MONITORING FRAMEWORK FOR INCLUSIVE EDUCATION IN SERBIA

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FOREWORD

This paper is an output of the project titled *Development of Comprehensive Monitoring Framework for Inclusive Education in Serbia*, developed by the team of the Institute of Psychology for the Social Inclusion and Poverty Reduction Unit and UNICEF. The creation of this paper was supported by the Republic of Serbia's Ministry of Education, Science and Technological Development and the Fund for an Open Society – Serbia.

The project was initiated with the aim to provide support to the Ministry of Education, Science and Technological Development and the Institute for Education Quality and Evaluation for objective monitoring of the progress achieved in the area of inclusive education, with a view to further implementation and promotion of inclusive education in Serbia based on the collected data.

The goal of the project is to define a methodological framework for monitoring the quality of inclusive education, which would provide insight into the current state of affairs in inclusive education and propose mechanisms for its adjustment and improvement. The development of the framework is based on the analyses of existing resources and activities undertaken towards the implementation of inclusive education, on reviewing research studies on inclusive education in Serbia and on a comparative analysis of foreign systems for monitoring the quality of inclusive education. The above analyses indicated the need for a comprehensive, detailed framework with clearly defined objectives, the defined indicators and, wherever possible, the current and/or expected indicator values; it also contains the guidelines for developing indicators and benchmarks set at various levels (school, municipal and national levels), to enable systematic monitoring of various aspects of implementing inclusive education at the level of inputs, processes and outputs.

The paper provides the Monitoring Framework for Inclusive Education in Serbia, developed at three levels (national, municipal and school), instruments with an illustration of a few developed instruments for capturing a system of indicators. In addition to the framework itself, the paper also gives an overview of the foundations upon which it was built – a review of inclusive education development in Serbia through projects, policies, institutional and legislative framework, as well as the resources created thus far through various activities that can be used for adequate monitoring of inclusive education and its further improvement. Moreover, the paper also examines conducted research of inclusive education in Serbia, with a special reflection on the methodology used in the research. An in-depth review of the research studies, including their results indicative of the status of inclusive education in Serbia in the period 2008–2013, is given in Chapter 7. Lastly, the paper also contains examples of good practice based on the comparative analysis of how inclusive education is monitored in five selected countries, where both the practice of inclusive education and its regular monitoring is well established.

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SUMMARY

Education inclusiveness has been the strategic orientation of the Serbian education system since 2009 (Law on Foundations of the Education System). The development of the inclusive education system is supported by the new legislation, establishment of new structures at the national, local and school levels, training of teachers and schools, additional financial resources for school development, establishment of support networks, manuals and public promotion activities. However, monitoring and assessment of the effectiveness of these solutions has remained at a rudimentary level due to a number of circumstances (e.g. poorly developed education information system, insufficiently developed system for external school evaluation). As a result, within the project titled *Development of Comprehensive Monitoring Framework for Inclusive Education in Serbia,* a proposed monitoring system has been developed, based on all relevant contextual cirtumstances and sufficiently informative for the creation of new inclusive education policies.

The Monitoring Framework for Inclusive Education in Serbia (hereinafter: the Framework) is multifunctional and comprehensive, so as to include all management levels (national, municipal and school). The Framework features one significant innovation – it distinguishes between input, process and output indicators. The logic behind the said distinction is quite relevant, especially at the beginning of introduction of inclusive education: the effects of inclusive education (output indicators) result from a successfully delivered education process (process indicators), which, in turn, can only be the consequence of the effect of input variables/indicators. Therefore, in the first few years of introduction of inclusive education, it makes the most sense to focus monitoring efforts on input indicators, i.e. to determine whether all envisaged measures have consistently reached the beneficiaries (schools, teachers, children, parents) and then later to switch the focus to process indicators, to verify whether the measures are adequately implemented. Subsequently, after several years, it would make sense to focus on monitoring output indicators.

The structure of the Framework, as well as the indicators it establishes, are inspired by a number of sources: a) the structure and indicators identified in the comparative analysis of the quality assurance system and external evaluation of education in Australia, the Netherlands, New Zealand, Scotland and Wales; b) areas of research of inclusive education in Serbia, identified by reviewing a large number of studies published since 2009; c) the measures derived from the legislative framework for inclusive education in Serbia; as well as d) consultations with members of the Inclusive Education Support Network and other experts in this field. Based on all these four sources, a matrix of monitoring areas and subareas was created at each of the three levels described above and for each of the three types of indicators, and then indicators were formulated or classified for each cell in the matrix. This contributed to great comprehensiveness of the Framework, which is also significant for the start of introduction of inclusive education, since it enables multi-layer monitoring, but with an inbred capability to simplify and focus the monitoring system, in the later years, on the aspects that prove to be especially critical or sensitive, or in fact particularly successful.

The Framework also contains the proposed values (comparison criteria) for a number of indicators for various time intervals, thus setting development expectations from the inclusive education system. In the current version of the Framework, these values areset primarily based on the logical analysis and on indirect findings about the status of certain indicators, identified by reviewing

national research studies, and they are only given as an informed estimate. The expected indicator values given in the Framework, regardless of the above mentioned limitations, may already at this point serve as a useful guide, especially with respect to monitoring input indicators. In terms of their function, they are important for initiating the process of implementation of innovations, and they are more the subject of logical than empirical analysis.

The Framework is developed taking into account the need for its multifunctionality and capability of enabling the production of information for the following purposes: a) annual or multiannual national-level reporting on the state of affairs in inclusive education, based on selected input, process and output indicators, b) municipal-level reporting on the state of affairs in inclusive education, c) complementing the framework for external school evaluation with new indicators, d) supporting the development of school self-evaluation, and for e) various research purposes and meta-analysis of a larger number of studies.

Finally, it is important to underline that the use of the same framework by various stakeholders and for diverse purposes has another, somewhat less obvious yet equally important function (in addition to fine-tuning the Monitoring Framework for Inclusive Education in a pragmatic way), namely: to ensure conceptual coherence – a common language for all levels and various education system stakeholders, becausepersons with different occupations acquired their qualifications at different times and in different circumstances, and their attention to certain aspects of inclusive education has so far been unequal. A common language is necessary for communication, which is, in turn, prerequisite to constructive discussion, and discussion is critical if any development is to be achieved.

List of Acronyms

CSO	Civil society organisation
CSW	Centre for social work
CT	Class teacher
EMIS	Education Management Information System
EUROSTAT	Statistical Office of the European Union
IE	Inclusive education
IEET	Inclusive education expert team
IEP	Individual education plan
IEQE	Institute for Education Quality and Evaluation
IIE	Institute for Improvement of Education
ISC	Inter-sectoral committee
ISP	Individual support plan
LFES	The Law on Foundations of the Education System
LG	Local government
MoESTD	Ministry of Education, Science and Technological Development
OECD	Organisation for Economic Co-operation and Development
OSCE	Organisation for Security and Co-operation in Europe
PI	Preschool institution
PS	Primary school
SORS	Statistsical Office of the Republic of Serbia
ST	Subject teacher
UNICEF	United Nations Children's Fund

I FOUNDATIONS FOR CREATION OF THE MONITORING FRAMEWORK FOR INCLUSIVE EDUCATION IN SERBIA

1. Foundations for Creation of the Monitoring Framework for Inclusive Education in Serbia

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1.1. A brief overview of the introduction of inclusive education

1.1.1. Before 2009

The introduction of inclusive education in Serbia was based on: (1) a number of international conventions to which Serbia is a signatory (e.g. the Salamanca Statement, 1994[1]; the Decade of Roma Inclusion, 2004[2]; UN Convention on the Rights of Persons with Disabilities, 2006[3]), (2) a set of strategies in which the need for including all population categories in the education system was illuminated from various aspects (e.g. the Poverty Reduction Strategy, 2003[4]; the Strategy for Improving the Position of Persons with Disabilities in the Republic of Serbia, 2006[5]), (3) analyses of education, either qualitative system analyses or quantitative indicators of various aspects of dysfunctionality of the education system (e.g. Comprehensive Education Analysis in Serbia, UNICEF, 2002[6], which indicated that 80% of Roma children went to special education schools) and (4) a number of pilot projects that developed the concept of inclusion, sensitised a certain part of the

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[1] UNESCO (1994). *The Salamanca Statement and Framework for Action.* Available at: http://www.unesco.org/education/pdf/SALAMA_E.PDF

[2] Available at: http://www.romadecade.org/

[3] Available at: http://www.nda.ie/cntmgmtnew.nsf/0/9515327CFCF84669802574C70032B07F/$File/NDAUN-EUSeminar.pdf

[4] Government of the Republic of Serbia (2003). *Poverty Reduction Strategy.* Available at: http://www.prsp.gov.rs/download/2.%20Strategija%20za%20smanjenje%20siromastva%20u%20Srbiji%20-%20Glavni%20tekst.pdf

[5] Available at: http://www.inkluzija.gov.rs/?page_id=2178

[6] Available at: http://www.see-educoop.net/education_in/pdf/obrazovanje_srj-yug-srb-t05.pdf

public and enabled the inclusion of children from vulnerable groups in the education system through a set of concrete actions.

The most significant sector or inter-sectoral policies that influenced the preparation for implementation of inclusive education in Serbia, as well as the concrete forms of its implementation, principally include:

- Common Action Plan for Improvement of Roma Education in Serbia (prepared as part of Serbia's activities in the Decade of Roma Inclusion), 2004[7];

- Millennium Development Goals, 2005[8];

- National Action Plan for Children, 2004[9];

- National Report prepared for UNESCO, 2008[10], in which the new concept was devised and presented in a participatory fashion;

- Educational Development Concept, 2008: Equity, Quality, Efficiency.[11]

In a way, these new policies were also supported by the changed circumstances in Serbia. Among plenty of them, it is important to highlight five significant new circumstances which were conducive to creation of a positive atmosphere for inclusive education:

1. Demographic decline became very pronounced at the level of the education system (e.g. in the 2000/2001 school year, the number of primary school pupils was 711,954, whereas in 2012/2013 it was 565,199[12]); the disproportion between the continually decreasing number of children and the increasingly obvious surplus of teachers and schools precipitated an acute necessity for streamlining the network. In such circumstances, the prospect of including children from vulnerable groups was convenient for both teachers and schools. In increasing the coverage of children from these groups, schools saw an opportunity to preserve the number of classes and teaching staff, while teachers were able to retain their jobs.

2. Influenced by Serbia's increasingly clear adoption of the European and international way of understanding the system, function and importance of education for social and economic development, education in Serbia, too, became more and more commonly recognised as a system that contributed to the country's human resource development. Inclusive education contributes to social cohesion and economic development by not leaving a part of the population in an economically passive position in the future.

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[7] Ministry of Education and Sports, Republic of Serbia (2005). Common Action Plan for Improvement of Roma Education in Serbia (CAP).

[8] Available at: http://www.prsp.gov.rs/mcr/index.jsp

[9] Government of the Republic of Serbia (2003). *National Action Plan for Children*. Available at: http://www.dils.gov.rs/documents/filesEducation/jun2011/Nacionalniplanakcijezadecu.pdf

[10] Available at: http://www.erisee.org/downloads/2012/libraries/rs/rr/National%20report%20on%20development%20and%20status%20of%20education%20and%20adult%20learning.pdf

[11] Ministry of Education, Science and Technological Development, 2008, internal document.

[12] Official website of the Statistical Office of the Republic of Serbia (http://webrzs.stat.gov.rs). Accessed on February 27, 2014.

3. In the first decade of the 21st century, a number of significant institutional structures were created, whose scope of work provided institutional support to inclusive education. These principally include the Ombudsman, the Serbian Government's Poverty Reduction Strategy Implementation Focal Point (later renamed the Social Inclusion and Poverty Reduction Unit – SIPRU), the Ministry of Human and Minority Rights, which incorporated the Secretariat for Roma Integration Strategy Development and Implementation and the Council for Child Rights (which was periodically insufficiently active, but it still contributed to the development of the National Action Plan for Children and also acted as a promoter of child rights).

4. New legislation – the Law on Prohibition of Discrimination (2009)[13] in many respects paved the way for other sector laws to accept and incorporate anti-discrimination provisions, especially against the groups previously associated with many stereotypes.

5. Lastly, several of the abovementioned important and comprehensive strategies entered the stage where planning, preparations, initial sensitisation and assembling of the critical mass of human resources could and had to be replaced by real action, i.e. practical steps of including the excluded children in the education system. The momentum and synergy of these strategies facilitated the conceptualisation of inclusive education in Serbia and its relatively expeditious implementation.

This period also witnessed the launch of a number of serious pilot projects in the field of inclusive education. Since the resources and practices developed within these projects greatly contributed to subsequent system-wide activities, a brief summary of each of these projects is given below.

The principal pilot projects regarding inclusive education:

Index for Inclusion[14] (2003–2009) was a project aimed at the inclusion of children with developmental disabilities in the mainstream education system. It was realised in two phases. In the first phase, it was implemented by Save the Children in partnership with the Serbian Ministry of Education, Science and Technological Development (2003–2008) and the activities were initially limited to two cities and two schools. Later on, 30 schools in eight cities were using the Index, adapted from a similar material used in the UK. In this phase, close attention was also devoted to **researching parents' and teachers' attitudes towards the inclusion of children with developmental disabilities in the mainstream education system.** In the second phase (2009), the partnership was also joined by the Institute for Education Quality and Evaluation (hereinafter: IEQE), the handbook was revised (with the involvement of about 500 teachers), the pilot schools were included in the procedure for internal school evaluation and in the external evaluation network. However, in spite of great commitment in the involved schools, the pilot project still faced the problem of poor visibility, small number of schools and insufficient use of support from the ministry competent for education for potential procedural or legislative changes.

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[13] National Assembly of the Republic of Serbia. Law on Prohibition of Discrimination. Official Gazette of the Republic of Serbia, No 22/2009. Available at: http://www.paragraf.rs/propisi/zakon_o_zabrani_diskriminacije.html

[14] Booth, T., Ainscow, M. (2010). *Priručnik za inkluzivni razvoj škole (upotreba Indeksa za inkluziju za razvoj inkluzivne kulture, politike i prakse).* Beograd: Zavod za vrednovanje kvaliteta obrazovanja i vaspitanja. Available at: http://www.dils.gov.rs/documents/filesEducation/mart2012/Prirucnik%20za%20Inkluzivni%20razvoj%20skole.pdf

Inclusive Education: from Practice to Policy (2005–2009)[15], a project supported by the Fund for an Open Society – Serbia, is the second important and long-term pilot project that deserves attention. The first stage of its implementation was led by the civil society organisation *Educational Reform Circles* (2005–2007), which established, in ten cities, a network of 150 teachers who accepted children with developmental disabilities, inducted them in mainstream education, supported each other and developed good practices. As part of this project, a handbook was created containing examples of good practices contributed by those teachers, which is still is use in Serbia and abroad. In the project's second stage (2007–2009), the Center for Interactive Pedagogy, in cooperation with the Teachers' Alliance, developed in the same ten cities the inclusive education support network and established local teams for inclusive education. During four years of its implementation, in addition to the handbook, the project's outputs also included the established stable network of committed teachers and experts who, in turn, significantly influenced the development of public policy. However, the Ministry of Education, Science and Technological Development was not involved in implementation of this project.

Roma Assistants[16] – from 1999 onward, with the support of the Fund for an Open Society – Serbia, and from 2005, supported by OSCE and the ministry competent for education, the schools with significant proportion of Roma children started introducing Roma teaching assistants. Initially, this programme was implemented in five schools which, in cooperation with local CSOs, introduced Roma assistants as support for the children. In 2005, the programme was joined by 25 assistants, followed by another 50 later on; this time, the Ministry of Education, Science and Technological Development (hereinafter: MESTD) also participated in the selection of schools and assistants and in supervising their work. The concept of the programme was thereafter further developed and expanded under the IPA project titled *Education for All,* which piloted the new occupation of teaching assistants, before it was subsequently legally regulated. At the moment, there are 174 teaching assistants employed in schools throughout Serbia.

Romani Secondary School Scholarship and Mentorship Programme[17] – the project is implemented with the support of the Roma Education Fund from Budapest, in cooperation with the Secretariat for Education of the Autonomous Province of Vojvodina (launched in 2007). The dynamic model of conditional scholarship (which provides for the possibility of freezing/unfreezing the scholarship depending on class attendance and grades) covers several hundred students (initially 350 of them), who also receive support from teachers-mentors. An evaluation has indicated that this type of dynamic support has lowered the dropout rate to less than 5%. Notwithstanding the project's exceptional success, sustainability remains its principal concern due to high costs of its implementation.

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[15] Available at: http://www.inkluzija.org/index.php/mini-kursevi/33-drugi-projekti/opta/9-inkluzivno-obrazovanje-od-prakse-ka-politici

[16] For a more detailed summary, please refer to Daiute, C., Kovacs-Cerović, T. (in press). *Roma Pedagogical Assistants' Narratives.*

[17] Available at:
http://www.puma.vojvodina.gov.rs/etext.php?ID_mat=1104&PHPSESSID=cffq93eijn95vba16frn9sofi2

Development Education Centres[18] – a project implemented by UNICEF in partnership with the Association for Improvement of Roma Settlements, in the period 2002–2012. The project provided direct support to Roma children in eleven municipalities from the group of the poorest municipalities, where the percentage of Roma population was high. During the project's implementation, 6,025 children received support to prepare for school and learning support, while their parents were motivated and financially supported. The project also included teacher training aimed at the development of their competencies for work with vulnerable children.

In addition to these, many other projects, as well as a large number of schools, engaged in inclusive education even before it was formally introduced by law in 2009, having relied on their own resources and stakeholder support. It is particularly important to underline that, in smaller communities and rural areas where there were no special education schools, it was common for mainstream schools to include children with disabilities or developmental challenges and work with them despite the fact that this practice was not legitimate. In many cases, civil society organisations would contact these schools and provide them support for inclusion of children from vulnerable groups, whereas, on the other hand, certain special education schools (e.g. *Milan Petrović* School for Primary and Secondary Education, Novi Sad), also at their own initiative, developed a support system for children with developmental disabilities who went to mainstream schools. Of course, visibility and mutual coordination was missing in all of these cases, for understandable reasons.

