of stakeholders (policymakers - from education, social protection and healthcare sectors, from the central and local level; practitioners – school principals, members of school boards, representatives of education inspectorates, researchers and teacher educators, civil society representatives, parents; 10 representatives per Beneficiary or 80 participants in total) to exchange experience and discuss inclusive education issues, as well as common challenges and promising policy approaches or examples of good/bad practice from the EU and the region. Improving the enforcement mechanisms of laws and policies, financial affordability and cost-effectiveness of inclusive education, avoiding politicization of inclusive education, cooperation of education with social care systems, etc. are among the relevant issues to be discussed by the network. The members of the ad-hoc Task Force (set up for the consultation of the Project design) will comprise the nucleus of the network and an anchor to ensure its sustainability in the future. The membership of the Inclusive PolicyNet will comprise representatives of the Inclusive SchoolNet, including the Inclusive TeacherNet, and discussions on mainstreaming pilots in education reform will be a priority. At least two meetings of the network (called Inclusive PolicyNet) will be organised annually throughout the lifespan of the Project and three study visits to EU Member States will be conducted. A separate portal with information resources and options for web-based learning interactions will be dedicated to the Inclusive PolicyNet on the Project's web platform, including relevant EU and national legislation, policy planning tools, rules and procedures, examples of good practices that have potential to impact policy and/or to be replicated, examples related to processes of participatory consultation that have facilitated ownership of stakeholders, resources related to research at different levels - school, local, national, international, etc. Participatory and experiential modes of policy learning will be implemented and a cross-fertilisation of ideas is expected thanks to the cross-sectoral composition of the network.

4. Inclusive Education reform measures: improving the teaching competencies and practices for inclusive education

This component will involve mapping of existing quality inclusive education training programmes within the region and the EU, followed by their upgrading to innovative modules and programmes (one for initial teacher education, one for continuing professional development of teachers in both primary and secondary education, one for coaching teacher educators and trainers) to be used and implemented across the region. Special attention will be paid to ensure that the modules and programmes will promote the development of generic, transversal competencies for dealing with diversity in classrooms. The modules and programmes will also foster the implementation of innovative approaches in the preparation of teacher and school teams for inclusive education, such as school-embedded training, linking teacher education and research institutions with schools, relevant school based action research, whole-school approaches to staff development for inclusive education. The teacher modules and programmes will be developed regionally by representatives from the 48 pilot schools, and will be delivered locally. An important pre-requisite for national providers to implement the regionally designed products will be their involvement in the process of module and programme elaboration. The Project will establish a regional teacher network (Inclusive TeacherNet – as integral part of the Inclusive SchoolNet) with constant composition (30 teachers per Beneficiary or 240 teachers in total, coming from both primary and secondary – general and VET – schools) for mutual learning and exchange of experience. At least one meeting of the Inclusive TeacherNet will be organised annually throughout the lifespan of the Project. The network will discuss and provide feedback in the process of the development of the teacher training modules and programmes. This component also foresees the setting up of a multi-purpose teacher web portal (within the Project's web platform).

Below is the list of the activities as related to the major expected results:

Activities related to Result 1:

- Developing tools and methodologies for training school principals and school teams in inclusive education approaches

- Establishing a regional network of inclusive schools (Inclusive SchoolNet) for mutual learning and sharing of experience supported by a relevant web-portal

- Facilitating a virtual community platform of practice using already existing web-portal s (e.g. websites of Ministry of Education or of key education institutions in each of the Beneficiary)

- Face-to-face and web-portal trainings and learning circles among participating schools

- Teacher-to-teacher support and recorded class situation as (self)reflection on teacher and student behaviour

- Annual Learning Community Conferences with all the participating schools and their selected staff

- Peer review visits, observation exchanges, (school staff) in each of the participating countries of the region and exposure to broader EU experiences and access to similar EU network.

Activities related to Result 2, with particular reference to pilot schools:

- Producing a documentary serials from EU and from each of the Beneficiaries on inclusive education to be broadcast in all countries of the region

- Producing TV and radio educational serials

- Producing electronic, web-based, social and print media tools

- Organising awareness-raising events for relevant authorities and stakeholders

- Organising Project visibility activities and events

Activities related to Result 3:

- Setting up and facilitating a regional network with multi-stakeholder and multi-level composition (Inclusive PolicyNet), for policy dialogue and policy learning

- Organising events for mutual learning at regional and EU level

- Annual meetings with the regional and EU peers and exposure to broader EU experiences and access to similar EU network, with particular reference to pilot schools

Activities related to Result 4:

- Developing three modules/programmes for teacher professional development: pre- and in-service training and for coaching teacher educators and trainers

- Developing tools and methodologies for school-based teacher development
- Regional networking and exchange of experience through events and web-based means (Inclusive TeacherNet –as integral part of the Inclusive SchoolNet)

3.5 ASSESSMENT OF PROJECT IMPACT, CATALYTIC EFFECT AND CROSS BORDER IMPACT (WHERE APPLICABLE)

The project makes full use of regional cooperation as a means for peer review, benchmarking and coordinating efforts between existing initiatives (in policy-making, in teacher education and teacher development, or in whole-school approaches), as well as for triggering multiplier effects at all levels. It is expected that the various joint actions and exchanges of experience within the project will be easily adapted and transferred in the national contexts of the Beneficiaries, thus contributing to improved future planning and implementation of inclusive education at national level. The identification, documentation and analysis of issues, challenges and elements of good practice will help facilitate the sharing of experience across the region on policy and practice with a view to improve policymakers', practitioners' and researchers' competences for inclusive education.

