

COUNTRY POLICY REVIEW AND ANALYSIS

Country Policy Review and Analysis (CPRA)

**Dr Verity Donnelly,
Senior Project Officer
European Agency for Special Needs and Inclusive
Education**

The Agency

- An independent organisation that acts as a platform for collaboration for the ministries of education in member countries
- Our work is in line with and directly supports international and European Union policy initiatives on education, equity, equal opportunities and rights for all learners
- We provide evidence-based information and recommendations, working with all stakeholders and combining the perspectives of policy, practice and research
- We act as a platform for peer learning, facilitating self-review and experience exchange

Currently

31 member countries: Austria, Belgium (Flemish and French communities), Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland and United Kingdom (England, Northern Ireland, Scotland and Wales)

- Secretariat in Odense, Denmark
- European Liaison office in Brussels, Belgium

Key Activities

- Organisation of thematic projects focusing on priority topics identified by member countries (e.g. Raising Achievement, Inclusive School Leadership, Changing Role of Specialist Provision, Preventing School Failure, Inclusive Early Childhood Education, Financing of Inclusive Education, Organisation of Provision to support Inclusive Education)
- Provision of information for member countries on their progress and developments with regard to inclusive education (e.g. Country Policy Review and Analysis, country audit work, support via Structural Reform Support Programme) and tools to support decision makers in their work

Position on Inclusive Education Systems

The Agency member countries' shared ultimate vision for inclusive education systems is that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers

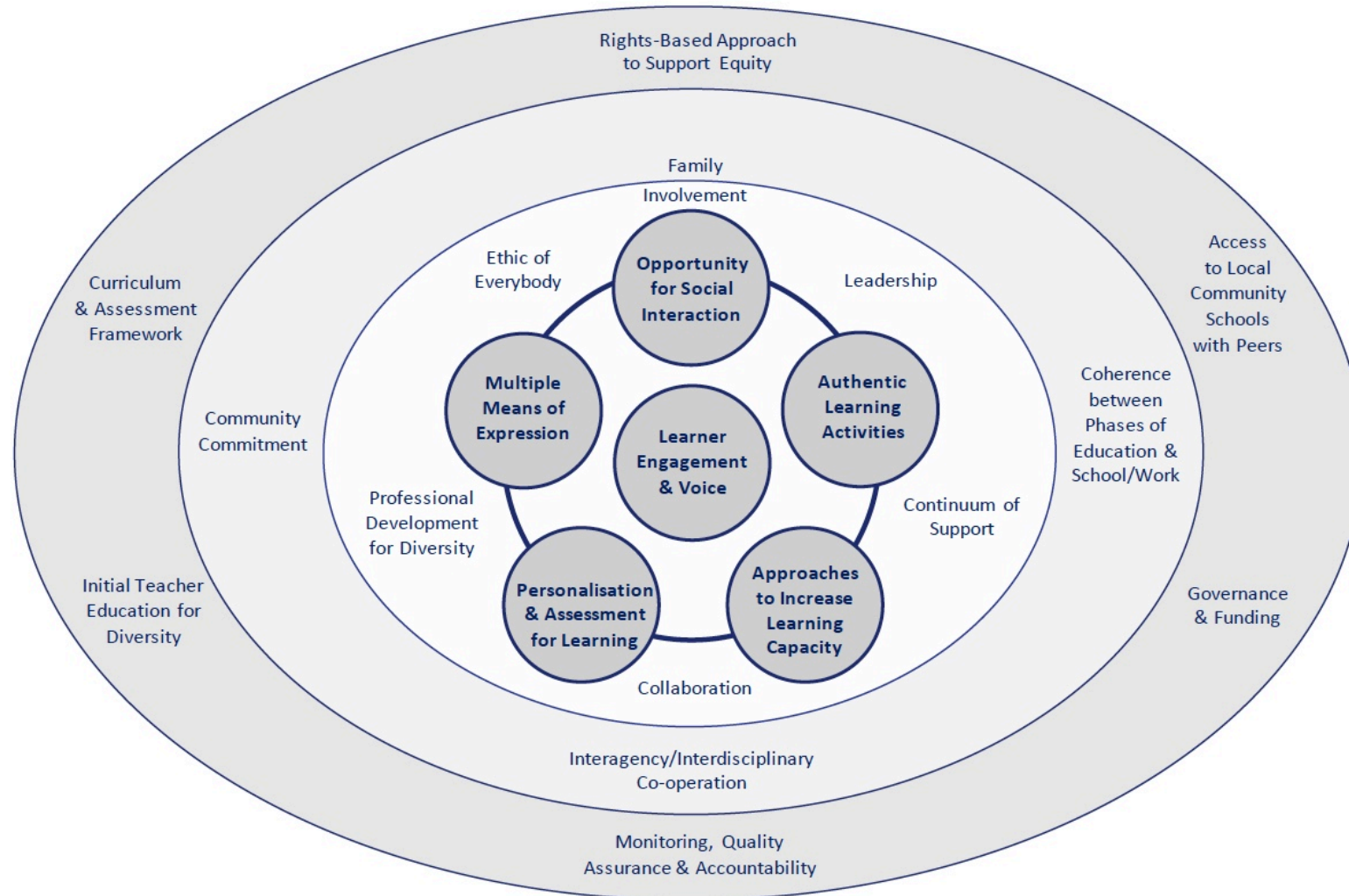
Components of inclusive education systems