1.1.2. After 2009

1.1.2.1. Laws and other legal instruments

The Law on Foundations of the Education System19 (hereinafter: LFES) was passed in late August 2009. It laid the foundations of inclusive education, which were then further elaborated through a set of secondary legislation and special laws passed in 2010 and 201320. The most important elements of the legally regulated policy of inclusive education in Serbia include:

- prohibition of discrimination, segregation and all forms of separation that are not in child's best interest;

- new enrolment policy: instead of testing children *before* they enter school, screening is done with enrolled children to identify those in need of special/additional support;

- new programme policy: education through personalised methods of work or individual education plans – IEP1 (adapted work programme), IEP2 (modified work programme) and IEP3 (enhanced and expanded programmes for talented children);

- new assessment and evaluation policy: formative assessment, IEP-based assessment, school leaving examination based on an adjusted procedure, external evaluation in accordance with quality standards, based on established indicators;

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[18] For more information, please refer to UNICEF (2009). A review of Roma Education Initiatives in Central and South-East Europe.

[19] National Assembly of the Republic of Serbia. *Law on Foundations of the Education System*, Official Gazette of the Republic of Serbia, No 72/2009.

[20] Especially important are the Law on Preschool Education (2010), the Law on Primary Education (2013) and the Law on Secondary Education (2013).

- new staff policy: introduction of teaching assistants, setting the standard of required competencies for teacher and school principal jobs, formulation of vocational training priorities, inclusive education being one of them;

- new school management policy: establishment of inclusive education expert teams (hereinafter: IEET), involvement of the representatives of vulnerable children's parents in the parents' council; new support policy: local inter-sectoral committees (hereinafter: ISC) for assessment of the needs for educational, healthcare and social support, which include representatives of the school, the centre for social work and the healthcare institution responsible for the child, as well as additional members who are thoroughly familiar with the child's case; preparation of the individual educational plan of support, funded from the municipal budget with certain exceptions, the work of inter-sectoral committees is supervised by the Joint Body;

- new role of special education schools: inclusion of children with multiple developmental disabilities, children who were invisible and excluded from the education system due to the severity of their disabilities, multifunctional schools (provision of support to mainstream schools by request, rather than specialising in a single type of disorder/disability);

- new financial policy: school financing according to the number of children ("money follows the child"), with an additional weighting factor assigned to children from vulnerable groups.

All of the above elements were introduced by laws and bylaws as of the school year 2010/2011, which is, accordingly, considered the first year of the introduction of inclusive education in Serbia, while 2009/2010 was the last year before the system-wide implementation of inclusive education. The exception to this is the financial reform, which was postponed until 2014/2015, as well as the multifunctionality of special education schools and their new role as resource centres, for which relevant provisions of laws, bylaws and administrative regulations are still incomplete.

The introduction of inclusive education was supported by several projects and other actions of systemic support for preparation for implementation of inclusive education, as well as for the implementation itself.

1.1.2.2. National projects supporting inclusive education

The introduction of inclusive education has been supported by several national projects. The most significant of them are given below.

DILS[21] has engaged in the following activities since 2009:

- Development of all procedures for inclusive education at school level in 2009 (Development of a Functional Model of Inclusive Education – 9 schools, Strengthening Schools for Inclusive Education – 18 schools);

- National training for all schools in the first half of 2010 (two-day training for five participants from each school);

- Grants for school-based inclusion projects (about 300 covered schools in total, distributed throughout the country in an attempt to include at least one school from every municipality – in only 12 municipalities were no schools included);

- Staff training in grant schools (4–5 three-day modules, half of which with school representatives and the other half with the entire school);

- Monitoring of grant schools (data collection and report analysis);

- Grants for 56 municipalities for projects aimed at including Roma children in the education system (local governments, at least half of the schools in a municipality, Roma CSOs, a mentor for each municipality – usually a Roma person);

- Monitoring of municipal grants;

- Training of inter-sectoral committees' permanent members (around 600 persons);

- Training for special education schools and grants for 20 special education schools for piloting new special education services;

- Handbooks and guides (preparation, printing, distribution);

- Establishment and coordination of an inclusive education support network;

- Research: national study on inclusive education;

- The project has also envisaged the procurement of assistive technologies and vehicles for transportation of pupils/students, but it has not been realised yet.

The IPA project titled *Education for All*, implemented in the period 2009–2011, included the following activities:

- Selection and initial training of 170 teaching assistants (further training was financed from various donor funds);

- Training for all schools and kindergartens included in the project (in which a teaching assistant is employed);

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[21] Delivery of Improved Local Services (DILS), a project supported by a World Bank loan, includes the sectors of health, social support and education; http://www.dils.gov.rs/

- Furnishing of all schools and kindergartens (about €10,000 per institution) included in the project;

- Support to development of bylaws related to the work of teaching assistants.

The IPA project titled *Improvement of Preschool Education in Serbia - IMPRES*[22], launched in 2010, is aimed at expanding the network of preschool institutions in 15 municipalities, which includes:

- Prefabricated facilities;

- Mobile kindergarten;

- Vehicles for transportation of children;

- Training of municipal authorities to increase the coverage of children from vulnerable groups by preschool education;

- Development of new flexible curricula and training of preschool teachers.

The IPA project titled *Second Chance*[23], launched in 2010, aspires to expand the network of schools providing functional education to adults who dropped out of the education system before they finished primary schools. The project includes:

- 80 primary schools, several dozens of secondary schools, about 4,000 beneficiaries (mostly young Roma persons);

- Development of new curricula and teacher training;

- Engagement of adult education assistants to work with project beneficiaries.

The **SDC**[24] project, which includes the Red Cross, UNICEF and the CSO *Pomoć deci:* since 2005, the project has engaged in expanding the coverage of preschool education and in providing learning support to children from vulnerable groups, mostly Roma children. It involves:

- Red Cross kindergartens in 63 municipalities, in the vicinity of Roma settlements;

- Comprehensive services for children and parents aimed at supporting education in the south of Serbia.

A more detailed overview of all national projects and other smaller projects promoting inclusive education is given in Annex 1.

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[22] http://www.impres.rs/o-projektu/

[23] http://drugasansa.rs/

[24] http://www.swiss-cooperation.admin.ch/serbia/sr/Home

1.1.2.3. Further activities of the Ministry of Education, Science and Technological Development supporting inclusive education and equity of the system

All of the above projects have been implemented with the support and participation of the Ministry of Education, Science and Technological Development. In addition to them, the Ministry has also engaged in the following activities, relevant to inclusive education:

- Affirmative action for Roma enrolment in secondary schools (since 2003, the number of Roma students enrolled through this measure has been increasing every year; in 2012/2013, about 360 students enrolled in schools through affirmative measures);

- Coordinators for Roma integration and inclusive education in school authorities – every school authority includes a person in charge of monitoring all training courses, participates in the selection and monitoring of schools, acts as a contact person for any inquiries and dilemmas, and who has over the years become a resource person for this field of education;

- External evaluation, the standards of which include support to pupils/students, as well as a set of relevant indicators for inclusive education. Thus far, only 50 schools have been evaluated according to the new system, evaluation is conducted by advisors from school authorities and the aggregate report is compiled by the Institute for Education Quality and Evaluation. All school authority advisors have been trained in external evaluation methodologies.

In the ministry competent for education, there is no officially appointed focal point for inclusive education; however, the staff of the ministry's various departments unofficially, in a number of different ways, provide support to inclusive education, including by answering teachers' and parents' questions on the ministry's website.

The Ministry of Education, Science and Technological Development finances the work of teaching assistants, i.e. they are employed on the same terms as all teachers.

In early December 2011, the Joint Body was established with the mandate to support inter-sectoral committees and coordinate the supervision of their activities aimed at assessing children's/pupils' need for additional educational, healthcare and/or social support. The Joint Body consists of representatives of the ministries competent for education, health and social protection, representatives of the Social Inclusion and Poverty Reduction Unit, independent experts for inclusive education, representatives of the civil sector and parents. It is envisaged that representatives of other bodies and organisations, as well as experts in various fields, may participate in the work of the Joint Body. The Joint Body is assigned with two tasks, namely: (1) to support the work of inter-sectoral committees, especially with regard to organisation of training, support to coordinators in the line ministries and other forms of expertise and technical support, as well as (2) to coordinate the supervision of inter-sectoral committees and schedule supervision activities. Between April 2012 and November 2013, there was an intermission in the work of the Joint Body.

1.1.2.4. Civil society activities supporting inclusive education

Civil society organisations are highly active in supporting inclusive education and a large number of CSOs are focusing their efforts in the areas where national or municipal support is missing. Civil society organisations often provide material support to children from vulnerable groups (clothes, meals, textbooks etc.); organise after-school day-care for children, preschool groups, clubs, out-of-school activities; organise joint activities of children from vulnerable groups and those from the majority population, with their parents participating, as well; they work with parents and teachers towards developing their competencies; provide support in procuring documents; organise public information campaigns, round tables, conferences promoting inclusion in the education system.

These activities are usually supported by donors, such as the Fund for an Open Society – Serbia, Roma Education Fund, UNICEF and others, while occasionally they are also funded by local governments.[25]

1.2. Institutional framework for monitoring education with particular focus on inclusive education

Notwithstanding many reforms of various aspects of education in Serbia, monitoring has remained its least conceptually, institutionally and legally developed aspect. This unsophistication has also contributed to multiplication of insufficiently coordinated activities in this field and to the fact that the ministry competent for education has not produced any aggregate reports on the state of affairs in education, although almost every educational institution (and every unit thereof) has its own monitoring system for activities, and sometimes even for results. The following pages will outline the existing institutional mandates, types of procedures and products and indicate their deficiencies.

1.2.1. Inspectorate

Inspectorate controls and supervises the legality of the work of educational institutions. Its principal focus is on reviewing school rulebooks, documentation, legitimacy of the work (and appointment) of school boards, principals and teachers. Inspectorate also responds to petitions and complaints filed by parents or any other complainants and reacts in case of violence or other disorderly conduct.

It is organised at the municipal (or city) level, as inspectorate in the first instance, and at the national level, as second-instance inspectorate. Due to a shortage of inspectors at the municipal level, the national inspectorate often acts as a first-instance authority, as well.

Inspectorate in Serbia is still not using the specified electronic database and inspection reports are not made public – they are only submitted to the minister competent for education.

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[25] A detailed overview of CSO and donor activities supporting inclusive education and education of poor children is presented in the paper *Policy Impact Analysis: Providing Additional Support to Students from Vulnerable Groups in Pre-University Education*, UNICEF, in press.

1.2.2. Pedagogical supervision

Pedagogical supervision is performed by educational advisors working in school authorities. In terms of its concept, it is a type of supervision inherited from earlier times, consisting of a number of insufficiently clearly defined tasks. The most important ones are listed below:

- **the same person gives recommendations for improvement of teachers' work and acts as** a supervisor who identifies problems, prescribes rectifying measures and oversees their implementation;

- pedagogical supervision is expected to be subject-based, whereas, at the same time, it often takes into consideration overall performance of schools, especially during annual school reviews conducted in the beginning of every school year, when the work of **advisors in many respects becomes similar to inspectorate's scope of work; moreover,** the profiles of school authority advisors do not cover all subjects;

- school authorities are responsible for a number of other tasks, including the periodical coordination of implementation of various new policies (e.g. prevention of violence, inclusive education, Roma integration etc.) and the performance of external evaluation, making their professional identity fragmented to a multitude of constituents, often contradictory, as well.

The Rulebook on Pedagogical Supervision[26] defines the steps to be taken in the school reviewing process; however, it does not specify the form of reporting about the situation at the local and national levels. As a rule, the reports are administrative in nature (the number of subjects covered), but not functional (which are the most commonly identified problems, which part/segment or which area shows progress and to what extent). School authority advisors are also responsible for collecting and aggregating various target data, which is why their role in monitoring inclusive education could be a critical one.

1.2.3. External evaluation

From mid-2012 onward, a new procedure for school evaluation is also used, based on standards and indicators[27] developed by the Institute for Education Quality and Evaluation, adopted by the National Education Council in 2011 (thereby establishing the national school performance quality framework) and prescribed by a separate rulebook.[28] A significant number of standards and indicators in all areas of quality enable the monitoring of inclusive education.

External evaluation is conducted by educational advisors and experts from the Institute for Education Quality and Evaluation, who have completed the training programme for this type of evaluation. Their multi-module training was held by experts from the Netherlands, United Kingdom and

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[26] Official Gazette of RS, No 34/2012. Available at: http://www.mpn.gov.rs/dokumenta-i-propisi/podzakonski-propisi/obrazovanje-i-vaspitanje/873-pravilnik-o-strucno-pedagoskom-nadzoru-sluzbeni-glasnik-rs-br-34-12-od-18-04-2012-godine

[27] Rulebook on the Quality Standards for Work of Educational Institutions, *Official Gazette of RS,* Nos 7/2011 and 68/2012.

[28] Rulebook on Quality Assessment of Educational Institutions' Performance, *Official Gazette of RS,* No 9/2012. Available at: www.ceo.edu.rs

Germany with the support from the Standing International Conference of Inspectorates (SICI). External evaluation reports are submitted to the Ministry of Education, Science and Technological Development and then forwarded to the Institute for Education Quality and Evaluation, which is assigned to compile a national report based on the received inputs. Considering that external evaluation of schools started with 50 schools in 2012, the publication of the first national report containing an overview of quality assessment for about a quarter of all schools in Serbia should be expected in 2014.

1.2.4. School self-evaluation

School self-evaluation based on the set national indicators for key areas was practically introduced in the early 2000s. Following the Scottish model *How good is our school,* a handbook was produced and a large number of schools were trained in using it, including a number of educational advisors in school authorities. However, although the practice of self-evaluation was maintained over the years, due to the lack of sustained support it no longer served a purpose in the creation of school development plans. Considering that the areas and indicators of external evaluation largely correspond to the earlier system, schools' efforts in this area are expected to intensify, which can later be used for inclusive education monitoring purposes, as well.

1.2.5. Education databases

The weakest link in the chain is the national education database. The ministry competent for education has one large, but dysfunctional and outdated database (Educational Information System – EIS), established in the period 2002–2006. It was meant to be substituted by the new Education Management Information System (hereinafter: EMIS), which has not been developed yet.

With the coming into force of the Law on Personal Data Protection[29], databases had to comply with the effective legislation – amendments to the Law on Foundations of the Education System (Official Gazette of RS, Nos 72/2009, 52/2011 and 55/2013), as well as all specific legislation, provide definitions of the type of data which can be legitimately collected; these include the data on children and pupils/students, parents, guardians and foster parents, as well as employees, which determines their identity, educational, social and health status and the needed educational, social and healthcare support.

In the absence of a comprehensive and multifunctional national database, various units of the Ministry, or institutions associated to it, develop their own **convenience databases.** The most important among them are: the database of secondary school enrolment (MESTD), the registry of licences of school teachers, preschool teachers and psychologists/pedagogues (MESTD), the database of children with developmental disabilities in the education system (Institute for Improvement of Education), the database of professional development training of school teachers, preschool teachers and psychologists/pedagogues (Centre for Professional Development of Education Workers, Institute for Improvement of Education). The Institute for Education Quality and Evaluation also has its own databases (the database of school leaving examination results from the school year 2010/2011 onward, the database of results of the national examination of 3rd grade pupils' educational achievements, the database of 4th grade pupils' achievements in the national examination, databases on

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[29] National Assembly of the Republic of Serbia. Law on Personal Data Protection. Official Gazette of the Republic of Serbia, No 97/2008. Available at:
http://www.minrzs.gov.rs/doc/porodica/ostali/Zakon%20o%20zastiti%20podataka%20o%20licnosti.pdf

pupils' achievements in piloting educational standards in the end of compulsory education and in the end of secondary general education, as well as other databases created as part of research studies conducted with a view to proposing measures for improvement of the education system).

1.2.6. Larger databases that also include information about education

At the start of a school year (preschool institutions), or at both the start and the end of a school year (primary and secondary education institutions), the Statistical Office of the Republic of Serbia (hereinafter: SORS) collects data about the education system in Serbia. Data collection is done by means of questionnaires answered by all preschool institutions, primary and secondary schools and higher education institutions based on their administrative data. The data collected in this way (*Education Statistics*) are demographic in nature; they are disaggregated by age and sex of pupils/students and by types of education and institutions; however, as previously indicated, they are not broken down by other variables pertinent for monitoring the coverage, progress and completion of education. Moreover, the data on schools do not include relevant indications of the quality of education (e.g. professional development of teachers, involvement of parents etc.). An innovation introduced as of the school year 2012/2013 envisaged the collection of information about the number of pupils/students receiving education under individual education plans and the number of pupils/students for whom inter-sectoral committees issued opinions. The results are published in annual statistical releases, the Statistical Yearbook of Serbia, the publication *Municipals and Regions in the Republic of Serbia* and on the official website of SORS (http://webrzs.stat.gov.rs).

The Statistical Office of the Republic of Serbia also maintains and updates the DevInfo database[30], which integrates information relevant for monitoring the achievement of the Millennium Development Goals, in which education, including preschool education, plays an important role. From a total of 32 indicators related to education, 12 refer to preschool education. However, since the database is updated with the data from the population census and educational statistics, the above limitations also fully apply to the data in the DevInfo database. In addition, DevInfo contains official statistics for monitoring the situation and development in Serbia, with the data available down to the level of municipalities.

1.2.7. Indicators set by the National Education Council

In 2010–2011, the National Education Council developed and adopted the document *Indicators for Monitoring the Situation in Education in Serbia*[31], which is based on the types of indicators used by OECD and Eurostat, corresponds to the database of the Statistical Office of the Republic of Serbia and also includes the areas and topics relevant for monitoring the reform of education in Serbia. It is important to underline that the description of indicators is made in such a way as to include the data significant for monitoring inclusive education, disaggregated by quintiles of socioeconomic status and by vulnerable groups (Roma, refugees, displaced persons, children with special needs, children without parental care, migrants). It is also important to stress that this document was created in view of the MESTD's nascent database – Education Management Information System, with the aim of ensuring that the database contains all the data necessary for generating the above mentioned indicators. However, this way of collecting data is not yet technically possible: on the one hand, there

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[30] http://devinfo.stat.gov.rs/diSrbija/Baze_DI.aspx

[31] The document is available at: http://www.nps.gov.rs/wp-content/uploads/2011/01/NPS-INDIKATORI.pdf

is no cross-referencing of data by vulnerable groups and by indicator values at school level, preventing the Statistical Office of the Republic of Serbia to collect disaggregated data from schools and, on the other hand, since the Education Management Information System is not yet operational, data for these indicators are not yet produced. Nevertheless, it is to be noted that this document gives an outline of what sort of data are important to collect and, at the same time, it provides guidelines for further development of the data collection system.