The improved regional capacities for inclusive education – as an immediate project impact – are expected to be multiplied at national level in future and to result in *increased participation in education and better learning outcomes of all students with a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.* This wider project impact will gradually emerge later when the benefiting institutions start mainstreaming the lessons learned from the actions implemented jointly at regional level. It is expected that the intermediate impact will generally affect children and young people (especially disadvantaged and vulnerable youth) and also the rest of society positively. The whole process is long lasting and exceeds the lifespan of the project.

In addition, addressing common challenges strengthens regional policy convergence and thematic dialogue. While improving transnational communication and collaboration in the field of education and setting some examples of joint actions, the project will certainly encourage further cooperation among the Beneficiaries and will ease the introduction of new cross-border initiatives.

Finally, the regional approach of the project, being anchored in the mutual learning and exchange of experience, is also relevant to the Open Method of Coordination applied by the Member States in the field of social inclusion, thus the project will also prepare the Beneficiaries to use the tools and techniques that will be at their disposal after the accession and contributes to the sustainability of project activities.

3.6 SUSTAINABILITY

The commitment to inclusive education and to regional cooperation in this field demonstrated by the Beneficiaries during the process of elaboration of the project raises positive expectations about the prospects for making project results sustainable. The discussions on the sustainability need to be integrated in the project activities and in the respective regional discussions from the moment of their launching.

By their nature, the inclusive education approaches and practices developed by the project have to be supported institutionally and sustained by the Beneficiaries' national education systems. The project is well embedded in the relevant national structures which enables taking forward its results and cascading them in future in the context of the ongoing national education reforms.

The regional platforms and networks that the project will set up (for policy-makers, for teachers and for school teams) could be sustained by one or more of the Beneficiaries who will be willing to take the lead in the areas of particular interest to them, or to be supported by any relevant regional platforms or institution.

The Western Balkans and Turkey MIPD 2013-2020's priorities in the social sector will help countries move from an ad hoc basis (pilot country projects), to a more long term and systemic level inclusive education and training sector reform. Where the beneficiary governments have adopted an inclusive education and training sector strategy which promotes governance, human rights and democracy as well as deliver basic services to the populations, a Sector Reform Support Programme will be a crucial vector for supporting the beneficiary's capacity to perform its functions and deliver inclusive education sector services.

3.7 ASSUMPTIONS AND PRE-CONDITIONS

The success of this project is dependant on two assumptions. The first relates to the political support of national governments and key stakeholders to regional cooperation and to social inclusion within and through education. This assumption is of particular relevance in those areas of project interventions that have to do with ethnic

diversity due to the political sensitivity of the subject. The second assumption has to do with the commitment of regional and national actors with the sustainability of project interventions and results.

The matrix below highlights the existing evidence and/or actions taken to support the above assumptions:

Assumption	Supportive evidence/actions
Political support	Broad consensus exists on the need for introducing inclusive approaches in the national education systems. The project is anchored in thematic priorities of the European Commission.
Sustainability commitment	The project development of inclusive practices, will be assessed for mainstreaming on a wide, national basis, and by engaging all relevant actors in the reform dialogue. Ministries of Education and all its institutional partners include in their ministerial budget plans-Medium Term Expenditure Framework (MTEF)-. clear budget lines for the financial support to the pilot schools. Networking, partnerships and capacity building placed at the centre of interventions. Relevant regional actors involved in the regional consultations over the project design and its implementation.

4 IMPLEMENTATION ISSUES

4.1 INDICATIVE BUDGET

Indicative Project budget (amounts in EUR) *(for centralised management)*

| PROJECT TITLE | | | | SOURCES OF FUNDING | | | | | | | | |
| Regional support for inclusive education | | | TOTAL EXPENDITURE | IPA CONTRIBUTION | | NATIONAL CONTRIBUTION | | | | | PRIVATE CONTRIBUTION Grant beneficiaries' co-financing | |
	IB (1)	INV (1)	EUR (a)=(b)+(c)+(d)	EUR (b)	% (2)	Total EUR (c)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (d)	% (2)
Project	X		5 110 215	4 645 650	*90*						464 565	10
TOTAL IB			5 110 215	4 645 650	*90*						464 565	10
TOTAL INV												
TOTAL PROJECT			**5 110 215**	**4 645 650**	**90**						**464 565**	**10**

Amounts net of VAT

(1) In the Activity row, use "X" to identify whether IB or INV

(2) Expressed in % of the **Total** Expenditure (column (a)

4.2 Indicative Implementation Schedule

Contract	Contracting negotiations	Signature of contract	Project Completion
Contribution Agreement in Joint Management with the Council of Europe	Q1/Q2 2012	Q3/Q4 2012	Q4 2016

4.3 CROSS CUTTING ISSUES

4.3.1 *Equal Opportunities and non discrimination*

Based on fundamental principles of promotion of equality and struggle against discrimination, taking part in this Project will be equally accessible to all, regardless of gender, race, ethnicity, religious belief, disability, age or sexual orientation. While implementing the Project activities and, to the extent applicable, Beneficiaries will ensure that gender disaggregated data will be made available to carry out an analysis of the social and economic impact of the actions undertaken.

4.3.2 *Minorities and vulnerable groups*

Tackling issues related to minorities is at the centre of the Project.

4.3.3 *Civil Society/Stakeholders involvement*

Relevant civil society organisations (e.g. NGOs advocating the education rights of ethnic groups, of children with disabilities, parents' associations, etc.) have been part of the consultations on the design of the Project and will take part in its implementation.