Legislation underpinned by a fundamental commitment to ensuring every learner's right to inclusive and equitable educational opportunities

Policy providing a clear vision for and conceptualisation of inclusive education as an approach for improving the educational opportunities of all learners, emphasising the shared responsibility of all educators, leaders and decision-makers in enacting the vision

Operational structures and processes guided by the principles of equity, effectiveness, efficiency and raising achievements for all system stakeholders

Ecosystem of Support for Inclusive Education





Country Policy Review and Analysis

Individualised work with and for countries

1. Located within a broad international and European policy context
 - UN reports (Article 24)
 - National Programmes / Country Specific Recommendations
2. Achieved through collaborative work in small groups with 20 country representatives
3. Offers an individualised policy analysis to countries
4. Develops a 'cross-country' analysis of information on policies for inclusive education

Main steps to the CPRA work

- *Collecting information on policies*: identifying evidence linked to the recommendations and measures in the analysis grid
- *Coding the analysis grid*: highlighting the policy approaches being taken as Prevention – Intervention – Compensation
- *Policy analysis*: synthesising the overall approaches and highlighting areas for development

Synthesis

Prevention

- Do policy initiatives for an inclusive education system take all learners into account?
- Do policy initiatives safeguard the rights of all learners to high-quality inclusive education?
- Do policy initiatives promote the active participation of learners and their families in decision-making that affects them?

Synthesis

Intervention

- Do policy initiatives monitor, evaluate and secure the effective implementation of an inclusive education system?

Compensation

- Do policy initiatives identify and address barriers to the inclusive education system?

Cross Country Analysis

- aims to identify possible patterns of policy approaches taken by CPRA countries in relation to the measures and thematic recommendations
- shows how each country profile 'compares' with other (anonymous) country profiles
- potentially validates policy approaches if other countries are taking similar approaches
- allows 'gaps' to be examined in light of other country approaches

Summing up - added value of CPRA process and outputs

For Agency country representatives: provision of a focussed reflection on their current policies for inclusive education

For countries: CPRA analysis goes beyond the country reports provided by the national authorities at European level (in the frame of the Country Specific Recommendations) and at international level (national reports to the UN CRPD)

At European level: provision of new information that did not previously exist at country or European level

Contact

www.european-agency.org

European Agency for Special Needs and Inclusive Education
Østre Stationsvej 33, DK-5000 Odense C, Denmark

secretariat@european-agency.org

Tel.: +45 64 41 00 20



Co-funded by the
Erasmus+ Programme
of the European Union