1.2.8. Reporting on project progress

A large number of national, regional and local projects are aimed at supporting education in Serbia (see Annex 1). All of these projects monitor their activities and achievements; however, there is no system-wide practice of integrating these data and, due to diverse methodologies developed by different authors, various reporting requests from various donors and, above all, due to the absence of a common monitoring framework, any attempts at integrating the results of and conclusions about various aspects of the education system encounter serious hindrances. The most reliable and relevant data are obtained from monitoring activities under DILS and IPA projects. The limitations of these data are in the fact that they only refer to schools included in the intervention.

The DILS project monitors the realisation of school and municipal grants, by analysing both administrative data and the data on impacts of the intervention, collected by schools/municipalities by themselves; it also monitors training delivery (the number of included teachers and seminar evaluation reports submitted by participants, but not the effects of the training or practical implementation of lessons learned). For the needs of the Ministry, as well as for project purposes, DILS made a population survey to determine the level of inclusion of children with developmental disorders and disabilities, those with learning difficulties and children from non-stimulating environments in 2011. In addition, for the needs of the project, an evaluation of DILS-funded training was conducted in 2012. An overall evaluation of the entire project is currently in progress.

IPA projects are monitored (at the level of investments or activities) and evaluation of impacts is occasionally conducted, as well (e.g. IPA project *Second Chance*[32]).

1.2.9. Evaluation of educational achievements

Evaluation of educational achievements is the most elaborate method of drawing conclusions about the effects of all interventions implemented with the aim of improving education. In the early 2000s, Serbia undertook the evaluation of educational achievements through various modalities and studies specified below. This decision was preceded by the analysis of the effects of primary education, conducted in the late 1980s by the Institute for Psychology, under the leadership of Prof. Havelka[33], and by the formulation of education reform policy in 2001[34].

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[32] http://drugasansa.rs/

[33] Havelka, N. i sar. (1990). *Efekti osnovnog školovanja.* Beograd: Institut za psihologiju

[34] Ministry of Education and Sports (2001). Quality Education for All: A Way toward a Developed Society. Kovacs-Cerović, T. Et al. (2004). Quality Education for All: Challenges to Education Reform in Serbia. Belgrade, Ministry of Education and Sports.

1.2.9.1. National examinations

National examinations are conducted by the Institute for Education Quality and Evaluation. So far, it tested the achievements in the third and fourth grades of primary schools, both before 2005. The results and methodology of these studies are available in the publications *Educational Achievements of the Third and Fourth Grade Pupils* (2006)[35] and the *National Examination of Primary School Fourth Graders* (2007)[36]. Achievements were analysed by sex, region and with regard to the socioeconomic status of pupils' families. The particular focus of analysis was on the achievements of pupils from certain vulnerable groups (refugee status, displaced persons, Roma), pupils from satellite schools and combined classes, as well as of those whose language of tuition was Hungarian; the study extracted the characteristics of successful classes. Following these studies of educational achievements, national level testing was also conducted for the purpose of formulating educational standards for the end of compulsory education (2009)[37] and the end of secondary general education (2013)[38]; however, these data were not used as the basis for analysing the achievements of pupils/students from vulnerable groups.

1.2.9.2. International studies

The Institute for Psychology has conducted the PISA study since 2001. In addition to basic and comparative analyses of students' achievements, the study has also included secondary analyses of the relation of students' achievements to their socioeconomic status, gender differences in various areas of achievement, equity in the transition from primary to secondary education etc., as well as analyses of the efficiency of education system, e.g. the connection between investments in education and students' achievements, teachers' salaries and students' achievements or the student-teacher ratio and achievements.[39]

The Institute for Educational Research has been conducting the TIMSS study since 2001 and the results were announced following the study cycles in 2003, 2007 (in both cycles, testing was done with pupils in the eighth grade) and 2011 (conducted with pupils in the fourth grade). It included the analyses of the differences in achievement between boys and girls, distribution of students according to international benchmarks, while the results were also observed from the aspect of consistency of Serbian   curricula   with   TIMSS   results[40].

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[35] Baucal, A., Pavlović Babić, D., Gvozden. U., Plus, D. (2006). *Obrazovna postignuća učenika trećeg razreda osnovne škole,* Beograd: ZVKOV.

[36] http://www.ceo.edu.rs/images/stories/publikacije/NacionalnoTestiranjeIV.pdf

[37] Ministry of Education, Science and Technological Development of the Republic of Serbia, IEQE. (2009). *Educational Standards for the End of Compulsory Education.*

[38]Available at:
http://www.nps.gov.rs/arhiva/%D1%81%D1%82%D0%B0%D0%BD%D0%B4%D0%B0%D1%80%D0%B4%D0%B8-%D0%BF%D0%BE%D1%81%D1%82%D0%B8%D0%B3%D0%BD%D1%9B%D0%B0-%D1%83-%D0%B4%D0%B5%D0%BB%D1%83-%D0%BE%D0%BF%D1%88%D1%82%D0%B5%D0%BE%D0%B1%D1%80/

[39] Baucal, A. i Pavlović-Babić, D. (2010). *Kvalitet i pravednost obrazovanja u Srbiji: obrazovne šanse siromašnih.* MPNTR Republike Srbije i Institut za psihologiju, Beograd; Baucal, A. i Pavlović-Babić, D. (2011). *Nauči me da mislim, nauči me da učim. PISA 2009 u Srbiji.* Beograd: Institut za psihologiju i Centar za primenjenu psihologiju; Pavlović Babić, D. i Baucal, A. (2013). *Podrži me, ispiriši me, PISA 2012 u Srbiji Prvi rezultati.* Beograd: Institut za psihologiju i Centar za primenjenu psihologiju.

[40] Gašić Pavišić, S. & Stanković, D. (2012). Obrazovna postignuća učenika iz Srbije u istraživanju TIMSS 2011. *Zbornik Instituta za pedagoška istraživanja,* 44(2), 243-265

1.2.9.3. School- leaving examination

External school-leaving examination at the end of primary education was first introduced in the school year 2010/2011. It is to be noted that a significant number of irregularities was identified at that time, both during the testing and results evaluation stages. To a certain extent, these irregularities were rectified in the next examination cycle, but the subsequent school leaving examinations also encountered problems – in 2013, school leaving examination results were not even taken into consideration for enrolment in secondary schools. For the time being, until school leaving examination arrangements are entirely regulated and stabilised, pupils' school leaving examination achievements cannot be used as a reliable basis for further analyses. The results of school leaving examination are published by the Institute for Education Quality and Evaluation. One of the important secondary analyses of these examinations is the analysis of educational value added, i.e. an assessment of pupils' achievements when their socioeconomic status is taken into account. This analysis allows for the possibility of identifying schools in which above-average educational value added was achieved. In the first year of school leaving examination, this methodology identified about fifty schools whose practices of support to children from vulnerable groups (principally from families with a low socioeconomic status) could be qualitatively studied in more detail. In addition to the results achieved in the Mathematics and mother tongue examinations, results were also considered at the county level, also taking into consideration the development level of the municipalities in which schools are based; the analysis distinguished between the achievement of boys and girls and particular focus was also placed on the results of the pupils who took their school leaving examinations in the languages of national minorities.

1.2.9.4. Baccalaureate

External baccalaureate does not exist in Serbia yet. Its concept and instruments are being developed by the Institute for Education Quality and Evaluation, based on the project of *Support for Quality Assurance within the National Primary and Secondary Education Examination System*[41].

1.2.10. Applied scientific research and policy studies

Research studies on the state of affairs in the education system and on monitoring its progress also serve as a relevant source of educational data. Schools and the education system are among the most frequent subjects of research, the production of data on education is impressive and it is especially appealing to conduct research during educational changes of such magnitude as the introduction of inclusive education in Serbia from 2009 onward. However, the usability of research data for the purposes of education policy is restricted by many factors, including by the lack of a functional link between the research community and decision-makers. Since 2012, the IPA project titled *Support Human Capital Development and Research*[42] has engaged in resolving these shortcomings.

In order to circumvent, at least temporarily, this lack of functional connection, a review and attempt at combined interpretation of all studies implemented in the period 2008–2013, related to inclusive education in Serbia, was undertaken for the needs of the Institute for Psychology's project

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[41] Support for quality assurance within the national primary and secondary education examination system, http://www.okni.edu.rs

[42] http://www.razvionica.edu.rs/

Development of Comprehensive Monitoring Framework for Inclusive Education in Serbia; the review will be presented in the next chapter.[43]

1.3. Specific aspects of monitoring inclusive education

General shortcomings of monitoring education are augmented when monitoring of inclusive education is concerned.

This principally refers to the absence of an integrated database, the establishment of which is requisite for retrieving disaggregated data for the target population subgroups, as the precondition for monitoring the progress of these subgroups or for comparing the indicator value for any subgroup with that of the overall population.

Moreover, important aspects of monitoring inclusive education are not transparently and to a sufficient extent integrated in the existing fragmented monitoring systems, considering that these systems are not clearly regulated, which has made it impossible for anything new to be integrated in them in a systematic way. For instance, it is not possible to retrieve information from the database of teachers' professional development about the frequency of inclusive education training completed by teachers in a particular municipality or region; to extract from inspection reports the percentage of complaints about discrimination on the grounds of physical or social differences; or to filter school records of violence for the incidence of violence against Roma children. As regards school violence, for example, the source of the problem is the absence of a standardised form for reporting cases of violence, resulting in the fact that the data received from different schools are not always comparable and cannot be aggregated at higher levels.

Lastly, the lack of track-keeping of the results, outcomes and impacts, which is typical for the entire education management system, has also reflected on the area of inclusive education, which is why the framework of expected results was not established clearly enough at the time of introduction of inclusive education. The objectives were only defined in terms of achieving progress (e.g. "there will be more children in mainstream schools"), or as an aspiration (e.g. "all Roma children will enrol in schools") – in both cases missing an elaborated monitoring mechanism, formulated indicators, set benchmarks, specifications of the types of data to collect and without a prescribed reporting method. The current situation also stems from the fact that inclusive education was by and large introduced through projects, which only kept records of the information relevant for their work, in the way prescribed by the funding institution, which in most cases entailed the monitoring of inputs (e.g. "this many seminars organised", "grants awarded or equipment delivered to that many schools"), rather than processes or outputs.

An exception to this is the integration of elements related to inclusive education in the Quality Standards for Work of Educational Institutions (2010)[44], the integration of requests for disaggregated data within the indicators set by the National Education Council, as well as the coordination of the largest funding institutions (e.g. Fund for an Open Society – Serbia, UNICEF) in monitoring the development of inclusive education at the national level. This coordination contributed to the development of several important studies, presented in the section about applied

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[43]An in-depth overview of analysed studies is given in Annex 2.

[44] IEQE (2010). Quality Standards for Work of Educational Institutions.

scientific research. The said coordination also resulted in a request for creating an integrated framework for monitoring inclusive education, which would contribute to overcoming the above shortcomings of monitoring education.

On the other hand, it needs to emphasised that the significance of inclusive education and its monitoring for education policy and social inclusion in Serbia is distinctive for the wide consensus achieved between the government and the civil sector, as well as for the human resources and other foundations created in the course of its more than ten-year-long introduction in the Serbian education system. Taking everything into account, education authorities in Serbia are showing readiness to engage in serious monitoring and further development of certain, previously underdeveloped, areas of inclusive education. A strong foundation for development of the monitoring framework for inclusive education is the fact that inclusive education is a frequent topic of interest of researchers in the field of education, as well as the fact that other countries' experiences regarding the system for monitoring (inclusive) education can provide valuable guidelines for development of the national framework.

In the following sections, these types of foundations of the Monitoring Framework for Inclusive Education in Serbia will be presented in more detail.

1.3.1. Resources for further development and implementation of inclusive education

In parallel with the change of the national legislation towards systematic introduction and development of inclusive education, many new and strengthened existing formal and informal mechanisms of support to inclusive education in Serbia have been established since 2009.

Among the more important resources developed through the preparation and introduction of inclusive education in Serbia are human resources with expertise in inclusive education, which every subsequent action, including monitoring thereof, can count on. The institutions and experts dealing with inclusive education in Serbia are located both within and outside of the education system and they comprise formal or informal groups at various levels and of various forms; they are all related by common concern for equity of education and successful implementation of inclusive education policy in Serbia.

Table 1 gives an overview of the institutions and individuals who have been involved in inclusive education and who can be relied on as viable resources for future actions.

Table 1. Categories of institutions and individuals involved in the development of inclusive education in Serbia

	WITHIN THE EDUCATION SYSTEM		OUTSIDE THE SYSTEM (CSOS, ASSOCIATIONS)
	INSTITUTIONS	INDIVIDUALS	
Programme managers/ leaders	IPA and DILS project implementation units	Professors/doctoral students in higher education institutions, engaged in inclusive education (e.g. at the Faculty of Philosophy in Belgrade, Faculty of Education in Jagodina etc.)	Managers of CSOs involved in social inclusion projects
Trainers	Trainers from the Teachers' Alliance of the Republic of Serbia	Trainers of DILS training from school authorities and schools	Trainers from CIP, MOST and other CSOs
Support networks	Inclusive Education Support Network; Teaching assistants; A part of local ISCs	IE coordinators from school authorities Mentors in the municipalities included in the DILS project ETIO at school level	Inclusive Education Support Network
Informal lobbying groups		A part of school psychologists and pedagogues A part of the teachers from the Teachers' Alliance of the Republic of Serbia Contact persons in the ministries (members of the Joint Body for supervision of ISCs)	Alliance for Inclusive Education League for the Decade of Roma Inclusion Child Organizations Network in Serbia Association of Students with Disabilities VelikiMali CSO
Supervisory bodies	Joint Body for supervision of ISCs School authority advisors for external evaluation		League for the Decade of Roma Inclusion
Good schools	Schools identified as schools with high educational value added DILS pilot schools; DILS grant schools evaluated as successful Schools from DILS grant municipalities evaluated as successful Schools with teaching assistants		Schools from pilot projects implemented by the CSO sector

	WITHIN THE EDUCATION SYSTEM		OUTSIDE THE SYSTEM (CSOS, ASSOCIATIONS)
	INSTITUTIONS	INDIVIDUALS	
Teachers with more than three years of experience		Teachers active in pilot projects and in local projects	Teachers engaged in CSO activities or through the Red Cross (preschool groups, remedial teaching, homework)
Teachers with 1–3 years of experience	DILS grant schools Schools that were included in the IPA project *Education for All* – EFA	Teachers in whose classes there are children in need of additional support Teachers who have completed several different training courses in inclusive education	

OTHER BODIES OR INSTITUTIONS		
DONORS	POLICY ADMINISTRATIONS	RESEARCH ORGANISATIONS
Educational coordinators from the Fund for an Open Society – Serbia, UNICEF, Roma Education Fund, OSCE	Children's Ombudsman Commissioner for Protection of Equality Social Inclusion and Poverty Reduction Unit National Assembly Committee on the Rights of the Child Roma National Minority Council	Institute for Psychology Institute for Educational Research IPSOS Centre for Interactive Pedagogy Centre for Education Policy IEQE

As indicated above, numerous training courses have been conducted in the field of education with a view to raising awareness about the significance of inclusive education and competency building of relevant stakeholders. Between 2010 and 2012, more than 17,000 staff of school authorities, primary schools and schools for children with developmental disabilities received training. The training also covered other relevant stakeholders, including inter-sectoral committee members, educational advisors, teaching assistants and Roma mentors.[45]

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[45] Maksimović, B. i Miloradović, S. (2012). *Implementacija inkluzivnog obrazovanja – postojeći resursi, obuhvat, izazovi* [Power Point presentation]. Available at: http://zadecu.org/?page_id=1333

In addition to the above resources, over the past several years since the introduction of inclusive education, many handbooks and guides have been printed and distributed (principally financed by DILS), which are now considered as a significant resource (the list of handbooks is given in Annex 2). An online portal has been established at www.inkluzija.org, which includes materials, blogs, a forum and online training facilities, while a part of the official website of the ministry competent for education is devoted to inclusive education.

Moreover, it is vital to highlight that a database relevant for inclusive education is in the process of development. At the initiative of the Joint Body, in 2011, with the support of the Social Inclusion and Poverty Reduction Unit and UNICEF, an online application was developed for inter-sectoral committee reporting purposes, a database was piloted and an analysis of compliance with the Law on Personal Data Protection was undertaken, and a technical solution for the system was found. The application should enable the collection of basic data on the operation of inter-sectoral committees and on the support proposed by them with the aim of ensuring social inclusion of a child/student through access to entitlements, services and resources. The fundamental purpose of this integrated database is to enable data aggregation at municipal and national levels, as well as to produce periodical analyses and assessments, based on the collected data, of the recommended support for children/students and families with a view to its continual improvement. The database is expected to become operational in early 2014, i.e. after the next meeting of the Joint Body and its decision.

1.3.2. A brief outline of research on inclusive education in Serbia between 2008 and 2013

Since recently, inclusive education has been one of the most frequently researched aspects of education. In an attempt to recapitulate the used research approaches, gather the possible instruments, as well as to identify topics which have aroused particular interest among researchers, which is an indication of their relevance, a detailed overview of all available research studies on inclusive education in Serbia published between 2008 and 2013 has been compiled. The full overview is given in Annex 3 of this paper, while its most important conclusions are presented below.

The overview includes research studies conducted for the needs of UNICEF, ETF, Fund for an Open Society, the ministry competent for education, Ombudsman of the Autonomous Province of Vojvodina; research undertaken by the Institute for Educational Research, Centre for Education Policy, Association of Pedagogues, Teachers' Alliance of the Republic of Serbia, as well as undergraduate and Master's dissertations of the students of the Faculty of Philosophy in Belgrade.