The Project places a lot of emphasis on strengthening networks that link parents, students and schools. The role of NGOs as brokers between community and local and central authorities, including schools, is well recognised and reflected in the Project. The NGOs in their capacity as think tanks, policy implementers, mediators and advocators, have a determinant role in enhancing the impact of the community networks to help overcome disadvantage in education and training.

ANNEXES

1. Logical framework matrix in standard format

2. Amounts (in EUR) contracted and disbursed per quarter over the full duration of project

3. Description of Institutional Framework

4. Reference list of relevant laws and regulations only where relevant

5. Details per EU funded contract

6. Project visibility activities

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche	Project 4: Regional Support for Inclusive Education	
	Contracting period expires on 30 November 2013	Execution period expires on 30 November 2015
	Total budget: EUR 5 110 215	
	IPA budget: EUR 4 645 650	

Overall objective	Objectively verifiable indicators (OVI)	Sources of Verification	
To enhance - in line with the Beneficiaries' commitments to EU accession - social inclusion and social cohesion in the region by promoting inclusive education and training.	Access to and participation in education and training has improved while the application of inclusive education policies and practices has broadened its coverage	EU Annual enlargement packages - Country annual progress reports and EU Enlargement Strategies (2014, 2015, 2016)	
Project purpose	**Objectively verifiable indicators (OVI)**	**Sources of Verification**	**Assumptions**
To promote the concept of inclusive education, as well as relevant policies and practices of inclusive education in the formal education system at pre-university level in the Western Balkans through awareness-raising, mutual learning and capacity building measures.	• Increased level of capacities and cooperation of authorities at national, regional and local levels and of school practitioners with regard to inclusive approaches in education and training • Increased number of students involved in inclusive learning settings	• Project progress and monitoring reports • Country annual progress reports • Beneficiary, EC, Regional and EU web-sites (e.g. DG ELARG Regional Programme, ETF web-site, Beneficiary Ministries of Education websites, regional platforms, etc.) • Beneficiary and regional electronic and printed media	• Political support for regional cooperation and for social inclusion within and through education • Commitment of the national and regional stakeholders with the sustainability of Project results

Results	Objectively verifiable indicators (OVI)	Sources of Verification	Assumptions
1. Pilot projects for Inclusive schools successfully implemented in the region	• 8 national school networks, each consisting of 6 schools(Inclusive SchoolNet) established • Accompanying research teams attached to national school networks(Inclusive SchoolNet) • Western Balkans school based research finding contribute actively to the European and international debate on inclusive schools and communities for inclusive education; • Number of capacity building activities conducted within the established national and regional network (Inclusive SchoolNet) • Schools approaches developed and implemented to encourage the presence, participation and achievement of all learners from their local communities • Communication and supporting approaches and tools by schools to communities who are vulnerable to marginalisation and exclusion • Evidence and know-how on enduring and meaningful implementation of change at all levels, macro to micro, from political aspiration and practises to that of school, community	• Project deliverables (strategies, modules, etc.) • Project progress reports and media communications • Project on-line survey • Events proceedings and reports • Beneficiary reports and surveys	• Commitment of national governments and key stakeholders from the region to regional cooperation and to social inclusion within and through education • Commitment of the national governments and key stakeholders to integrate inclusive education approaches into their education reforms

	and society at wide		
2. Enhanced awareness of benefits of inclusive education achieved for general public as well as decision makers.	• Improved perceptions, awareness and support of the general public for inclusive education • Increased awareness among relevant authorities and stakeholders of the policies and practices of inclusive education, with particular emphasis on pilot schools • Expertise and information on EU, regional and country inclusive policies and practices in education and training and society at wide • Enhanced open and constructive debate on rifts and gaps between policy and practise for inclusive and cohesive societies in the region, benefitting of experience from the pilot schools • Enhanced visual and action research on inclusive educational practices at school/community/country/region	• Public opinion surveys (baseline survey and end-of-project survey) • Project progress reports and media communications • Government and civil society reports and databases	
3. Inclusive Education reform measures regarding curriculum development, teacher training, school management and parent involvement identified, discussed and agreed by relevant Inclusive Education Network groups.	• Establishment of a regional sustained cross institutional professional policy network with participation of representatives of regional Inclusive SchoolNet(Inclusive PolicyNet), • Number of conducted capacity building/policy-learning activities for Inclusive PolicyNet • Frequency and level of networking/exchanges of information	• Project progress reports and media communications • Project on-line survey • Events proceedings and reports • Beneficiary regulatory and policy framework (legislation, strategies, action plans)	

4. Agreed Inclusive Education reform measures introduced in general Education reform process in the region	and experience between the participants in the regional network • Enhanced capacities of policymakers for designing and implementing inclusive education reforms at school and system levels • Inclusive education promotion featured in important policy documents • • Methods and tools for teacher development produced, including teacher training modules and the establishment of a regional network (Inclusive TeacherNet as integral part of Inclusive SchoolNet) • Enhanced preparedness and capacities of teachers in the 48 pilot schools for dealing with learner diversity • Implementation of developed methods and tools at the 48 pilot schools • Developed materials, methods and tools reviewed and proposed for implementation at a wider number of schools and community • Frequency and level of networking/exchanges of information and experience between the participants in the regional net •	• Project deliverables (strategies, modules, etc.) • Project on-line survey • Project progress reports and media communications • Events proceedings and reports • Beneficiary reports and surveys • Beneficiary strategic policy documents, laws, by laws, decrees • Implementation of the measures included in the beneficiary MTEF with clear budget lines •	
Activities	**Means**	**Costs**	**Assumptions**
Activities related to Result 1: • Developing tools and methodologies	To be decided	Total budget: EUR 5 110 215	