Among research topics, the following groups of topics received the most attention:

- The number of children from vulnerable social groups included in the education system

- Enrolment in the first grade of primary schools

- Attitudes and beliefs of teachers, parents, experts and other relevant stakeholders about inclusive education and pupils/students from vulnerable social groups

- Physical and material conditions for inclusion

- Competencies for IE, primarily teachers' competencies

- Individual education plan – characteristics of its development and evaluation

- Characteristics of teaching in classes that include children from vulnerable social groups

- The work of inter-sectoral committees and the process of providing additional support

- Cooperation and communication among inclusive education stakeholders

- Transition of pupils/students with additional support needs to the next levels of education

The most common subjects of the above (usually qualitative[46][47][48][49][50]) studies refer to conditions for inclusion (initial education and professional development), as well as to attitudes and beliefs about inclusive education and pupils/students in need of additional support[51][52][53][54][55][56][57][58]. On the other hand, the least frequent research topics include the indicators of inclusion of children from vulnerable groups (coverage by mainstream education, school dropout, active participation in school and out-of-school activities, performance of pupils/students from vulnerable groups in the education process)[59][60], development, implementation and monitoring of individual education plans[61],

[46] Jeremić, J., Lažetić, P., Petrović, D., Rado, P. (2012). *Monitoring inkluzivnih obrazovnih praksi* (rukopis). Beograd: Fond za otvoreno društvo.

[47] Petrović, D., Živadinović, I., Beara, M., Simić, Lj. (2012). *Brza evaluacija stručnog usavršavanja zaposlenih za inkluzivno obrazovanje* (rukopis). Beograd: Centar za obrazovne politike.

[48] SURS (2010). *Procena kapaciteta i potreba učitelja za razvoj IO*. Projekat: Podrška inkluzivnom obrazovanju kroz obrazovni sistem. Beograd.

[49] Macura-Milovanović, S., Gera, I., Kovačević, M. (2011). *Priprema budućih učitelja za inkluzivno obrazovanje u Srbiji: trenutno stanje i potrebe*. Zbornik Instituta za pedagoška istraživanja, 43(2), 208-222.

[50] Rado, P. Lažetić, P. (2010). Brza procena realizacije inkluzivnog obrazovanja u Srbiji. Beograd: Unicef.

[51] Stefanović, S. i sar. (2013). Građansko društvo za inkluzivno obrazovanje – obrazovanje po meri deteta: Izveštaj o rezultatima praćenja obrazovanja po inkluzivnim principima (inkluzivnog obrazovanja) u ustanovama obrazovnog sistema. Niš: Društvo za razvoj dece i omladine – otvoreni klub.

[52] Meseldžija, B. (2012). Socijalna distanca učitelja prema deci sa posebnim potrebama u odnosu na njihovo znanje o inkluziji. Beograd: Filozofski fakultet, diplomski rad.

[53] Macura-Milovanović, S., Peček, M. (2012). *Uverenja budućih učitelja iz Slovenije i Srbije o inkluzivnom obrazovanju*. Nastava i vaspitanje, 61(2), 247-265.

[54] Kostović, S., Zuković, S., Borovica, T. (2011): *Inkluzivno obrazovanje i školski kontekst*, Nastava i vaspitanje, 60(3), 406-418.

[55] Kolić, M. (2012.). Samoefikasnost nastavnika razredne nastave i stav prema inkluzivnom obrazovanju. Beograd: Filozofski fakultet, master rad.

[56] Jovanović, O. (2009). Stavovi nastavnika razredne i predmetne nastave prema inkluzivnom obrazovanju djece sa posebnim potrebama. Beograd: Filozofski fakultet, diplomski rad.

[57] Đević, R. (2009). *Spremnost nastavnika osnovne škole da prihvate učenike sa teškoćama u razvoju*. Zbornik Instituta za pedagoška istraživanja, 41(2), 367-382.

[58] Arsenović-Pavlović, M., Jolić, Z., Buha-Đurović, N. (2008). Socijalna bliskost i opis osobina Srba dece Roma koja su integrisana u redovne škole. Nastava i vaspitanje, 57(2), 165-174.

[59] Baronijan, H., et al. (2011). Analysis of drop out from compulsory education: role of institutions and processes on local level. IPSOS Strategic Marketing, Belgrade.

[60] MESTD of the Republic of Serbia. (2012). Monitoring of the Implementation of Inclusive Approach in the Serbian Education System. Belgrade.

[61] See footnote 45.

as well as teaching[62] and cooperation of various inclusive education stakeholders[6364], which have been indicated as important aspects of inclusive education that need to be improved.

The methodology of the considered studies was diverse. The studies used samples of various sizes (quantitative studies: ranging from 44 respondents in a dissertation to 1,414 schools in the research conducted by the ministry competent for education; qualitative studies: 3 to 9 focus groups with eight members in each of them and between 8 and 31 interviews), stratified by various (usually convenience) criteria. The most common among the analysed studies were those that used only quantitative methodology (10), slightly less common were those that adopted a combined methodology (8), while the studies that used only qualitative methodology were the least common (4).

In addition to the perceived methodological inconsistency, research topics in the considered period were also various, which made it impossible to compare and monitor the progress of inclusive education, i.e. it was not possible to compare results for relevant aspects, between various levels of the education system, or over time, which consequently hindered the planning and improvement of implementation of inclusive education. None of the analysed studies compared the state of affairs in education before and after 2010 – the year when the implementation of inclusive education commenced; instead, conclusions about the differences before and after this year can only be drawn by comparing the results of various studies conducted in these two periods. Before the entry into force of the Law on Foundations of the Education System, the most frequent subject of research were the attitudes of various education system stakeholders towards IE, whereas, since the Law became effective, the emphasis has been placed on evaluation and assessment of implementation of the Law on Foundations of the Education System. Moreover, there has been no research on inclusive education of gifted children, or on inclusiveness of preschool and higher education institutions. It is vital to stress that the absence of an integrated framework for monitoring and evaluation of inclusive education often leads to the conclusion that inclusive education in Serbia is ineffective. Therefore, it is essential, *inter alia*, to set up a framework specifying what we, as a system, should commit to and the timeframe for fulfilling those commitments.

Research results have indicated areas that need to be improved, especially with regard to a school's adaptation for inclusion (physical and professional), development, implementation and evaluation of individual education plans and cooperation of various inclusive education stakeholders. In part, these results reflect the general situation in the education system, where the stumbling blocks also include the poor cooperation among different levels of education system and stakeholders' insufficient professional preparedness. It can be concluded that an efficient professional development system needs to established, which would include all teachers and provide them more practical support. The prevailing attitude towards inclusion among various inclusive education stakeholders is positive and they are aware of success factors for inclusion, such as leadership, horizontal learning, positive attitudes towards inclusion, professional competency and cooperation of various inclusive education authorities, which are conducive to further improvement of implementation of inclusive education.

The methodological and thematic inconsistencies of inclusive education research in the period 2008−2013 indicate the need for establishing a framework for monitoring and evaluation of

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[62] See footnote 45.

[63] Pokrajinski ombudsman Autonomne Pokrajine Vojvodine (2011). *Inkluzija − između želje i mogućnosti*. Novi Sad.

[64] See footnote 45.

implementation of inclusive education and for standardisation of methodology. On the other hand, the overview has identified a wide range of topics that deserve attention and can become relevant aspects of monitoring inclusive education, as well as a number of instruments appropriate for wider use in monitoring inclusive education. The monitoring framework for inclusive education presented in this document is built on the benefits from previous studies on inclusive education.

1.3.3. Comparative analysis

In order to provide orientation and international inputs for the development of the Serbian system for monitoring inclusive education, a comparative analysis is conducted, based on materials from Australia/Victoria, New Zealand, The Netherlands, Scotland and Wales, selected and annotated by an international consultant to the UNICEF Serbia Office.

The comparative analysis highlights institutional structures, standards and indicators used, sources of information and reporting arrangements. Additionally, an attempt was made to "repackage" the information gathered from the international materials and fit them into the framework developed for the nascent Serbian system for monitoring inclusive education, which distinguishes input/process/outcome indicators at all potentially useful levels (child, class, school, local government, regional education authorities, national sectoral and national inter-sectoral level.

1.3.3.1. Institutions involved in monitoring inclusive education

In all of the analysed education systems there is a clear institutional backing for monitoring inclusive education. The institution ensuring external evaluation of the education system (the Education Review Office in New Zealand, the Dutch Inspectorate of Education, Estynin Wales, HMIE in Scotland, Department of Education and Early Childhood Development in Victoria) is at the same time the institution monitoring inclusive education, it is the focal point for collecting information, integrating all data for this purpose, ensuring feedback to the schools (with recommendations to upgrade their practice where applicable) and reporting at national level. These institutions are all national level institutions, independent (Wales, New Zealand) or part of ministry of education with independent functioning (Netherlands, Scotland).

1.3.3.2. Procedural aspects of inspection/evaluation

They conduct inspection in cycles of several years (e.g. of 4 years in Netherlands and Victoria, 6 years in Wales) or in case of need for particular schools in case of risk from failing (assessed through school level education outcomes or frequency of complaints). There are also possibilities for thematic reviews of the entire system or specialized thematic and/or negotiated reviews of a particular subset of schools or individual schools (e.g. Scotland). Based on the descriptions overviewed, in all cases emphasis is put on the educational value in communicating the findings of the inspectorate to the inspected school.

Inspectorate reviews the schools' self-evaluation document, its School Improvement Plan or annual report on the School Strategic Plan implementation (comparable to the School Development Plan in Serbia). Correspondence of the format for self-evaluation and external evaluation is a must in all reviewed countries

Schools prepare thoroughly for the external evaluation by collecting data, providing all statistical and other information, fill in "self-audit checklists" etc.

1.3.3.3. Evaluation Framework

Schools are evaluated against national quality framework indicators. The frameworks consist of a limited number of quality areas, broken down into more specific standards or indicators, hence school quality is evaluated across a couple of dozens of indicators.

Inclusive education, i.e. the quality of education provided to the whole diversity of students is evaluated in all countries in multiple ways. In all but one (Victoria) of the countries reviewed it is both a separate evaluation area and it is also integrated and immersed in most of the other focal areas of inspection. For example, the most relevant areas of evaluation in respect of inclusive education in Wales is the ways how the school ensures that the needs of children with additional learning needs (ALN) is met, but also having high expectations of all pupils, or success in providing demanding work to meet the needs of all pupils, for example those with ALN and those who are more able and talented are mentioned, among others, in other areas. In the Netherlands special needs provision and guidance is a separate area, while adapting the curriculum, instruction, time allowed for learning the subject matter and teaching time to accommodate the developmental differences between pupils is an indicator for another area. In New Zealand inclusive education is a separate area with indicators developed on one hand for children with disabilities and learning difficulties and indicators developed for the integration of the Maori, on the other hand, while several indicators in other areas also focus on aspects of inclusive education, such as teachers demonstrate the belief that all students can achieve regardless of their ethnicity, social background, gender, ability or needs, or that individual education plans are prepared for high needs students in consultation with parents specialist and support staff. In Victoria, High Expectations of All Learners is an area of evaluation, and also building on students' knowledge and matching the learning needs and styles of each student is stressed in another area.

It is to be noted that the evaluation/inspection quality frameworks in all reviewed countries include aside of assessment of learning also assessment of student engagement and wellbeing, i.e. emphasis is put not only on traditional cognitive but also on the emotional and social areas of student development.

Based on such a multi-layered approach demonstrated in the reviewed countries it is ensured that schools will take into account and adjust their work to the diversity of children in all aspects of school work, but that clear information on the status of inclusive education will be reported about in a focused way as well.

1.3.3.4. Sources of Information

Inspection uses a wide range of quantitative and qualitative data.

Usually in a pre-inspection phase performance data for each school including comparing the performance of the school, based on data from standardized testing and other national level information, to family group as well as other similar schools and against local and national averages is obtained, along with national or school level administrative data on school attendance, dropout rates, indicators of risks, enrolment of national minorities, demographic structure and poverty-related indicators etc., and other information regularly gathered by schools through school based assessments, or from parents, students and teachers. School documents on self-evaluation, school improvement or development plans and reports are also reviewed prior to the inspection visit. This dataset is then complemented and validated by information gathered for the purpose of inspection from the schools or through the inspectors' visits.

Inspection in all reviewed countries uses a specialized and protected database or information platform which facilitates documentation on the work done and the generation of reports.

As data sources combined for all reviewed countries we found the following: students, parents, teachers and other school staff, School Council/Board members, companies where students gain practical experience, members of minority community, local authorities.

Data collection techniques, again, combined for all reviewed countries include:

- standardized questionnaires for students, parents and other stakeholders,

- interviews with students (about safety, provision, guidance, time spent for learning, didactic methods of teaching, learning, school climate and level of attention received from teachers), interviews with teachers (all aspects and indicators), with other employees (coordinators, support teachers), schools boards (all aspects and indicators), with parents (same topics as with students, plus their involvement, communication with school and other quality aspects in special schools), interviews with companies where students gain practical experience,

- observation of classes and other events within schools, checklists for observation of teaching and other school activities etc.

- analysis of tests and exams, administrative data,

- briefing from local authorities,

- desk review of documents.

The comparative analysis allowed us to gain insight into the richness of questions used in questionnaires, interviews and checklists.

1.3.3.5. Reporting

Reports on the assessment obtained through the school inspection/evaluation are made available in a variety of ways.

National reporting: In most of the reviewed countries a periodic (most often annual) report is published based on inspection findings across the education system. This is an overview of the positive and negative developments in the educational system as well as recommendations for improvements. Issues of inclusion and additional learning needs are embedded throughout the report and form the basis of particular sections e.g. *Poverty and disadvantage in schools*. The annual report includes the quantitative and qualitative data on which judgments were based.

The national report can be sent to the Parliament and to the Ministry of Education (e.g. in the Netherlands) and can attract large media attention.

Periodic thematic reports are the second type of reporting. The choice of study themes is usually determined by the social context, political issues and educational developments. Some of the periodic reports focus specifically on aspects of inclusion and good practice (e.g. *Count Us In* published by HMIE in Scotland).

The importance of sharing of good practice based on inspection evidence is emphasized everywhere. In Wales, for example, if a provider gains an excellent judgment for at least one quality indicator, then the inspection team will have identified one or possible more examples of sector-leading practice (SLP) - that is at the cutting edge of educational practice. SLP is capable of being adopted

either by replication or through customization. In Scotland, if the inspection identifies an aspect of innovative practice which they would like to explore further, than they will work with the establishment and local authority in order to record and share more widely the innovative practice.

School reports: Reports about the quality of individual schools are public, available on the website of the institution conducting the inspection/evaluation. Before the Inspectorate publishes a final inspection report on its website, it takes the school's comments into consideration and then publishes a final report.

Parents/carers can receive a summary copy (as in Wales and Scotland).

1.3.3.6. Correspondence to the forthcoming Serbian framework for monitoring inclusive education

For the purposes of setting up the system of monitoring inclusive education in Serbia, in the context of lacking information at all levels, a nascent quality assurance system and education management information system, as well as high priority given to inclusive education, a wider framework is developed. This framework organizes information with potential high relevance for inclusive education to be obtained and monitored at 5 levels (individual child, teacher/class, school, municipality, region and national) and from three perspectives (input, process and outcome/output).

In order to enrich the Serbian framework with international practice, we have distributed all the quality indicators used in the reviewed countries for directly or indirectly evaluating inclusive education in the appropriate cells of the Serbian framework.

Taken all reviewed countries together, the indicators from the reviewed countries were most informative, expectedly, for the school level, but also for some of the other levels.

In the following table we are listing them by level.

Table 2. An overview of inclusive education quality indicators identified in a comparative analysis

	INPUT INDICATORS	PROCESS INDICATORS	OUTPUT/OUTCOME INDICATORS
National level	National legal acts pertinent to inclusive education (Scotland) Standards for Initial Teacher Education – Value and demonstrate a commitment to social justice, inclusion and protecting and caring for children (Scotland)	No indicators describing this category were identified.	Annual Education Report (the Netherlands) Quantitative indicators (the Netherlands) National assessment of students' performance (Australia) Performance data for each school (Wales) National reports (Wales)
Regional level	No indicators describing this category were identified.	Decision on type of Differentiated school review (negotiated review, continuous improvement , diagnostic review, extended diagnostic review) (Australia)	School review reports presented to all stakeholders (Australia)
Local self-government level	No indicators describing this category were identified.	Use of other services (Scotland)	Range of data relating to educational support and achievement analysed by local authority to make comparisons (Wales)
School level	School strategic plan (Australia) Annual implementation plan (Australia) Self-evaluation report (Wales) Statutory regulations (the Netherlands) Learning environment (Wales) System for monitoring the progress (the Netherlands) Accessibility and participation of children and parents in school and community life (Scotland)	The school climate (the Netherlands) Guidance (the Netherlands) Extra care (the Netherlands) Care, support and guidance (Wales) Wellbeing (Wales, Scotland) Holistic approach to students' needs (Scotland) Learning experiences (Wales) The curriculum prepares students (the Netherlands) Leadership (Wales) Improving quality (Wales) Monitoring implementation of key improvement strategies and progress towards one-year targets and achievement milestones (Australia) Quality assurance system (the Netherlands) Partnership working (Wales) Resource management (Wales)	Meeting standards (Wales) All students achievements and advancements (Scotland) Perception of safety (the Netherlands) Care, support and guidance (Wales) Self-evaluation report endorsed (Australia) Annual Report endorsed (Australia)

	INPUT INDICATORS	PROCESS INDICATORS	OUTPUT/OUTCOME INDICATORS
Teacher/class level	High expectations from all children (Australia, Scotland) Challenging and individually relevant curriculum (Scotland) Alternative assessment methods (Scotland) Learning environment (Wales)	Needs-oriented teaching (Scotland) Purposeful teaching that matches the learning needs and styles of each student (Australia) Teaching (range/quality of teaching approaches and assessment of and for learning) (Wales) Efficient use of teaching/learning time (the Netherlands) The teacher provision at class (the Netherlands) Adaptation to developmental differences (the Netherlands) Monitoring the progress (the Netherlands) Extracurricular activities viewed as important (Scotland)	Attainment goals met (Scotland) Advancement of all pupils evidence (Scotland)
Individual child level	No indicators describing this category were identified.	Wellbeing (Wales) Care, support and guidance (Wales)	Student learning (Australia) Student outcomes (the Netherlands) Meeting standards (Wales) Student attendance (Scotland) Students' exclusion rates (Scotland) Student wellbeing and engagement (Australia) Student pathways and transitions (Australia) Progression rates and leavers' destinations (Scotland)

1.4. Conclusion about the foundations of the Monitoring Framework for Inclusive Education

A detailed overview of the foundations for development of the Monitoring Framework for Inclusive Education in Serbia (resources employed towards the introduction of inclusive education in Serbia, existing or nascent capacities for monitoring education, research on inclusive education and comparative analyses) has provided a set of useful recommendations, which have directly or indirectly influenced the form, structure, content and wording of indicators, the information given in the Framework, as well as the type of proposed instruments.

The overview of the introduction of inclusive education and of the projects that supported this process suggests that Serbia has sufficient human resources (especially at the level of schools and school authorities, as well as in the civil sector) capable of accomplishing the challenging and multi-layered task of monitoring inclusive education. The existing and nascent monitoring structures in the field of education, such as external evaluation, the National Education Council's indicators for monitoring the state of affairs in education and the like, allowed the development of the Framework to take into account the existing standards and envisaged indicators, and to be complemented with more accurate formulations and clearer references to the needed data collection instruments. A wide range of information included in the Framework, as well as the need for multiple sources of information, is inspired by the overview of research studies conducted thus far on inclusive education in Serbia. Finally, the comparative analysis has given us the foundations for concrete formulation of indicators and a strong case to include, in addition to usual statistical indicators, the content referring to wellbeing, satisfaction, motivation, high expectations etc., as well as indicators regarding the perception of education of children from vulnerable social groups.

II MONITORING FRAMEWORK FOR INCLUSIVE EDUCATION

2. Characteristics of the Monitoring Framework for Inclusive Education

Tünde Kovacs Cerović, Dragica Pavlović Babić, Vera Rajović

Educational reform in Serbia faces numerous obstacles stemming from the underdeveloped information system in education, external school evaluation system and the education system overall, the lack and incoherence of information at all levels of the education system, fast but not quite balanced development of the education policy landscape over the past several years. On the other hand, it is to be noted that the education policy scene has recognised the development of inclusive education as one of the priorities and that its various activities so far have established firm foundations for further improvement of inclusive education. Considering all of the above, the framework developed by the Institute for Psychology for the purposes of monitoring inclusive education in the following years needed to have a few specific characteristics, relevant in the context as described above.

The Framework has been developed for all management levels – national, local and school level – which can either function as a whole or as separate levels. This ensures consistency of collecting and aggregating information from lower to higher levels (for data) and vice versa (for policies), even if monitoring is not conducted at all management levels at the same time. It is particularly important to set up a consistent framework for all management levels when the data collection and monitoring system is still not operating smoothly and when it can be expected that some of the stakeholders still do not fully understand all aspects of the overall inclusive education system.

On the one hand, this approach enables the monitoring of national education policy impacts at lower levels, i.e. at the municipal and, more importantly, at school level. The logic behind this approach is that education policy set at the national level becomes functional only when lower levels adapt themselves, rearrange their activities and become organised in adequate, sometimes even creative way, in order to achieve the objectives set at the national level through their overall actions. If it is found that a new policy is not fully developed at higher levels, if it is incomplete, has paradoxical elements or if it simply does not include everything that a full-fledged policy must contain (above all, a well-established institutional, legal and financial framework), or if it is found that the national policy is not followed up by actions ensuring that it reaches lower levels (e.g. where the national level has "forgotten" to update the policy, communicate it to others, or to request from lower levels to regularly report on implementation of the new policy), it obviously cannot be implemented adequately at either municipal or school level and it will not achieve expected results. If such setbacks

are identified at the national or school level, there will be no need to bother with the collection and detailed analysis of school-level data. In simple terms, it becomes the case of an *on-paper policy* that cannot be implemented, or the so-called *implementation gap*, as this phenomenon is referred to in the relevant literature.

On the other hand, this multi-layer approach also provides the possibility to regulate the relations between different management levels regarding data collection as the basis for monitoring a new policy – in this case the inclusive education policy. The logic of data collection requires that data should be collected at the lowest levels – school, class, individual level; however, the data can only be considered useful when they are appropriately aggregated at school level and forwarded to higher management levels for further analysis. If the data source at school level fails to provide all required data, if the data are provided in a questionable and unreliable way, or if the initial data aggregation at school level is not conducted accurately enough, then it is only natural to find that the municipal and national levels lack valid data, that they will not be able to monitor the development of education or to adjust, adapt or improve relevant policies. As an unavoidable consequence, this leads to another type of an impasse, which entails policy-making that is not based on facts, or one that is based on distorted, incomplete, false or erroneous facts. By developing a network of indicators at all three levels, to a large extent mutually corresponding, we have ensured the Monitoring Framework for Inclusive Education's contribution to overcoming the above two common weaknesses of public policies (see Image 1).

Image 1. Diagram of communication between different levels
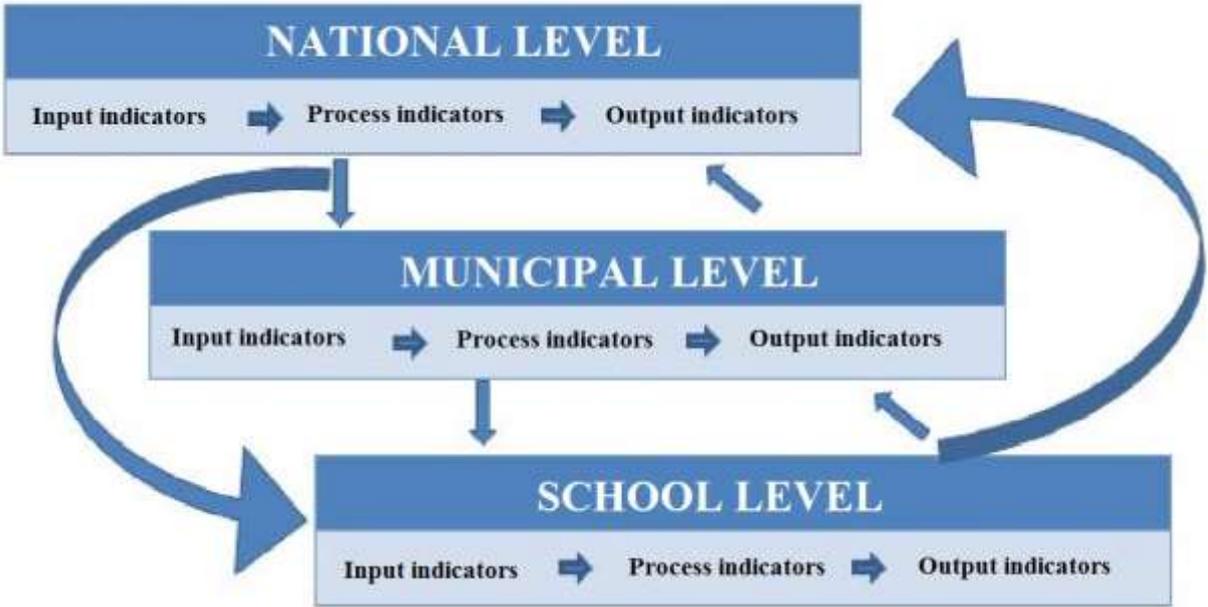
The Framework features one significant innovation – it distinguishes between input, process and output indicators. Although *fine tuning* of the three types of indicators posed the greatest challenge for the team that developed the Framework, this distinction enabled the monitoring of the pace at which innovations were introduced and, based on the monitoring results, it allowed for more direct conclusions about the source(s) of identified problems. The logic behind the said distinction is quite relevant, especially at the beginning of introduction of inclusive education: the effects of inclusive education (output indicators, such as the increase of the number of children from marginalised

groups who successfully complete higher levels of education) result from a successfully delivered education process (process indicators, such as teachers' high expectations from all pupils/students), which, in turn, can only be the consequence of the effect of input variables/indicators (e.g. scholarships for pupils/students and teacher training). Therefore, in the first few years of introduction of inclusive education, it makes the most sense to focus monitoring efforts on input indicators, i.e. to determine whether all envisaged measures consistently reached the beneficiaries (schools, teachers, children, parents), then later on process indicators (to verify whether the measures are adequately implemented) and subsequently, after 5 or 6 years, it would be reasonable to focus on monitoring output indicators (when monitoring quantitative data on the impact of inclusive education starts to make sense). This logic also corresponds to the well-known unpleasant fact that educational reforms yield results in the long term, that any piece of innovation may also temporarily cause the situation to deteriorate, and only after all elements have stabilised and there has been enough time for personal and professional adaptation of all actors involved in the reform will the results start to improve. By including this aspect in the Framework, it was our intention to enable all beneficiaries to have a realistic insight into the state of affairs in inclusive education and to focus the support on the issues identified as weaknesses and, at the same time, to set a clear time perspective in which the projected outcomes of the change caused by the introduction of inclusive education can be expected.

The structure of the Framework, as well as the indicators it establishes, are inspired by a number of sources: a) the structure and indicators identified in the comparative analysis of the quality assurance system and external evaluation of education in Australia, the Netherlands, New Zealand, Scotland and Wales; b) areas of research of inclusive education in Serbia, identified by reviewing a large number of studies published in the past four years, i.e. since 2009; c) the measures derived from the legislative framework for inclusive education in Serbia; as well as d) consultations with members of the Inclusive Education Support Network and other experts in this field. Based on all these four sources, a matrix of monitoring areas and subareas was created at each of the three levels described above and for each of the three types of indicators, and then indicators were formulated (or classified) for each cell in the matrix. This contributed to great comprehensiveness of the Framework, which is also significant for the start of introduction of inclusive education, since it enables multi-layer monitoring *in statu nascendi*, but with an inbred capability to simplify and focus monitoring, in the later years, on the aspects that prove to be especially critical or sensitive, or in fact particularly successful.

All indicators in the Framework will be coupled with small instruments that can help to empirically determine the presence or development level of indicators, which is especially important at the initial stage of introducing inclusive education, when the *keen eye* and the benchmark for their effortless appraisal are still insufficiently developed. For most indicators, instruments can be designed for various beneficiaries (e.g. questionnaire for schools, teachers, parents of children from vulnerable groups, for the students themselves, as well as observation protocols and check lists). In the current version of the Framework, we will only give a shortlisted selection of instruments to illustrate the approach taken in the Framework. In the process of designing those instruments, accumulated experience of experts from the Institute for Psychology was used and a small-scale testing of a number of operationalized indicators was conducted with a small number of schools. The instruments are formulated and organised in such a way as to be fit for use by educational workers without the need for special training (teachers, principals, school psychologists/pedagogues etc.), as well as by more ambitions and demanding researchers and experts. Following this logic, the next version of the Framework will be operationalized as a set of instruments that can be used

individually, in various functionally connected series or as a whole set, depending on the needs, i.e. on the monitoring objective. This will make it possible to extract the views of a single stakeholder (e.g. teachers or parents) about several areas, compare various views of different stakeholders about a smaller number of key issues (e.g. the quality of an individual education plan), or to make combinations as desired or required.

It is important to underline that standardised instruments will be suitable and easy to use for each of the possible focuses envisaged by the Framework indicators. This will enable data comparability throughout the system and in time series, and it will reduce the need for additional financing of targeted research.

The Framework also contains the proposed values for a number of indicators for various time intervals, thus setting development expectations from the inclusive education system. In the current version of the Framework, these values are set primarily based on the logical analysis and on indirect findings about the status of certain indicators, identified by reviewing national research studies, and they are only given as an informed estimate. In the next steps of Framework's development, it will be necessary to pilot the instruments and determine the current state of affairs in inclusive education based on the data collected by applying the stock of instruments, as well as to assign appropriate target values for each indicator – based on the analysis of the expected trend of development of certain aspects of inclusive education, but also on comprehensive consultations with all actors contributing to the development of inclusive education and those who have clear expectations from it with a view to successful monitoring of trends in the coming years. The expected indicator values given in this version of the Framework, regardless of the above mentioned limitations, may already at this point serve as a useful guide, especially with respect to monitoring input indicators. In terms of their function, they are important for initiating the process of implementation of innovations, and they are more the subject of logical than empirical analysis.

There is another unusual aspect embedded in the instruments presented in the Framework. A subset of instruments envisaged for schools and teachers and related to process indicators are formulated in such a way that they are at the same time modelling a well-developed form of functioning of inclusive education. By doing so, in addition to providing a detailed basis for assessment of inclusive education, the instruments also play an instructive role, i.e. they draw the attention of persons who make assessments based on them, those who answer questions and those who analyse the answers (in other words, all actors in the education system) to the expected behaviour in the system, which is, at the same time, easily verifiable. Psychologists would say that these instruments cover behaviours in the "Zone of Proximal Development" (ZPD) of the system. This kind of approach to monitoring is considered as exceptionally important in the initial years of introduction of inclusive education. In addition to these instruments in the ZPD, it is possible to develop their parallel version without descriptions of desirable behaviour – this version will be suitable for monitoring inclusive education in the later stages of its implementation.

The Framework is developed taking into account the need for its multifunctionality and capability of enabling the production of information for the following purposes:

- Annual or multiannual national report on the state of affairs in inclusive education, based on selected input, process and output indicators assessed at school level and aggregated upward, towards the national level. The selection of the subset of indicators for the national report may vary to an extent, depending on the current context, but a part of indicators must remain constant for the purpose of monitoring and identification of trends.

- A proposal of the optimum indicator subset for the national report will be made after the entire stock of instruments has been piloted.

- Municipal reports on the state of affairs in inclusive education – following the same pattern as the national report. The selection of contextually relevant indicators is an especially convenient possibility at the municipal level.

- As a complement to external evaluation of schools in terms of new indicators, and especially in terms of instruments (questionnaires, observation scales, check lists etc.). Since the Framework is also inspired by the methods of external evaluation of schools' inclusiveness in various countries, we expect straightforward correspondence with the logic of external school evaluation in Serbia. The Framework's distinctiveness is in the fact that it focuses only on inclusive education; however, almost all elements of the Framework at school level can effortlessly and without any adaptation be used to upgrade the system of external school evaluation in Serbia, which would ensure the fastest implementation of the Framework and provide huge support to experts conducting external school evaluation. In that respect, it is particularly important to underline the value of the instruments (both the ones included in this version and those that will be presented in the next version of the Framework).

- As the basis for self-evaluation of schools. The Framework is particularly suitable for this purpose since it enables the comparison of information from various sources, allows for the possibility to focus on individual areas or sub-areas depending on the context and the school's development plan. The questions formulated in the *Zone of Proximal Development* may also incite convenient reflection within schools and help school management to focus on important aspects, get relevant information and make informed decisions about the next development steps. In the same sense, the Framework can also serve as a basis for self-evaluation of every teacher. By going through the Framework and reviewing the whole abundance of contained indicators, even without formal implementation, or even better after the implementation, teachers can draw their own conclusions about strengths and weaknesses of their teaching, their work with an entire class, or with individual children, their parents etc. This review will, hopefully, help teachers to improve their teaching practices and upgrade themselves into reflective practitioners of inclusive education.

- And lastly, the Framework can certainly serve various research purposes and enable smart meta-analysis of a larger number of studies.

In our opinion, the use of the same framework by various stakeholders and for diverse purposes has another, somewhat less obvious yet equally important function (in addition to fine-tuning the Framework for monitoring inclusive education in a pragmatic way), namely: to ensure conceptual coherence – a *common language* for all levels and various education system stakeholders. Various persons with different occupations acquired their qualifications at different times and in different circumstances, and their attention to certain aspects of inclusive education has so far been unequal. A common language is necessary for communication, which is, in turn, a prerequisite to constructive discussion, and discussion is critical if any development is to be achieved.

3. National Level of Inclusive Education Monitoring

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The quality of inclusive education in schools and classes depends to a great extent (albeit not solely) on the overall education system's orientation towards equity and quality, i.e. towards the values and aims of inclusive education. This orientation is, in turn, most commonly expressly offered, promoted or required at the national level. The level of presence and quality of such offer, requirement and support constitutes an "input parameter" of inclusive education at the national level, while the quality of its functioning may be regarded as a "process parameter".

Likewise, the situation of the education system is judged largely (although not solely) on the basis of the indicators that are aggregated from school inclusive education monitoring reports under the proposed Framework at the national level, which flow from the data collected regularly by national institutions such as the Statistical Office of the Republic of Serbia or the Institute for Education Quality and Evaluation (in the future also data collected through the Education Management Information System) within their respective spheres of competence, or are generated through special surveys carried out on a sample of schools and students. Thus, inclusive education indicators for the country as a whole certainly constitute "output/outcome parameters" at the national level.

In the proposed Framework, input and process indicators are grouped by areas. These areas correspond to the areas that are, as a rule, taken into consideration in the assessment of the fulfilment of any development/strategic aim and are, as a rule, generated at the national level. These are the basic assumptions for the implementation of a development policy, that of inclusive education in this case: the existence of an adequate institutional structure, strategic and legal framework, resources (human and financial), as well as an appropriate modality of reporting and quality assurance. The proposed Framework assesses the fulfilment of these assumptions through input parameters, and their functioning through process parameters. We are of the view that retaining a recognisable structure, while elaborating it more precisely for the purposes of monitoring inclusive education, may facilitate the easy use of the proposed Framework and support the reporting under the Framework.

In addition to the input and process parameters generated at the national level, the description of inclusive education in the entire country also requires using targeted data generated at the school or municipal level and aggregating them into indicators at the national level. Such indicators would describe: a) how national initiatives are perceived at the school or municipal level, e.g. to what extent teachers are familiar with the legal provisions governing inclusive education (in that case, they would become national process indicators); b) how inclusive education is realised in schools throughout the country, e.g. what is the coverage of children from vulnerable groups by the affirmative action system (in that case, they would represent national output/outcome indicators); and c) what are the effects of inclusive education in the system as a whole, i.e. what are the values and trends of the relevant statistical data that can be collected at the school level, such as drop-out, absenteeism, academic performance etc. (they would constitute a separate category of national output/outcome indicators).

The parameters that indicate rounding off the national orientation towards inclusive education and the indicators of progress, stagnation or change of such orientation are classified into two groups in the proposed Framework: those primarily concerned with the sphere of education, i.e. containing the assumptions, activities and results of the education sector, and those evidencing the wider national consensus on the importance of social inclusion (and therefore also inclusive education) and are of an inter-sectoral nature.

Input and process parameters predominantly rely on qualitative indicators, while output/outcome indicators are predominantly quantitative.