for training school principals and school teams in inclusive education approaches • Establishing a regional network of inclusive schools (Inclusive SchoolNet) for mutual learning and sharing of experience supported by a relevant web-portal • Facilitating a virtual community platform of practice using already existing web-portal s (e.g. websites of Ministry of Education or of key education institutions in each of the Beneficiary) • Face-to-face and web-portal trainings and learning circles among participating schools • Teacher-to-teacher support and recorded class situation as (self)reflection on teacher and student behaviour • Annual Learning Community Conferences with all the participating schools and their selected staff • Peer review visits, observation exchanges, (school staff) in each of the participating countries of the region and exposure to broader EU experiences and access to similar EU network. **Activities related to Result 2, with particular reference to pilot schools:** • Producing a documentary serials from EU and from each of the Beneficiaries on inclusive education to be broadcast		

in all countries of the region
- Producing TV and radio educational serials
- Producing electronic, web-based, social and print media tools
- Organising awareness-raising events for relevant authorities and stakeholders
- Organising Project visibility activities and events

Activities related to Result 3:

- Setting up a regional network with multi-stakeholder and multi-level composition (Inclusive PolicyNet), for policy dialogue and policy learning
- Organising events for mutual learning at regional and EU level
- Annual meetings with the regional and EU peers and exposure to broader EU experiences and access to similar EU network., with particular reference to pilot schools

Activities related to Result 4:

- Developing three modules/programmes for teacher professional development: pre- and in-service training and for coaching teacher educators and trainers
- Developing tools and methodologies for school-based teacher development
- Regional networking and exchange of experience through events and web-based means (Inclusive TeacherNet –

as integral part of the Inclusive SchoolNet)		

ANNEX 2: Amounts (in EUR) contracted and disbursed per quarter over the full duration of project

Contracted	Q3 2012	Q4 2012	Q1 2013	Q2 2013	Q3 2013	Q4 2013	Q1 2014	Q2 2014	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016	Q2 2016	Q3 2016	Q4 2016
Regional Support for Inclusive Education		4 645 650																
Cumulated		**4 645 650**																
Disbursed	Q3 2012	Q4 2012	Q1 2013	Q2 2013	Q3 2013	Q4 2013	Q1 2014	Q2 2014	Q3 2014	Q4 2014	Q1 2015	Q2 2015	Q3 2015	Q4 2015	Q1 2016	Q2 2016	Q3 2016	Q4 2016
Regional Support for Inclusive Education		1 500 000					1 342 500				1 342 500							460 650
Cumulated							**2 842 500**				**4 185 000**							**4 645 650**

ANNEX 3: Description of Institutional Framework

The project will target public authorities, primarily Ministries of Education, but also other institutions and line Ministries, such as Ministries related to Minorities and Human Rights, Ministries of Health, of Social Affairs, etc.

The project will set up a Steering Committee that will build on the experience and – as much as possible – on the composition of the ad hoc Task Force that has been established during the consultation phase. The Steering Committee will consist of representatives of the Ministries of Education or of other representative institution proposed by the Beneficiary (one representative per Beneficiary), of the European Commission, the ETF (given the thematic expertise and regional scope of its work, as well as its role of facilitator of the design of the project activities) and relevant regional platforms and networks.

ANNEX 4: Reference list of relevant laws and regulations only where relevant

Relevant laws, regulations and strategic documents at EU level include:

- Communication from the Commission to the European Parliament and the Council. An EU Framework for National Roma Integration Strategies up to 2020. COM (2011) 173 final. Brussels, 5.4.2011
- Staff working document accompanying the communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Non discrimination and equal opportunities: A renewed commitment – Community Instruments and Policies for Roma Inclusion, COM (2008) 420 final, of 2.7.2008;
- Council Conclusions on Inclusion of the Roma 2947th Employment, Social Policy, health and Consumer Affairs, Council meeting, Luxembourg, 8 June 2009;
- The EC communication on Western Balkans: Enchasing the European Perspective, COM(2008)127 final, of 5.3.2008;
- Council Decision of 18 February 2008 (2008/210/EC) on the principles, priorities and conditions contained in the European Partnership with Albania and repealing Decision 2006/54/EC;
- Council Decision of 18 February 2008 (2008/211/EC) on the principles, priorities and conditions contained in the European Partnership with Bosnia and Herzegovina and repealing Decision 2006/55/EC;
- Council Decision of 12 February 2008 on the principles, priorities and conditions contained in the Accession Partnership with Croatia and repealing Decision 2006/145/EC;
- Council Decision of 18 February 2008 (2008/212/EC) on the principles, priorities and
- conditions contained in the Accession Partnership with the former Yugoslav Republic of Macedonia and repealing Decision 2006/57/EC;
- Council Decision of 22 January 2007 (2007/49/EC) on the principles, priorities and conditions contained in the European Partnership with Montenegro;
- Council Decision of 18 February 2008 (2008/213/EC) on the principles, priorities and conditions contained in the European Partnership with Serbia including Kosovo as defined by United Nations Security Council Resolution 1244 of 10 June 1999 and repealing Decision 2006/56/EC;
- Multi-Beneficiary Multi-annual Indicative Planning Document (2011/2013);
- Communication from the Commission to the European Parliament and the Council. Enlargement Strategy and Main Challenges 2010-2011.
- Analytical Report accompanying the Communication from the Commission to the European Parliament and the Council Commission Opinion on Albania's application for membership of the European Union. SEC (2010) 1335. Brussels, 09 November 2010.
- Bosnia and Herzegovina 2010 Progress Report;
- Croatia 2010 Progress Report;
- The former Yugoslav Republic of Macedonia 2010 Progress Report;
- Analytical Report accompanying the Communication from the Commission to the European Parliament and the Council Commission Opinion on Montenegro's application for membership of the European Union. SEC (2010) 1334. Brussels, 09 November 2010.
- Serbia 2010 Progress Report;
- Kosovo 2010 Progress Report;