3.1. National Level – Sectoral

At this level, it is appropriate to conduct monitoring in two-year cycles. Its expected result is a regular biennial report on the progress of inclusive education, presented at a high level, published and made available to the public.

The text below describes areas whose monitoring is foreseen by the Framework and provides indicators formulated as targets, i.e. target indicators.

The proposed indicator values and the target years for their achievement are provided in a separate table, at the end of the chapter on monitoring at the national level.

Input indicators

These pertain to the basic structural foundations that the education system as a whole must have in order to implement inclusive education successfully.

At this level, it is appropriate to have input parameters monitored by an independent monitor/organisation, contracted by the government, parliament or a governmental agency.

The monitor will apply the following methodology:

- desk research (analysis of legislation, documents and reports prepared by institutions, as well as independent reports and research papers);

- targeted interviews with few carefully selected informants (including some civil society organisations).

In addition to this mechanism, civil society organisations may organise further monitoring from the beneficiaries' perspective.

1. Institutions: The structure of national institutions is regulated in a way that ensures that inclusive education has an appropriate institutional framework.

Indicators:

1.1. There is a designated national institution whose main task is to promote and monitor inclusive education.

1.2. Within all, or almost all national institutions, there is a unit or a regular annual programme whose main task is to promote and monitor inclusive education.

1.2.1. In the ministry responsible for education;

1.2.2. In the Institute for Education Development or in the Institute for Education Quality and Evaluation;

1.2.3. In other institutions (e.g. research organisations, agencies, chambers etc.).

1.3. The designated institution or designated units have institutionally regulated cooperation with other units (through the job classification, protocols etc.).

2. Policies, strategies, laws encompass inclusive education and create an adequate strategic and legal framework for the implementation of inclusive education.

Indicators:

2.1. The existing education policies/strategies view inclusive education as a national development priority.

2.2. There is a specific education policy/strategy on inclusive education.

2.3. The existing legal framework supports inclusive education and foresees removing barriers to enrolment, attendance, achievement and progression of all children.

2.3.1. The legal framework for inclusive education is stable and consistent.

2.3.2. The legal framework for inclusive education is complete and interconnected (all bylaws are in place), so that it provides an inclusive education system.

Indicators are documented by citing the specific policy and period.

3. Human resources in education reflect the inclusive approach in education.

Indicators:

3.1. There is affirmative action for hiring in the area of education.

3.2. There is a national policy/documents that require teachers/principals/staff in institutions involved in education to have the knowledge, skills and motivation for inclusive education and ensure this is the case (e.g. teacher competency standards encompass inclusive education competencies).

3.3. The existing institutions educating staff in education institutions are required to include programmes for the acquisition of inclusive education competencies and supported in it (e.g. teacher education programme accreditation standards include the acquisition of inclusive education competencies).

3.4. There is legislation under which teachers/principals who actively or passively discriminate or engage in violence against pupils/students can lose their jobs or licences.

3.5. A system of assistants/mediators (for the Roma population and other vulnerable groups) is in place. Documented by stating the number of teaching assistants/mediators and their status.

4. There are support procedures for the education of children and pupils/students with additional support needs, regulated by criteria consistent with inclusive education.

Indicators:

4.1. A systemic solution for the assessment of the need for support and for the provision of support on the grounds of vulnerability is in place.

4.2. Systemically regulated affirmative action (AA) for access to preschool/secondary/higher education on the grounds of vulnerability is in place; the criteria are transparent and clearly reflect vulnerability.

4.3. Systemically regulated affirmative action for access to scholarships/loans and halls of residence is in place; the criteria are transparent and clearly reflect vulnerability.

5. Funding from the Republic of Serbia budget earmarked for inclusive education support

Indicators:

5.1. The percentage of the gross national income (GNI) and the percentage of the planned education budget used for inclusive education support grows compared to the allocations for the same purpose in 2012.

5.2. The funding for inclusive education support is predictable, stable and in line with the increase of the gross national income percentage (aggregated from the national and municipal levels).

6. Projects: Projects support inclusive education

Indicators:

6.1. There are national projects for the advancement of inclusive education. Documented by stating the project title, implementation period and donor providing material support.

6.2. All projects in the area of education, at least in some segment, attend to the inclusion of vulnerable groups and good coordination and synergy of impacts.

6.3. Inclusive education is included as a priority in documents that serve as the basis for obtaining donations.

7. Data and reporting: A national data collection system that covers inclusive education and regular annual progress reporting are in place

Indicators:

7.1. There is a designated professional unit for data collection, analysis and regular reporting.

7.2. A national education data collection system is in place, is regularly updated and includes data on inclusive education.

7.3. A system/procedures for the collection of data disaggregated by various variables and vulnerability types are in place.

7.4. Data on inclusive education development at the annual level are available and used for education policy improvement.

7.5. A minimum data set on the status of inclusive education and the requirement for their collection from schools have been defined ("D indicators" at the school level).

7.6. The optimum data set from schools on the status of inclusive education and the requirement for their collection have been defined.

7.7. Data on disparities among different school authorities, municipalities and schools are collected.

8. Quality assurance

Indicators:

8.1. Legislation under which inclusive education is covered by schools' regular self-evaluation is in place.

8.2. Legislation under which inclusive education is covered by schools' regular external evaluation is in place.

Process indicators

These indicators describe how the national level ensures that input parameters are adequate, transparent at the level of the system as a whole and actually implemented. They also describe how further development of input indicators is ensured at the national level in line with the feedback from the lower levels.

At this level, it is appropriate to have process indicators monitored by an independent monitor/organisation, contracted by the government, parliament or a governmental agency.

The monitor will apply the following methodology:

- desk research (analysis of documents and reports prepared by institutions, independent research reports);
- targeted interviews with few carefully selected informants (including those from the local level, as well as some civil society organisations);
- aggregation of some data from a lower level;
- use of data obtained by special, targeted empirical research.

1. Institutions

Indicators:

The designated inclusive education institution or units operate successfully, have reports, an official web page.

Practitioners are aware of the institution/unit/programme and use their services (aggregated from D indicators at the school level).

In their work, the designated institution or units cooperate actively with other units within the education system – provide evidence.

2. Policies, strategies, laws

Indicators:

2.1. Policies/strategies are implemented and periodically revised.

Action plans, implementation reports and, possibly, revisions are in place.

2.2. Policies/strategy on inclusive education are communicated to municipalities and schools.

Practitioners are aware of the strategies and their revisions (aggregated from D indicators at the school level).

2.3. The legal provisions on inclusive education are applied consistently.

2.3.1. Data on national level intervention in case of non-compliance with the law is available (empirical research needed).

2.3.2. Practitioners are aware of the provisions of laws and bylaws governing inclusive education (aggregated from D indicators at the school level).

3. Human resources in education reflect the inclusive approach in education

Indicators:

3.1. Affirmative action for hiring in the area of education is applied.

3.1.1. Number of employees from marginalised groups eligible for affirmative action (persons with disabilities, the Roma) in the ministry, school authorities, schools;

3.1.2. Number of schools in which affirmative action is implemented in hiring (persons with disabilities, the Roma) (aggregated at the school level);

3.1.3. Number of appeals for failure to implement affirmative action.

3.2. Teachers' inclusive education competencies are used as a benchmark and enhanced.

3.2.1. Teachers are aware of teachers' inclusive education competencies and their meaning (aggregated at the school level).

3.2.2. The ministry or institute commissions surveys aimed at monitoring the development of teachers' inclusive education competencies at least on a biennial basis.

3.3. Inclusive education competency acquisition programmes are included in the initial teacher education.

3.3.1. Teacher education programme accreditation standards include the requirement for training in inclusive education.

3.3.2. There is a record of a national authority's reaction if the programme on inclusive education was not included or was included in an untimely manner.

3.4. Training programmes on inclusive education are accredited.

3.4.1. Training programmes on inclusive education are published in the catalogue of accredited programmes.

3.4.2. Schools are informed that inclusive education programmes are a priority (aggregated at the school level).

3.5. Discrimination leads to loss of job or licence in education.

Number of complaints about discrimination: number of jobs/licences lost (administrative data obtained from the inspectorate).

3.6. Assistants/mediators for the Roma population are employed, regularly paid, trained. Documented by stating evidence.

4. Support systems function.

Indicators:

4.1 The inter-sectoral committees system functions.

4.1.1. Annual reports on inter-sectoral committees' work are available (to be generated at the municipal level).

4.1.2. Annual reports on the support provided on inter-sectoral committees' recommendation are developed (to be generated at the municipal level).

4.1.3. Schools are aware of inter-sectoral committees and communicate with them (to be generated at the school level).

4.2. Affirmative action for access to preschool/secondary/higher education.

4.2.1. Annual reports at the national level are available.

4.2.2. Number of preschool institutions enrolling through affirmative action (to be generated on the basis of the municipal level or a specific survey).

4.2.3. There is evidence of a national-level reaction in cases of failure to follow affirmative action (empirical data needed).

4.3. Scholarships, loans, places in halls of residence are awarded to vulnerable pupils/students.

4.3.1. Annual reports are available.

4.3.2. There is evidence of a national-level reaction in cases of failure to follow the criteria.

5. Finance: Funding earmarked for inclusive education is used appropriately.

Indicators:

5.1. Transparent mechanisms for access to budget funds have been elaborated.

5.2. Funds are drawn according to the foreseen timeframe and without delays.

6. Inclusive education projects function well.

Indicators:

6.1. Projects function, there are no delays longer than on other projects (data to be obtained from the ministry and by contacting project units), accountability mechanisms have been defined, project non-functioning entails consequences.

6.2. A project data base that facilitates coordination and synergy is in place, the visibility of inclusive education projects is equal to or higher than that of other projects, project evaluation by beneficiaries is positive.

6.3. Inclusive education projects are prepared each year.

7. Data and reporting: A national data collection system that covers inclusive education functions.

Indicators:

7.1. The unit or designated persons for data collection, analysis and regular reporting function adequately.

7.2. A national education data collection system is in place, is regularly updated and includes data on inclusive education.

7.2.1. Data on inclusive education are regularly sought.

1. The national level actively seeks data from lower levels.

2. The national level assists lower levels in providing data (prepares instruments, delivers training, helps find solutions in case of bottlenecks or problems).

3. The national level attends to data confidentiality in conformity with the law.

4. The national level has developed valid and sensitive criteria for data on vulnerable groups consistent with European Union best practices (how to register membership in the Roma population, other vulnerable groups, socio-economic status (SES)).

5. Schools regularly receive information on the modalities of collecting data on inclusive education (aggregate from the area Quality Assurance at the school level).

7.2.2. Data are provided regularly and without bottlenecks, they are available to the public in conformity with the legal framework and ethical principles of data handling.

1. Research organisations have access to disaggregated data on request, in conformity with the law (data from a sample of research organisations).

2. The public has access to aggregated data at regular intervals and on request, in conformity with the law.

7.2.3. Data are used for system improvement.

Document by stating evidence.

7.3. Data are disaggregated.

Dropping out and educational trajectories of individual children can be monitored.

7.4. The progress of inclusive education is the subject of regular reporting.

7.5. The minimum set of aggregated data from schools on the status of inclusive education is regularly collected ("D indicators").

7.6. The optimum set of aggregated data from schools on the status of inclusive education is regularly collected.

8. Quality assurance

Indicators:

8.1. School self-evaluation including inclusive education affects the development plan.

There is evidence from the school authority level.

8.2. External school evaluation including inclusive education affects the development plan.

There are annual reports on it; a separate chapter in them is dedicated to inclusive education.

Output/outcome indicators

The Framework includes three types of output/outcome indicators.

The first type comprises indicators that directly correspond to individual input and process indicators. They are concerned with certain very important areas of inclusive education which justified and warranted "unbundling" an indicator in all three versions. These indicators testify to the efficiency of national-level actions in certain areas of inclusive education.

The second type comprises indicators that represent the common effects of all input and process indicators at the national level and show the overall progress of inclusive education in the country. These indicators are divided into two subsets, the "minimum set" and the "optimum set". Both are generated at the school level and aggregated at the national level.

The third type comprises indicators that reveal the uniformity of inclusive education development among regions, municipalities or schools, as well as the disparities that must be registered in order to draw attention to them and provide support for addressing them.

It is appropriate that the responsibility for the coordination of inclusive education monitoring through output/outcome parameters of the proposed Framework should be assigned to a specialised unit affiliated with a national institution or within it (ministry, Institute for Education Quality and Evaluation, National Education Council or another body with mandate for social inclusion affairs, as agreed). This unit would have guaranteed autonomy, funding based on a multi-annual plan, and would be required to perform regular and public reporting in the form of *inclusive education progress reports* in two- or three-year intervals, relying on repeated data collection by the same indicators. This timeframe would apply in the initial years of implementing inclusive education; afterwards, it would be justified to shift to the four-year reporting cycle at the level of the entire population, and two-year cycle at the level of a representative sample.

The global methodology for monitoring output/outcome parameters of inclusive education comprises:

1. obtaining school reports on inclusive education monitoring according to the proposed Framework at the national level and aggregation of the relevant data (with special focus on schools "D indicators");

2. obtaining municipal reports on inclusive education monitoring according to the proposed Framework at the national level and aggregation of the relevant data;

3. obtaining and processing the data collected regularly by national institutions such as the Statistical Office of the Republic of Serbia or the Institute for Education Quality and Evaluation;

4. using data from the Education Management Information System (EMIS) (in the future) – this, at the same time, means that a) the Monitoring Framework for Inclusive Education must be consulted in designing the EMIS, and b) after placing the EMIS in service, it will be necessary to reassign responsibilities and possible data sources;

5. obtaining data from other organisations' empirical researches on a sample of the population of schools and students;

6. organising (independently or by contracting another institution) special surveys on a sample of the population of schools and students in areas where data cannot be obtained from other sources.

1. Indicators of the national system's efficiency in specific aspects

Indicators:

1.1. The number of staff hired through affirmative action is proportionate to their share in the population with the relevant qualification structure (table item: 3.1).

1.2. Teachers' inclusive education competencies are improved (the proportion of the staff who, according to self-assessment, have improved their inclusive education competencies increases) (table item: 3.2).

1.3. The number of education staff who have acquired inclusive education competencies increases (table item: 3.4).

1.4. High efficiency of the assistants/mediators system (table items: 3.6, 3.6.1, 3.6.2. and 3.6.3).

1.5. The proportion of realised support increases (table item: 4.1).

1.6. The number of children/pupils/students enrolled through affirmative action increases to an adequate level (table item: 4.2).

1.7. The number of pupils/students receiving scholarships/loans/living in halls of residence through affirmative action grows to full coverage (table item: 4.3).

2. The minimum indicator set indicates that the achievements (academic and non-academic) of children/pupils/students with additional support needs grow steadily and that schools report regularly (table item: 7.5).

Indicators:

2.1 The coverage of vulnerable children by education increases (at the preschool, primary and secondary school levels).

2.2 Vulnerable children's academic performance improves (at all education levels).

2.3 Vulnerable pupils/students' drop-out rate decreases (at all education levels).

2.4 Vulnerable pupils/students' performance in the school-leaving examination improves.

2.5 Education according to individual education plans yields positive effects.

2.6 Reporting on inclusive education by schools increases.

3. The optimum indicator set indicates that the achievements (academic and non-academic) of children/pupils/students with additional support needs grow steadily (table item: 7.6).

Indicators:

3.1. The coverage of vulnerable children by education increases (at the preschool, primary and secondary school levels).

3.2. Vulnerable children's academic performance improves (at all education levels).

3.3. Vulnerable pupils/students' drop-out rate decreases (at all education levels).

3.4. Vulnerable pupils/students' performance in the school-leaving examination improves.

3.5. Education according to individual education plans yields positive effects.

3.6. Reporting on inclusive education by schools increases.

3.7. Vulnerable pupils/students' absenteeism is not higher than that of other pupils/students (at all education levels).

3.8. Vulnerable pupils/students' motivation for school and their satisfaction with school are high (at all education levels).

3.9. Violence against vulnerable pupils/students decreases.

3.10. Discrimination against vulnerable pupils/students decreases.

3.11. Vulnerable students' participation in school bodies increases.

3.12. Vulnerable children's parents' participation increases.

3.13. School management successfully implements inclusive education and solves problems.

4. Disparities among school authorities, municipalities and schools in the success rate of inclusive education decrease (table item: 7.7).

Indicators:

4.1. Disparities among school authorities in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge.

4.2. Disparities among municipalities in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge.

4.3. Disparities among schools in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge.

Overview of indicators at the national level

The table presents input, process and output/outcome indicators, benchmark values and the timeframe for their achievement, as well as proposed institutions to be assigned the responsibility for data collection at the national level.

Table 3. Overview of indicators at the national sectoral level

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
1.		Institutions involved in inclusive education		
1.1.	I[65]	There is a designated national institution whose main task is to promote and monitor inclusive education.	+2017	Independent monitor (contracted by the government, parliament or a governmental agency), CSOs
	P	The designated inclusive education institution or units operate successfully, have reports, an official web page.	+2020	
	O	/		
1.2.	I	There are units within national national institutions or regular annual programmes whose main task is to promote and monitor inclusive education. 1.2.1. In the ministry responsible for education; 1.2.2. In the IIE or the IEQE; 1.2.3. In other institutions (e.g. research organisations, agencies, chambers etc.).	+2015	The information from D indicators at the school level is aggregated by the institution/unit described in 1.1 and 1.2.
	P	Practitioners are aware of the institution/unit/programmes under implementation and use their services (aggregated from the D information at the school level).	2015: 50% of the schools 2017: 80% of the schools	
	O	/		
1.3.	I	Institutional cooperation among institutions/units is regulated.	+2015	
	P	In their work, the designated institution or units cooperate actively with other units within the education system.	+2015	
	O	/		
2.		Inclusive education policies, strategies, legal instruments		

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[65] I = input indicator, P = process indicator, O = output/outcome indicator

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
2.1.	I	The existing policies/strategies view inclusive education as a national development priority.	+2015	Independent monitor (contracted by the government, parliament or a governmental agency), CSOs The information from D indicators at the school level is aggregated by the institution/unit described in 1.1 and 1.2.
	P	Policies/strategies are implemented and periodically revised.	+2017	
	O	/		
2.2.	I	There is a specific education policy/strategy on inclusive education.	+2015	
	P	Inclusive education policy/strategy is communicated to the municipal and school levels (schools are aware of it, aggregated from the D information at the school level).	2015: 70% of the schools 2017: 100%	
	O	/		
2.3.	I	The legal framework supports inclusive education. 2.3.1. The legal framework for inclusive education is stable and consistent. 2.3.2. The legal framework for inclusive education is complete and interconnected (all bylaws are in place), so that it ensures the existence of inclusive education.	+	
	P	The legal provisions on inclusive education are applied consistently. 2.3.1. Data on national-level intervention in case of non-compliance with the law is available. 2.3.2. Practitioners are aware of the provisions of laws and bylaws governing inclusive education (aggregated from D at the school level).	+2015 Empirical data required. 2015: 100% of the schools are aware	
	O	/		
3.		Human resources		
3.1.	I	There is affirmative action for hiring in the area of education.	+2015	Independent monitor, CSOs Data provided by school authorities, IIE, IEQE, state inspectorate The information from D indicators at the school level
	P	Affirmative action for hiring in the area of education is applied: 3.1.1. Number of employees from marginalised groups eligible for affirmative action (persons with disabilities, the Roma) in the ministry, school authorities, schools; 3.1.2. Number of schools in which AA is implemented in hiring (persons with disabilities, the Roma — aggregated from D at the school level); 3.1.3. Number of appeals for failure to implement AA.	Number of staff hired through AA increases.	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
	O	The number of staff hired through AA is proportionate to their share in the population with the relevant qualification structure.	+2020	is aggregated by the institution/ unit described in 1.1 and 1.2.
3.2.	I	There is a national policy/documents that require teachers/principals/staff in institutions involved in education to have the knowledge, skills and motivation for inclusive education and provide support for it.	+2015	
	P	Teachers' inclusive education competencies are used as a benchmark in reporting and enhanced. 3.2.1. Teachers are aware of inclusive education competencies and their meaning. 3.2.2. The ministry or institute commissions surveys aimed at monitoring the development of teachers' inclusive education competencies at least on a biennial basis.	+2015 +2015, 2017	
	O	Teachers' inclusive education competencies are improved (the proportion of the staff who, according to self-assessment, have improved their inclusive education competencies increases) (aggregated from D indicators at the school level).	50% in 2015 70% in 2017	
3.3.	I	Legislation that requires the existing institutions educating staff in education to include programmes for the acquisition of inclusive education competencies and support for this are in place.	+2015	
	P	Inclusive education competency acquisition programmes are included in the initial teacher education. 3.3.1. Teacher education programme accreditation standards include the requirement for training in inclusive education. 3.3.2. There is evidence of a national authority's reaction if the programme on inclusive education was not included or was included in an untimely manner.	30% in 2017 50% in 2020 Institution provides training in inclusive education competencies.	
	O	/	/	
3.4.	I	The existing institutions training teachers/principals are required to include programmes for the acquisition of inclusive education competencies and supported in it.	+2015	
	P	Training programmes on inclusive education are accredited. 3.4.1. Training programmes on inclusive education are published in the catalogue of accredited programmes. 3.4.2. Schools are informed that inclusive education programmes are a priority (provide evidence).	+2015	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
	O	The number of education staff who have acquired inclusive education competencies increases (aggregated from D at the school level)	25% in 2015 in 2017, 50% of the staff have completed at least one seminar on inclusive education	
3.5.	I	There is legislation under which teachers/principals who actively or passively discriminate or engage in violence against pupils/students can lose their jobs or licences.	+	
	P	Consequences of discrimination are monitored through the ratio of the number of complaints about discrimination to the number of jobs/licences lost (administrative data to be obtained from the municipal inspectorate).	+2015	
	O	/		
3.6.	I	A system of assistants/mediators for the Roma population (and other vulnerable groups) is in place; the system is expanded to the optimum level.	+2015: expansion by 50%	
	P	The system is monitored: assistants/mediators for the Roma population are employed, regularly paid, trained.	+2015	
	O	High efficiency of the assistants/mediators system. 3.6.1. Schools' satisfaction with assistants/mediators' work and its effects. 3.6.2. Parents' satisfaction with assistants/mediators' work and its effects. 3.6.3. Assistants/mediators feel accepted by the institutions and clients.	Empirical data required.	
4.		Additional support regulated.		
4.1.	I	A systemic solution for the assessment of the need for support and for the provision of support is in place.	+2015 in all municipalities	Independent monitor, CSOs
	P	The ISC system functions. 4.1.1. Annual reports on ISC operation are available (generated at the municipal level, indicator 4). 4.1.2. Annual reports on the support provided on ISC recommendation are available (generated at the municipal level, indicator 4). 4.1.3. Schools and parents are aware of ISC and communicate with it (to be generated at the school level).	+2015: in all municipalities	Data on reactions to violations of rights provided by the municipal inspectorate and the Ombudsman. The information from indicators at the school and municipal levels is aggregated by the
	O	The proportion of realised support increases (to be generated from municipal reports, indicator 4).	Empirical data required.	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
4.2.	I	Systemically regulated AA for access to preschool/secondary/higher education on the grounds of vulnerability is in place.	+2015	institution/ unit described in 1.1 and 1.2.
	P	AA functions well at all levels. 4.2.1. Annual reports at the national level are available. 4.2.2. The number of institutions enrolling through AA grows. 4.2.3. There are records and evidence of a national-/municipal-level reaction in cases of failure to follow AA.	+2017 Empirical data required.	
	O	The number of children/pupils/students enrolled through AA grows to the level required for an adequate coverage of vulnerable children/pupils/students by a given education level.	Empirical data required.	
4.3.	I	Systemically regulated AA for the award of scholarships, loans and places in halls of residence on the ground of vulnerability is in place; it includes enrolment, scholarships and loans, and the criteria clearly reflect attention to SES and vulnerability.	2015: piloting the criteria +2017	
	P	Affirmative action functions well. 4.3.1. Annual reports are available. 4.3.2. There are records and evidence of a national-/municipal-level reaction in cases of failure to follow the criteria.	+2017 Empirical data required.	
	O	The number of pupils/students receiving scholarships/loans/living in halls of residence through AA grows to full coverage.	Empirical data required.	
5.		Funding from the Republic of Serbia budget earmarked for inclusive education		
5.1.	I	The GNI percentage and the percentage of the planned education budget used for inclusive education support grows compared to the allocations for the same purpose in 2012.	2015: by 10% 2017: by 20%	Independent monitor (contracted by the government, parliament or a governmental agency), line ministry, CSOs.
	P	Transparent mechanisms for access to budget funds have been elaborated.	+2015	
	O	/		
5.2.	I	The funding for inclusive education support is stable and in line with the increase of the GNI percentage and planned budget percentage.	+2015	
	P	Funds are drawn according to the foreseen timeframe and without delays.	+2015	
	O	/		

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
6.		Projects support inclusive education		
6.1.	I	There are national projects on inclusive education.	+2015	Independent monitor (contracted by the government, parliament or a governmental agency), line ministry, Social Inclusion and Poverty Reduction Unit, CSOs.
	P	6.1.2. Projects function, there are no delays longer than on other projects. 6.1.3. Accountability procedures have been defined, a delay in project functioning entails consequences.	+2015	
	O	/	/	
6.2.	I	All projects in the area of education attend to the inclusion of vulnerable groups and coordination and synergy of impacts.	+2015	
	P	6.2.1. A project data base that facilitates coordination is in place. 6.2.2. The visibility of the inclusive education aspect of projects is equal to or higher than that of other features. 6.2.3. Evaluation by beneficiaries is positive.	+2015	
	O	/		
6.3.	I	Inclusive education is included as a priority in documents that serve as the basis for obtaining donations.	+	
	P	Inclusive education projects are prepared each year.	+2015	
	O	/		
7.		Data and reporting		
7.1.	I	There is a designated professional unit or persons responsible for data collection, analysis and regular reporting.	+2015	Independent monitor (contracted by the government, parliament or a governmental agency), National Education Council, line ministry, CSOs.
	P	The unit or persons responsible for data collection and analysis report regularly.	+2015	
	O	/	/	
7.2.	I	A national education data collection system is in place and includes data on inclusive education.	+2015	
	P	The national education data collection system that includes data on inclusive education is updated regularly. 7.2.1. Data on inclusive education are regularly sought. 7.2.1.1. The national level actively seeks data from lower levels. 7.2.1.2. The national level assists lower levels in data provision. 7.2.1.3. The national level attends to data confidentiality in conformity with the law.	+2017	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		7.2.1.4. The national level has developed valid and sensitive criteria for data on vulnerable groups consistent with EU best practices. 7.2.1.5. Schools regularly receive information on the modalities of collecting data on inclusive education. 7.2.2. Data are provided regularly and without bottlenecks and are available to the public in conformity with the legal framework. 7.2.2.1. Research organisations have access to disaggregated data on request, in conformity with the Personal Data Protection Law. 7.2.2.2. The public has access to aggregated data at regular intervals and on request. 7.2.3. Data are used for system improvement.		
	O	/		
7.3.	I	A system/procedures for the collection of data disaggregated by various variables and vulnerability types are in place.	+2017	Independent monitor (contracted by the government, parliament or a governmental agency), CSOs
	P	Disaggregated data are collected.	+2017	
	O	/		
7.4.	I	Data on inclusive education development at the annual level are available and used for education policy improvement.	+2015 and onwards	
	P	The progress of inclusive education is the subject of regular reporting.	+2017	
	O	/		
7.5.	I	A minimum data set from schools on the status of inclusive education and the requirement for their collection have been defined.	+2015	Independent monitor (contracted by the government, parliament or a governmental agency), CSOs The D indicators and other data from schools and municipalities are aggregated by the institution described in 1.1 and 1.2 and the SORS.
	P	The minimum set of aggregated data from schools on the status of inclusive education is regularly collected.	+2017	
	O	The minimum indicator set indicates that the achievements (academic and non-academic) of children/pupils/students with additional support needs grow steadily* and that schools report regularly. 7.5.1. The coverage of vulnerable children by education increases (at the preschool, primary and secondary school levels). 7.5.2. Vulnerable children's academic performance improves* (at all education levels). 7.5.3. Vulnerable pupils/students' drop-out rate decreases to the average for the overall population (at all education levels). 7.5.4. Vulnerable pupils/students' performance in the school-leaving examination improves*.	+ starting from 2015 Empirical data required – D indicator, school level. 2015: 50% of the	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		7.5.5. Education according to IEPs yields positive effects. 7.5.6. Reporting on inclusive education by schools becomes regular. *The anticipated boundaries of the achievement growth trend will be determined after the data collection exercise in 2015.*	schools 2017: 75 % of the schools	
7.6	I	The optimum data set from schools on the status of inclusive education and the requirement for their collection have been defined.	+2017	Independent monitor (contracted by the government, parliament or a governmental agency), CSOs
	P	The optimum set of aggregated data from schools on the status of inclusive education is regularly collected.	+2020	
	O	The optimum indicator set indicates that the achievements (academic and non-academic) of children/pupils/students with additional support needs grow steadily. 7.6.1. The coverage of vulnerable children by education increases (at the preschool, primary and secondary school levels). 7.6.2. Vulnerable children's academic performance improves (at all education levels). 7.6.3. Vulnerable pupils/students' drop-out rate decreases (at all education levels). 7.6.4. Vulnerable pupils/students' performance in the school-leaving examination improves. 7.6.5. Education according to IEPs yields positive effects. 7.6.6. Reporting on inclusive education by schools increases. 7.6.7. Vulnerable pupils/students' absenteeism is not higher than that of other pupils/students (at all education levels). 7.6.8. Vulnerable pupils/students' motivation for school and their satisfaction with school are high (at all education levels). 7.6.9. Violence against vulnerable pupils/students decreases. 7.6.10. Discrimination against vulnerable pupils/students decreases. 7.6.11. Vulnerable students' participation in school bodies increases. 7.6.12. Vulnerable children's parents' participation increases. 7.6.13. School management successfully implements inclusive education and solves problems.	Starting from 2020 Empirical data generated at the school level required.	The data from schools and municipalities are aggregated by the institution described in 1.1 and 1.2 and the SORS.
7.7.	I	Data on disparities among school authorities, municipalities and schools in the success rate of inclusive education are collected.	+2017	Independent monitor

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
	P	/		(contracted by the government, parliament or a governmental agency), CSOs. Data are aggregated by the SORS.
	O	Disparities among school authorities, municipalities and schools in the success rate of inclusive education decrease. 7.7.1. Disparities among school authorities in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge. 7.7.2. Disparities among municipalities in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge. 7.7.3. Disparities among schools in terms of output/outcome indicators from the minimum output/outcome indicator set decrease and converge.	+2017 Empirical data required.	
8.		Quality assurance		
8.1.	I	Legislation under which inclusive education is covered by schools' regular self-evaluation is in place.	+	Independent monitor, CSOs School authorities IEQE
	P	School self-evaluation including inclusive education affects the development plan (evidence is available from the school authority level).	2015: 50% 2017: 80% 2020: 100% of the schools	
	O	/		
8.2.	I	Legislation under which inclusive education is covered by schools' regular external evaluation is in place.	+	
	P	External school evaluation, including inclusive education, affects the development plan.	2015: 50% of the schools 2017: 80% of the schools 2020: all schools	
	O	/		

3.2. National Level – State/Inter-sectoral

Inclusive education can be ensured only through coordinated action by several sectors that can and should provide support to children who need it. In addition to education, these are usually the sectors of social protection, health and/or human or minority rights. The parameters listed in this chapter address primarily the areas of joint action of these very systems: education, social protection, health, minority rights. The indicators are set up in a way that facilitates inclusive education monitoring.

The text below illustrates how inclusive education monitoring could be established at this level as well; however, the Monitoring Framework for Inclusive Education does not contain a more detailed elaboration of this level – the set of proposed indicators has not been discussed and analysed in detailed, nor have the target values been set for indicators at this level.

At this level, it is appropriate to conduct monitoring in four-year cycles. Its expected result is a regular four-year report on the progress of inclusive education, presented at a high level, published and made available to the public.

Input indicators

These provide a description of those foundations that the state system as a whole must have in order to implement social inclusion successfully.

At this level, it is appropriate to have monitoring conducted by an independent monitor, contracted by the government, parliament or an important intergovernmental institution.

The monitor will apply the following methodology:

- desk research (analysis of documents and reports prepared by institutions, independent research reports);
- targeted interviews with few carefully selected informants (including some civil society organisations – on tolerance, anti-discrimination, attitudes to discrimination).

1. Institutions: Important institutions whose mandate primarily concerns social inclusion (including inclusive education) are in place.

Indicators within the area:

1.1. The Office of the Ombudsman, whose mandate includes the issue of the right to education, is in place.

1.2. Inter-sectoral cooperation bodies involved in social inclusion (primarily between education, health, social policy and support, but partly including human and minority rights and local government) are in place.

1.3. Inter-sectoral parliamentary bodies involved in social inclusion, including inclusive education, are in place.

1.4. A specialised body (or bodies) for social inclusion whose mandate includes dealing with inclusive education is (are) in place.

1.5. A national body overseeing the work of inter-sectoral bodies at lower levels of administration (i.e. inter-sectoral committees) is in place.

2. Policies: State policies/strategies primarily focused is social inclusion (including inclusive education) are in place.

Document by stating titles of policies/strategies and dates of entry into force.

3. Finance: An inter-sectoral budget line for funding joint programmes aimed at social inclusion is in place.

Document by stating the percentage of the gross national income and the percentage of the planned budget.

4. Projects: There are major national cross-sectoral projects on social inclusion, including support to inclusive education.

Document by stating project titles, launch dates, funding sources.

5. Data and reporting: A national data collection system that covers inclusive education and regular annual progress reporting are in place

>   Indicators:
>
>   5.1. The data relevant to education are disaggregated by socio-economic status quintile and various types of vulnerability.
>
>   5.2. Annual reporting on the progress of social inclusion is in place.

Process indicators

These indicators show the functionality, transparency and activity of all abovementioned input parameters, i.e. those characteristics that ensure that the assumptions (if they are in place) become effective.

At this level, it is appropriate to have monitoring conducted by an independent monitor, contracted by the government or an important intergovernmental institution.

The monitor will apply the following methodology:

- desk research (analysis of documents and reports prepared by institutions, independent research reports);
- targeted interviews with few carefully selected informants (including some civil society organisations – on tolerance, anti-discrimination, attitudes to discrimination);
- in some areas, aggregated data from lower levels will be used (these indicators will be designated as such);
- in some areas, it would be useful to rely on empirical research (these indicators will be designated as such).

1. Institutions: Institutions (listed in input parameters) function and deal with inclusive education, amongst other things.

For each institutions, the following indicators are to be used for assessing activities:

>   a. development of documents (action plans, recommendations etc.),
>
>   b. visibility (there is evidence that the institution engages with the public, e.g. press conferences, public reaction to a problem etc.),
>
>   c. formal operation reports 1–2 times per year.

2. Policies are "live", there are annual reports, periodical revisions and updates.

Document by stating details separately for each policy/strategy; highlight those pertaining to inclusive education.

3. Funding is secured.

Indicators:

3.1. The social inclusion funding plan is adopted through a cooperative inter-sectoral arrangement.

3.2. The social inclusion funding plan is realised in full, is not repealed or reduced by a budget revision.

4. Projects exist and function well.

Indicators:

4.1. Projects are implemented, there is no fragmentation and imbalance in implementation among sectors.

4.2. Project implementation is accompanied by a joint inter-sectoral approach.

5. Data are collected and reporting is regular.

Indicators:

5.1. The data collection design reflects the specific features of inclusive education.

5.2. Data and reports are discussed and have an impact on improving the national policy.

5.3. The data collection system is improved in line with the European Union practice, in response to the ambiguities identified, and in response to the emerging information requirements.

Output/outcome indicators

The main output/outcome parameter is the overall social progress with regard to social inclusion. However, for the purposes of monitoring inclusive education, output/outcome parameters at the inter-sectoral level will be identical to those at the sectoral level (see section 2.2.1.3). [66]

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[66] Also, this document does not contain a table of indicators at the national inter-sectoral level. In view of the fact that most indicators at this level have been derived from those at lower levels and that the description of the national sectoral level corresponds to the inter-sectoral level for the most part, the intention has been to avoid unnecessary duplication.