Relevant laws, regulations and strategic documents related to inclusive education at the level of Beneficiaries include:

Albania

–   Normative Clause on Pre-University Education (Ministry of Education and Science, 2002)
–   Strategy for Pre-university Education and Training 2008–2013 (Ministry of Education and Science, 2008)
–   Social Inclusion Cross-cutting Strategy 2007–2013 (Ministry of Labour, Social Affairs and Equal Opportunities, 2007)
–   Strategy "For improving the living conditions of Roma community" (decision of Council of Ministers No 633 dt 18.09.2003; drafted in 2003 by an Inter-ministerial group in cooperation with NGOs)
–   National Strategy on Gender Equality and Domestic Violence 2007-2010 (Ministry of Labour, Social Affairs and Equal Opportunities, 2006)
–   National Strategy for Students with Special Needs 2005-2015 (Ministry of Education and Science)

Bosnia and Herzegovina

–   Framework Law on Primary and Secondary Education in Bosnia and Herzegovina (2003)
–   Framework Law on Pre-School Care and Education in Bosnia and Herzegovina (2005)
–   Framework Law on Vocational Education and Training in Bosnia and Herzegovina (2008)
–   Framework Law on Higher Education in Bosnia and Herzegovina (2007),
–   A Message to the People of Bosnia and Herzegovina, Education Reform (OSCE, 2003)
–   National Strategy on Roma (Council of Ministers of Bosnia and Herzegovina, 2005)
–   Strategic Directions for the Education Development in Bosnia and Herzegovina with an Implementation Plan, 2008–2015 (Council of Ministers of Bosnia and Herzegovina, 2008)
–   Action Plan on the Education Needs of Roma and Members of Other National Minorities (Council of Ministers of Bosnia and Herzegovina, 2008)
–   National Action Plan for the Solution of the Issues of Housing, Health Services and Education for the Roma and the Decision on joining up the Decade of Roma Inclusion (Council of Ministers of Bosnia and Herzegovina, 2008)
–   State Strategy for Pre-School Education in Bosnia and Herzegovina (Council of Ministers of Bosnia and Herzegovina, 2005)
–   Action Plan for the Inclusion of Children with Special Needs into Regular Classrooms (2006)

Croatia

–   Act on Primary Education (2003)
–   Act on Secondary Education (2003)
–   Act on Scientific Activity and Higher Education (2003)
–   Act on Preschool Education (2007)
–   Law on Education in Primary and Secondary Schools (2008)
–   Law on Vocational Education (2009)
–   Joint Memorandum on Social Inclusion of the Republic of Croatia (Government of the Republic of Croatia, 2007)
–   National Implementation Plans for Social Inclusion for the periods 2007-2008, 2009-2010 and 2011-2012
–   National Programme for the Protection and Promotion of Human Rights (Government of the Republic of Croatia, 2007)
–   National Programme for the Roma and Roma Decade Action Plan 2005-2015 (Government of the Republic of Croatia, 2008)
–   National Strategy for Equal Opportunities for Persons with Disabilities for 2007-2015 (Government of the Republic of Croatia, 2008)

Kosovo

–   Law Preventing Discrimination against Persons with Disabilities(2010)
–   Kosovo Education Strategic and Operational Plan (KESP) 2011 – 2016(adopted by Kosovo Government on 25.08.2011)
–   National Action Plan for Children with Special Educational Needs 2010-2015(2010)
–   Law on financial support for families with children with disabilities(2010)

- Strategic Plan for Inclusive Education for children with special educational needs in pre-university education in Kosovo 2010 – 2015(2010)
- Law on mechanisms for inclusive and accessible schools(2010)
- Strategy for the Integration of Roma, Ashkali, and Egyptian Communities in Kosovo (2007).
- Law on Pre-University Education (adopted by Kosovo Government on 25.08.2011)
- Law on High Education (passed the first hearings in Kosovo Parliament in August 2011)
- The New Kosovo Curricula Framework (KCF) for pre-school, primary, secondary and post-secondary education(adopted by Kosovo Government on 25.08.2011)

The former Yugoslav Republic of Macedonia
- Law on Local Self-government (2002)
- Law on Child Protection (2002)
- Law on Secondary Education (2007)
- Law on Primary Education (2008)
- Law for Adult Education (2008)
- Law for Vocational Education and Training (2006)
- Law on Social Protection (2009)
- Law on Family (2008)
- National Strategy for Poverty Reduction (2002)
- Strategy for Roma (2004)
- Decade of Roma Inclusion 2005-2015 with the National Action Plans for implementation of the Decade (2005)
- The National Development Plan 2007-2009, (Chapter 4.2 - Development of Human Resources)
- The National Programme for Adoption of the Acquis Communautaire – (Revision May 2009), Chapter 3.25 - Education and Culture)
- The European Partnership Action Plan 2005, Chapter 1.2 – Human Rights and Protection of Minorities
- National Strategy for the Development of Education 2005-2015 (Ministry of Education and Science, 2005)
- Concept Note on Nine-Year Primary Education (Bureau for Development of Education, 2007)
- National Strategy on Deinstitutionalisation of the Social Protection System (2007)
- National Action Plan for Gender Equality (2007)
- Child Protection Programme (2009)
- Social Protection Programme (2009)
- Steps towards an Integrated Education System (Ministry of Education and the OSCE High Commissioner on National Minorities, 2010)
- Two Year Rolling Work Plan for Quality and Relevant Education 2010 – 2011(Ministry of Education and Science and UNICEF-Skopje, 2010)
- Strategy for intensifying social inclusion of Roma in the Social Protection System for the period 2012-2014.
- National strategy for reducing poverty and social exclusion 2010-2020
- National Strategy for equalization of the rights of the persons with disabilities 2010-2018 (Revised)
- Strategy for integration of refugees and foreigners 2008-2015

Montenegro
- General Law on Education (2002)
- Law on the Education of Children with Special Needs (2004)
- Law on Social and Child Protection (2005)
- Book of Changes (2001)
- Development of Education in Montenegro (2004)
- Action Plan for the Strategy for Integration of People with Disabilities in Montenegro 2010–2011 (2010)
- Montenegrin Vocational Education Development Strategy 2010–2014 (2009)
- National Action Plan for Children 2004–2010 (2004)
- National Action Plan for the Decade of Roma Inclusion 2005–2015 (2005)
- Poverty Alleviation and Social Inclusion Strategy 2007–2011 (2007)
- Strategy for Development of Social and Child Welfare in Montenegro 2008–2012 (2008)
- Strategy for Improving the Situation of RAE Population in Montenegro 2008–2012 (2007)
- Strategy for Inclusive Education in Montenegro (2008)

–   Strategy for Integration of Persons with Disabilities in Montenegro 2008–2016 (2007)

Serbia
–   Law on the Foundations of the Education System (2009)
–   Law on Textbooks and Teaching Aids (2009)
–   Law on Preschool Education (2010)
–   Law on Pupil and Student Standards (2010)
–   Poverty Reduction Strategy (2003)
–   Strategy for the Improvement of Roma Education (2003)
–   National Action Plan for Children 2004-2015 (2004)
–   Social Welfare Development Strategy (2005)
–   Common Action Plan for the Advancement of Roma Education (2005)
–   Strategy for Youth Development and Health (2006)
–   Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia 2007-2015 (2006)

Overview of recent national developments in the area of inclusive education:

Albania

Although education legislation in Albania is generally supportive of inclusion, good practice is sporadic. The Social Inclusion Crosscutting Strategy 2007-2013 aims to prevent students leaving formal education early by ensuring access to a quality education for particularly marginalised groups of students. It sets specific targets for students at risk of exclusion including those with disabilities and Roma children.

The Strategy on Roma People recognises the extremely low school completion rates of Roma students (average 4.02–5.05 years of education) and urges the government to promote the education of Roma students by offering scholarships and subsidies to Roma families, but suffers from a lack of measurable and time-bound objectives, as do many other strategies.

The National Strategy on Gender Equality and Domestic Violence (2007- 2010) provides a number of good directions on how to enhance female enrolment and completion rates in compulsory education, but is still in the pre-implementation stage.

The Normative Clause on Pre-University Education, a guide for public schools, marked the first and most important Ministry of Education and Science attempt to date to consider the compulsory education of students with disabilities in mainstream schools whilst recognising special schools as the main providers of education for pupils with special educational needs. The Normative Clause has paved the way for the development of inclusive education initiatives in Albania. In 2009, the Ministry of Education and Science conducted a consultation process to review this document and respond to pressure from civil society and the changing demands of the education system. The process has continued in 2011, aiming to finalise the new Normative Clause which is planned to be approved by end of 2011.

Bosnia and Herzegovina

In mid-2008, the Council of Ministers of Bosnia and Herzegovina released a strategic document entitled Strategic Directions for the Education Development in Bosnia and Herzegovina, accompanied by an Implementation Plan (2008–2015) which serves as the basis for entity-level and cantonal strategies. The issue of equal access and equity in education is given special status within the strategy as an over-arching strand in education development. The document advocates the right of everyone to at least nine years of basic obligatory education, education which meets the needs of minorities and which is of the same quality in the different parts of the country, especially in demographically endangered and war affected areas, rural and mountainous areas and the like.

In 2008, Bosnia and Herzegovina joined the Decade of Roma Inclusion 2005-2015 and adopted an Action Plan for the Solution of the Issues of Housing, Health Services and Education for the Roma and established a coordination committee to monitor implementation.

Other documents relating to the inclusive education policy include the Strategy for Pre-Schooling Education in Bosnia and Herzegovina and the Action Plan for the Inclusion of Children with Special Needs into Regular Classroom which are currently awaiting adoption by the ministers of education.

However, despite the existing legal framework and policy documents, appropriate mechanisms and conditions are not yet in place to ensure inclusion into the education system for all students and to prevent segregation along ethnic lines.

Croatia

Social inclusion in the Croatian education system is not regulated by special acts; it is integrated into the existing general legal framework in the field of education (see Annex IV).

The Joint Inclusion Memorandum signed between the Government of Croatia and the EC in March 2007 is the framework document highlighting the main challenges related to poverty and social inclusion, including those in the area of education: an increase in the number of children attending preschool institutions, additional teacher education for work with children with special needs, provision of scholarships and stipends to support the schooling of students from various socioeconomic backgrounds. Additional concrete measures are proposed by the National Programme for the Protection and Promotion of Human Rights. The programme promotes the combating of prejudices and stereotypes in the curricula of the education system through the exclusion of content that is unacceptable on the grounds of any discrimination and through the incorporation of content that promotes tolerance and appreciation of diversity in educational curricula for children and adolescents.

Given the particularly unfavourable position of Roma in terms of overrepresentation in unemployment, lack of or low educational attainment, poverty and social exclusion, Croatia adopted the National Programme for the Roma and the Action Plan for the Decade of Roma Inclusion 2005–2015.

The specifics of the inclusion of students with special educational needs are stressed in the National Strategy for Equal Opportunities for Persons with Disabilities for 2007-2015. The principle underlying Croatian legislation is that integration/inclusion is always best for a child, and that only in the most severe cases should a student be placed in either partial integration or separate special education classes or schools. While special institutions follow the regular programme as much as possible, they adapt to the various degrees of disability and offer vocational and employment skills training to those who are capable of undertaking it.

Kosovo

Kosovo Education Strategic and Operational Plan 2011–2016, approved by the Kosovo Government in August 2011, has been developed as a six-year plan that links life-long learning and inclusion in education and is based on a learning model that reaches out to all learners offering equal opportunities and quality education. It ensures universal access to the poor and vulnerable groups and ethnic population as stated in the Constitution of Republic of Kosovo (April 2008). It incorporates also the previously approved National Action Plan for Children with Special Educational Needs 2010-2015 (including the by-law on financial support for families with children with disabilities), the Strategic Plan for Inclusive Education for children with special educational needs in pre-university education in Kosovo 2010–2015 and by law that defines mechanisms for inclusive and accessible schools, Strategy for the Integration of Roma, Ashkali, and Egyptian Communities in Kosovo (2007). By-laws (Revised Draft Law on Pre-University Education on High Education in the Republic of Kosovo) have passed the first hearings in Kosovo Parliament in August 2011.

The New Kosovo Curriculum Framework for pre-school, primary, secondary and post-secondary education has been finalised in April and approved by the Kosovo Government in August 2011. The Framework sets the vision for developing and implementing a learner-centred and competency-based curriculum in Kosovo integrating and reflecting the fundamental values and principles of human rights, living together, social justice and inclusiveness. It also envisages curriculum solutions by considering students' needs and providing equal access and quality education to all. At the same time, the Curriculum Framework presents the main challenges with which curriculum development and implementation is faced, including its alignment with teacher education and training, assessment and school and classroom management. Education for democratic citizenship will be provided with specific attention to the multi-ethnic and multi-cultural character of Kosovo society, so as to enable students to deal constructively and positively with issues of difference; and to cultivate and respect their own rights and the rights of others.

All the above endeavours have been supported by EC, international agencies, such as UNICEF Kosovo, UNESCO International Bureau of Education (IBE), World Bank, EU Members States etc who have committed themselves to support the education sector in a sector wide approach.

The former Yugoslav Republic of Macedonia

The process of implementation of the Ohrid Framework Agreement has brought about a variety of legislation, allowing for a wide range of integration measures in the education system as well. The National Strategy for the

Development of Education 2005–2015 identifies the reinforcement of ethnic and cultural co-operation as one of the challenges still to be met in the education system. It stresses that integration should start at pre-school age and urges for more attention to curricula and textbooks.

The issues of inclusion and equity (including democracy, non-discrimination, and respect for individual differences, cultural diversity and the integration of pupils with special needs) are addressed in a separate chapter of the 2007 Concept Note on Nine-Year Primary Education. The teaching programmes and methods considered by the Concept Note include school instruction delivered in Albanian, Serbian and Turkish and also elective course delivered in Bosnian, Roma and Vlach. Moreover, the nine-year primary education system should be underpinned by the principle of democracy, multiculturalism, equal opportunities and anti-discrimination. At the secondary level, the Ministry of Education has made provision for elective activities on the themes of Civic Culture (in grammar schools/gymnasiums) and A Culture of Protection, Peace, and Tolerance (in both grammar and vocational schools).

The strategy "Steps towards an Integrated Education System" aims to bring about a tangible and considerable change in the general approach within the education system in accordance with the multi-ethnic realities in the country and so contribute to achieving the country's strategic targets, for which stability and internal cohesion are just as key as good interethnic relations. The National Action Plan on Education for the Decade of Roma Inclusion emphasises access to scholarships and tutoring for Roma, and also calls for the legal obligation of supplementary instruction to be delivered.

Overall, legislation and policies are developed in a way that increases opportunities to provide for the diverse needs of students. However, the realities of teaching and learning show a large gap between policy and practice, as well as increasing of ethnic distance, especially among children and youth.

Montenegro

In November 2007, the Government of Montenegro adopted the Strategy for Social and Child Welfare Development in Montenegro 2008-2012. The Strategy defines the conditions in the field of social and child protection, the goals and priorities and the means to achieve them, as well as the resources required for its efficient implementation.

The leading principle for the Strategy for Inclusive Education in Montenegro is the quality and accessible education for all children and youth with special educational needs in accordance with their interests, capabilities and needs. The aims of the Strategy are: 1) harmonization of normative acts with national and international documents; 2) systematic support for professional development of staff; 3) organizing network technical support; 4) quality assurance and monitoring of the education system, and 5) promotion of positive attitudes in regard to inclusive education.

The main objective of the Strategy for Improvement of the Position of Roma, Ashkalia, Egyptians Population in Montenegro, 2008-2012, in the field of education and preservation of the culture and tradition of the RAE minority is the creation of essential conditions enabling the RAE population to benefit from the right to education.

The Strategy for Integration of People with Disabilities in Montenegro (Action plan for 2008 and 2009) aims at including in education all categories of children with special needs and adult people with disabilities, and to ensure the development of their potential, sense of dignity and personal values.

Despite the efforts made in developing and adopting the above mentioned strategic documents, further actions are needed to ensure adequate implementation.

Serbia

The legislative framework of the educational system in Serbia supports social inclusion, human rights and non-discrimination. The latest Law on the Foundations of the Education System (2009) strongly supports inclusion in Serbia, primarily by removing legislative barriers raised by previous laws, which did not oblige regular primary and secondary schools or pre-school institutions to enrol students with developmental disabilities or from other vulnerable groups.

Education strategies and other relevant strategies referring to education in Serbia focus on the following aspects: social inclusion through the contribution of education to reducing poverty (Poverty Reduction Strategy); the protection of minority rights through the contribution of education to the social inclusion of Roma (Strategy for the Improvement of Roma Education); improvement of the status of the Roma population through education, employment, housing and health (Common Action Plan for the Advancement of Roma Education); the rights of

particularly vulnerable groups, such as children with disabilities and those belonging to socially marginalised groups (National Action Plan for Children); universal access to primary education (National Millennium Development Goals); non-discrimination through respect for people with disabilities and the right of all disabled people to adequate education and equal opportunities for learning and development in the local community (Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia).

Considerable progress has been made by MoES with donor support with the development of a functional model for inclusive education as national wide mechanisms and instruments to address challenges related to coverage, drop-out prevention and social inclusion. This model is based on a new equitable enrolment policy for all children into regular primary schools, introduction of the Individual Education Plan as a planning tool enabling individualized work and approach to each child with special needs and disabilities, and on the Inter-sectoral Committees, local bodies for facilitating provision of additional support to a chilled based on assessed needs. Important novelty is the introduction of Pedagogical Assistants into school and pre-school institutions as a new profile that are trained to provide professional individualized support to school children, as well as teachers, educators and school advisers in order to improve the education provision for children in need of additional educational support.

ANNEX 5: Details per EU funded contract (*) where applicable

The project will be implemented by joint management with the Council of Europe. To this end it is foreseen to sign a Contribution Agreement with the Council of Europe, following Article 53d of the Financial Regulation and the corresponding provisions of the Implementing Rules.

ANNEX 6: Project visibility activities

The main objectives of the project's communications with the project beneficiaries and target groups are the following: a) to provide information on the role of the EU in improving inclusive education in Western Balkans b) to increase awareness among beneficiaries of an inclusive approach in education and its advantages for improved sector performance and c) to receive feedback about the relevance and impact of project activities.

Through its four components the project targets Beneficiaries' key education authorities and institutions. The visibility activities, through the project's communication strategy, will be designed to inform all stakeholders of the education sector, including teachers, students, parents, community, non-majority communities. To the extent possible, it will inform students about their role and the changes in the system affecting their school life.

The communication strategy of the project will be to have a two-way flow of information: its aim is to inform and increase awareness, but also to receive feedback from the target population about the impact of project activities.

The project will communicate with its beneficiaries in two ways:

Direct communication: The project will engage in several activities to increase and steer communication with the target population and the wider public. These will include a project leaflet, the creation and maintenance of a website and a three-monthly newsletter, various promotional items (such as pens, stickers, banners for conferences, brochures, bookmarks. and so on); organisation of and participation in conferences, seminars, workshops, and so on.

Indirect communication: will take place during project activities. A large number of activities are planned which will include numerous participants who will also have an opportunity to learn about project activities. Other events, such as conferences, joint annual review events, workshops, will be reported in the media and indirectly increase Project communication and visibility.

All communication and publicity materials, promotional items and the website will follow EU visibility guidelines and will be subject to approval by DG ELARG.

Some of desired activities:

- Design and maintain a website and publish a periodic (three monthly) interactive newsletter about Project activities and other relevant events;

- Design and print a banner for the project to use at all project events;

- Produce various promotional items with the project name and logo;

- Draft press releases for each activity, publish on the website and distribute to media;

- Invite media to major events organized by the project;

- Develop a mailing list with contacts of main stakeholders, including media and other donors, to facilitate distribution of information.

- Organise information events regionally

- Design and maintain the project website and link it to the beneficiary and DG ELARG websites;

- Design, translate, and disseminate project promotional materials

- Organise a baseline survey of key authorities and stakeholders about the level of awareness on the inclusive education at the beginning of the project;

- Organise a survey about the project in 2015 (and compare it with the findings of the baseline survey) to assess the impact of the project related activities and information about inclusive education.

Considering the wide use of internet by the Western Balkans population in general, the project web page will be one of the key means of communication throughout the project period. A well designed, rich, and interactive web page, supplemented by a newsletter, will allow for easy access to the target population and public.

1. Various events will be organized
2. Leaflets, brochures, fliers, bookmarks, pencils
3. Evaluation forms for events

A series of measures will be taken to get feedback from beneficiaries and participants in Project events and activities.

There will be a project newsletter in which readers will be able to write to the project and a member of the project's staff will be assigned to respond to these (articles from readers, schools and so on will be considered for publication). Every project activity/event will have an exit evaluation for m for participants, evaluating not only trainers but also impact and quality of the activity and its organisation. The project will develop on-line surveys to measure interim and final results from the activities conducted under the three regional platforms – PolicyNet, TeacherNet and SchoolNet.

The Project management team should once a year develop a questionnaire and distribute it to main beneficiaries to find out about the level of their information about Project activities and inclusive education related issues.