4. Municipal Level

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The municipality is the level at which activities aimed at the implementation of laws and bylaws are coordinated, as well as the level at which various measures aimed at regulating inclusive education implementation quality are initiated, funded and carried out. Laws and a range of bylaws govern the municipal functions that have a direct or indirect impact on the development of inclusiveness; among those functions, the key ones are ensuring the conditions for the operation of inter-sectoral committees, funding individual support plans and providing resources for vulnerable children to ensure their full participation in educational activities and social integration.

An important aspect of support for the inclusiveness of education provided by the municipal level is the facilitation and promotion of inter-institutional cooperation in supporting an individual child or in supporting projects and activities that contribute to inclusiveness. Cooperation between the school, inter-sectoral committee and centre for social work, or between the school and primary health care centre, is an example of linking and coordinating the activities of various stakeholders at the municipal level.

The inclusive education monitoring framework at the municipal level has been designed by applying the same logic in defining the indicators and the modality of data aggregation applied at the national level. The nature of the defined indicators shows that the input and process indicators are predominantly determined by the measures and regulatory mechanisms implemented by the national level, while output/outcome indicators predominantly rely on the inclusiveness quality indicators aggregated from the individual school level. Such logic of data organisation allows comparisons among municipalities by various criteria, taking into consideration their specific characteristics, to identify successful mechanisms and/or share good practice models. Inclusion in education thus becomes not only a topic for reporting and discussion at the level of a specific municipality, but also a mechanism for inter-municipal exchange, cooperation and alignment.

A range of indicators collected by the system at the school level, which are aggregated from schools' inclusive education monitoring reports or collected in different ways at the school level (e.g. by the Statistical Office of the Republic of Serbia or the Institute for Education Quality and Evaluation) and which serve as "output/outcome parameters" at the national level, can, in fact, be aggregated at the municipal level and represent "output/outcome indicators" for the municipal level. They primarily represent quantitative indicators collected at the level of a school or a pupil/student with additional support needs (absenteeism, academic performance, dropping out, progression). Municipalities can thus be compared by the quality of their work on inclusive education, taking into account confounding variables that affect the "output/outcome indicators", i.e. the desired output/outcomes of inclusive education. Confounding variables are understood as all those factors that indicate the level of disadvantage of a municipality, in view of the link between socio-economic status and educational achievements, as well as the risk of dropping out among very poor pupils/students from deprived environments (the proportion of the Roma population, low average income, low municipal development index), as well as the factors that may have a positive impact on the outcomes, i.e.

"output/outcome parameters" (the number of teaching assistants in the municipality, the number of Roma civil society organisations, the number of Roma coordinators in the municipality). However, in addition to these "output/outcome parameters", it is also possible to design "output/outcome parameters" at the municipal level that would indicate more directly the quality of municipal support provided to schools in implementing inclusive education. These indicators provide an insight into effective and efficient implementation of measures as such at the municipal level and describe how municipal inclusive education support mechanisms function. In addition to describing the status of implementation of inclusive education in a municipality, they can support the identification of the factors leading to success or failure in the implementation of specific support measures.

Other institutions, such as the Statistical Office of the Republic of Serbia, would be involved in collecting data on output/outcome indicators; the Ministry of Education, Science and Technological Development would coordinate the process and specify which data are required by the system, which data pertain to the overall system and which are primarily collected at the school level and aggregated at higher levels, while various civil society organisations or research institutions could engage in assessing the fulfilment of input and process indicators that predominantly require qualitative research methodology. This provides an insight into what a municipality does when it is viewed as a distinct unit of analysis, what actually happens in the municipality and what are the factors of success and failure of specific education policy measures; in addition, the impact of the municipality on the output/outcome indicators that pertain to the overall education system as a macrosystem is monitored as well.

Input indicators

1. Institutions and inter-institutional cooperation

Indicators:

1.1. An inter-sectoral committee has been established within the municipality, committee members know their competences, the committee's schedule and operational procedures have been set.

1.2. Cooperation has been established among the municipality, school, primary health care centre, centre for social work and other institutions relevant to an individual child and his/her welfare.

1.3. The municipality cooperates with school authorities and the education inspectorate in areas pertaining to the inclusiveness of education.

2. Local policies (local action plan – LAP)

Indicators:

2.1. The municipality has developed a local action plan that covers the inclusive education target groups.

2.2. The solutions proposed by the local action plan that pertain to the inclusiveness of education are comprehensive in nature, and goals are set also in the long-term; the local action plan follows an appropriate methodology and has clearly specified goals consistent with the goals of inclusive education.

2.3. The local action plan defines the roles of all relevant stakeholders at the municipal level, as well as the mechanisms for their coordination.

3. Human resources

Indicators:

3.1. At the municipal level, there is a person or persons responsible for coordination and/or work specifically with vulnerable groups (mediators, assistants).

3.2. Affirmative action for hiring members of vulnerable groups in municipal services is in place; affirmative action for hiring members of vulnerable groups in the municipal territory, entailing cooperation with employers and the National Employment Service, is in place.

3.3. The municipality delegates school board members from among its staff; criteria for their nomination, including understanding the matter of inclusiveness of education and competency for decision-making, are in place.

3.4. The municipality cooperates with civil society organisations and the media with a view to promoting inclusive education; ethical considerations and privacy protection are taken into account in public reporting on these topics.

3.5. The municipality supports and plans training aimed at enhancing sensitivity, professional development and competencies of staff, parents etc.

4. Support for inclusive education

The municipality systematically monitors the demographic distribution of the population and the number of pupils/students from deprived environments in relation to the municipal school network. Research shows that students from marginalised groups have better educational achievements if they attend schools where children from non-marginalised groups prevail; hence, the measure of "desegregation busing" is used in order to enable e.g. Roma children to attend schools located further away, but without a large number of Roma pupils, thus enabling all Roma children to attend schools in which a majority of pupils are non-Roma and offering them an opportunity to achieve higher academic performance. Support measures should take account of this important dimension, which has a direct impact on vulnerable children's educational achievements and social integration quality.

Indicators:

4.1. The municipality regularly provides funds for pupil/student transportation, with special focus on poorer pupils/students and those with mobility problems.

4.2. Pupils/students of lower socio-economic status have meals provided free of charge.

4.3. Pupils/students of lower socio-economic status receive scholarships, and the impact of scholarships includes drop-out prevention. The municipality informs parents and schools of scholarship opportunities in a transparent way accessible to all. The municipality provides peer and/or teacher mentoring.

4.4. The municipality keeps records of children who receive free textbooks. The municipality provides textbooks to all pupils/students, with special focus on younger schoolchildren and pupils/students of lower socio-economic status.

4.5. At schools' or its own initiative, the municipality assists in the delivery of extracurricular activities, with special focus on vulnerable pupils/students (excursions, school trips, outings, plays etc.).

4.6. Adequate clothing and footwear are provided to children of lower socio-economic status.

4.7. Municipal plans foresee the provision of assistive technologies and the necessary modifications (e.g. ramps, toilets) to schools that need them.

5. Funding measures and activities relevant to the inclusiveness of education

Indicators:

5.1. The municipal budget foresees the funds for the operation of the inter-sectoral committee.

5.2. The municipal budget plan foresees funding measures and activities relevant to the inclusiveness of education.

5.3. Procedures for reporting on funding these measures and activities are in place.

6. Data and reporting

Indicators:

6.1. There is a person/persons responsible for data collection, analysis and regular reporting at the municipal level.

6.2. A system for the collection of data relevant to inclusive education monitoring at the municipal level is in place.

6.3. The minimum set of aggregated data from schools on the status of inclusive education is regularly collected.

6.4. The optimum set of aggregated data from schools on the status of inclusive education is regularly collected.

7. Quality assurance

7.1. Inclusive education is covered by schools' regular self-evaluation.

Process indicators

1. Institutions and inter-institutional cooperation

Indicators:

1.1. The inter-sectoral commission works regularly, operational reports are available and regular communication with the school, parents, primary health care centre and centre for social work is present.

1.2. The municipality proactively encourages cooperation among the school, centre for social work and primary health care centre. The municipality proactively seeks support from civil society organisations in cases when it is not capable of performing certain actions on its own, and those actions are aimed at promoting inclusion or improving the status of children in need of additional educational support. The municipality responds to the requests of civil society organisations that support children in need of additional educational support. The head of the municipal social affairs department has access to the data on the Roma or other minority populations which describe the activities of the school, centre for social work and primary health care centre in the provision of social and health care. All Roma children, with

municipal assistance, manage to obtain the required documentation for access to social and health care.

1.3. In their reports, education advisers give instructive advice to the school on how to enhance inclusiveness; education advisers' reports present a school's inclusiveness as a key indicator of high-quality education characterised by differentiated and individualised instruction; education advisers' reports promote the use of the most recent data in the school's possession, as well as adequate materials for successful implementation of inclusive education.

2. Local policies (local action plan)

Indicators:

2.1, 2.2. and 2.3. The municipality regularly updates the local action plan, monitors its implementation and reports to the relevant institutions in the municipality. New actions are planned on the basis of the results of the already adopted and implemented local action plans.

3. Human resources

Indicators:

3.1. Municipal mediators and assistants regularly cooperate with schools and work directly with vulnerable children and parents.

3.2. Hiring through affirmative action is regularly monitored at the municipal level.

3.3. Through its delegates in school boards, the municipality regularly monitors the needs and activities at the school level with respect to inclusive education and receives information on its delegates' activities and initiatives.

3.4. Media reports on topics relevant to inclusive education and the presence of these topics in the media are monitored at the local level; municipal representatives appear in the media as champions of inclusive education.

3.5. Training aimed at enhancing sensitivity, professional development and competencies of staff, parents etc. is delivered and/or funded at the municipal level.

4. Support for inclusive education

Different support measures for vulnerable students are regularly funded and implemented; the needs in this respect are regularly updated. The municipality organises sport activities aimed at including children from marginalised groups. The municipality encourages schools to offer ideas for activities that promote mutual acceptance among peers. The municipality organises birthday celebrations for children from deprived environments. The municipality awards grants to schools for activities that develop solidarity and promote inclusive values. The municipality organises activities that promote solidarity (charitable actions at the municipal or school level).

5. Funding measures and activities relevant to the inclusiveness of education

Indicators:

5.1. The funding for the support to be provided on inter-sectoral committees' recommendation is stable; the proportion of the budget earmarked for the purpose of

funding the support to be provided on inter-sectoral committees' recommendation increases.

5.2. The funding for municipal activities relevant to inclusive education development is continuous and stable.

5.3. The municipality regularly reports on the purpose, modality and effects of funding the activities relevant to inclusive education development; the reports are public and available to the citizens.

6. Data and reporting

Indicators:

6.1. The unit for data collection, analysis and regular reporting functions adequately.

6.2. The municipal-level data base is regularly updated; inclusive education is the subject of regular reporting, on an annual and multi-annual level; parents and pupils/students, schools, the general public are regularly informed through the media or otherwise of the status of inclusive education.

6.3. The minimum set of aggregated data from schools on the status of inclusive education is regularly analysed and used.

6.4. The optimum set of aggregated data from schools on the status of inclusive education is regularly analysed and used.

7. Quality assurance

7.1. School self-evaluation results with regard to the inclusiveness of education affect the school's development plan.

Output/outcome indicators

The output/outcome indicators that facilitate the analysis of the implementation of inclusive education and assessment of the quality of inclusiveness of education in a given municipality are aggregated from the data collected at the school level.

Two sets of indicators, which provide the basis for monitoring inclusive education and drawing conclusions about its quality, are proposed below:

1. The minimum set comprises the following indicators:

1) the coverage of vulnerable children by preschool, primary and secondary education at the municipal level increases;

2) vulnerable children's academic performance improves (at all education levels);

3) vulnerable pupils/students' performance in the school-leaving examination improves;

4) education according to individual education plans yields positive effects;

5) vulnerable pupils/students' drop-out rate decreases (at all education levels);

6) vulnerable pupils/students have the same rate of progression to higher levels of education as the overall population.

2. In addition to those in the minimum set, the optimum set also includes the following indicators:

7) vulnerable pupils/students' absenteeism is not higher than that of other pupils/students (at all education levels);

8) vulnerable pupils/students' motivation for school and their satisfaction with school are high (at all education levels);

9) violence against vulnerable pupils/students decreases;

10) discrimination against vulnerable pupils/students decreases;

11) vulnerable students' participation in school bodies increases;

12) vulnerable children's parents' participation increases.

Overview of indicators at the municipal level

Table 4. Overviewof indicators at the municipal level

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
1.		Institutions and inter-institutional cooperation		
1.1.	I	An inter-sectoral committee has been established within the municipality, committee members know their competences, the committee's schedule and operational procedure have been set.	+2015	Designated unit/service/person in the municipality in charge of inclusive education
	P	The inter-sectoral commission works regularly, operational reports are available and regular communication with the school, parents, primary health care centre and centre for social work is present.	2017: The inter-sectoral committee functions well.	
	O		The proportion of realised support increases.	
1.2.	I	Cooperation among the municipality, school, primary health care centre, centre for social work and other institutions relevant to an individual child and his/her welfare has been formalised.	+2015	Designated unit/service/ person in the municipality in charge of inclusive education; head of the social affairs department; local CSOs
	P	The municipality proactively encourages cooperation among schools and provides opportunities for horizontal learning. The municipality proactively encourages cooperation among the school, centre for social work and primary health care centre. The municipality proactively seeks support from CSOs in cases when it is not capable of performing certain actions on its own, and those actions are aimed at promoting inclusion or improving the status of children in need of additional educational support. The municipality responds to the requests	+2015	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		of CSOs that support children in need of additional educational support. The head of the municipal social affairs department has access to the data on children from all vulnerable groups which describe the activities of the school, centre for social work and primary health care centre in the provision of social and health care. All Roma children, with municipal assistance, manage to obtain the required documentation for access to social and health care.		
	O			
1.3.	I	The municipality cooperates with school authorities and the education inspectorate in areas pertaining to the inclusiveness of education.	+2015	School authority and education inspectorate
	P	The school authority regularly provides reports to the municipality on the quality of education in schools at the municipal level, and in particular on the schools' inclusiveness: in their reports, education advisers give instructive advice to the school on how to improve inclusiveness; education advisers' reports present a school's inclusiveness as a key indicator of high-quality education characterised by differentiated and individualised instruction; education advisers' reports promote the use of the most recent data in the school's possession, as well as adequate materials for successful implementation of inclusive education.	+2015	
	O			
2.		Local policies		
2.1	I	The municipality has a developed and publicly available LAP that covers the inclusive education target groups.	+2015	Collected at the national level
	P	The municipality regularly updates the LAP, monitors its implementation and reports to the relevant institutions in the municipality. New actions are planned on the basis of the results of the already adopted and implemented LAPs.	+2017	
	O			
2.2	I	The solutions proposed by the LAP which pertain to the inclusiveness of education are comprehensive in nature, and goals are set also in the long term. The LAPs follow an appropriate methodology and have clearly specified goals consistent with the goals of inclusive education.	+2015	Collected at the national level
	P	The municipality regularly updates the LAP, monitors its implementation and reports to the relevant institutions in the	+2017	

79		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		municipality. New actions are planned on the basis of the results of the already adopted and implemented LAPs.		
	O			
2.3	I	The LAP defines the roles of all relevant stakeholders at the municipal level, as well as the mechanisms for their coordination.	+2015	Collected at the national level
	P	The municipality regularly updates the LAP, monitors its implementation and reports to the relevant institutions in the municipality. New actions are planned on the basis of the results of the already adopted and implemented LAPs.	+2017	
	O			
3.		Human resources		
3.1.	I	At the municipal level, there is a person or persons responsible for coordination and/or work specifically with vulnerable groups (mediators, assistants).	+2015	School; designated unit/service/ person in the municipality in charge of inclusive education
	P	Municipal mediators and assistants regularly cooperate with schools and work directly with vulnerable children and parents.	Efficiency is monitored regularly.	
	O		Satisfaction of schools, parents, assistants and mediators. Empirical data required.	
3.2.	I	In conformity with the Labour Law and the Law on Occupational Rehabilitation and Employment of Persons with Disabilities, members of vulnerable groups are hired, including hiring by municipal services; the municipality cooperates with employers and the National Employment Service (NES).	+2015	Municipal unit of the NES
	P	Employment of members of vulnerable groups in conformity with the applicable legislation is regularly monitored at the municipal level.	+2017	
	O		The number of employed members of vulnerable groups grows to	

		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
			reach their proportion in the population.	
3.3.	I	The municipality delegates school board members from among its staff; criteria for their nomination, including understanding the matter of inclusiveness of education and competency for decision-making, are in place.	+2015	Designated unit/service/ person in the municipality in charge of inclusive education
	P	Through its delegates in school boards, the municipality regularly monitors the needs and activities at the school level with respect to inclusive education and receives information on its delegates' activities and initiatives.		
	O		2015: At least 75% of school staff reports that the municipality is aware of the difficulties encountered by the school.	
3.4.	I	The municipality cooperates with CSOs and the media in a transparent manner with a view to promoting inclusive education; ethical considerations and privacy protection are taken into account in public reporting on these topics.	+2015	Local CSOs, municipal PR service/person in charge of cooperation with the media
	P	Media reports on topics relevant to inclusive education and the presence of these topics in the media at the local level are monitored. Municipal representatives appear in the media as champions of inclusive education.		
	O			
3.5.	I	The municipality supports and plans training aimed at enhancing sensitivity, professional development and competencies of staff, parents etc. (training delivery and funding).	+2015	IIE; designated unit/service/ person in the municipality in charge of inclusive education; inclusive education support network
	P	Training aimed at enhancing sensitivity, professional development and competencies of staff, parents etc. is delivered and/or funded at the municipal level.		
	O		2020: The municipality has training packages for various target groups; the number of target	

81		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
			groups grows (parents, employers, CSOs, the media, municipal staff, etc.); the number of training participants grows.	
4.		Support for inclusive education		
4.1.	I	The municipality regularly provides funds for pupil/student transportation, with special focus on poorer pupils/students and those with mobility problems.	+2015	Municipal social affairs department; school
	P		2015: regular monitoring	
	O			
4.2.	I	The municipality regularly provides free meals to lower SES pupils/students.	+2015	Municipal social affairs department; school
	P		2015: regular monitoring	
	O			
4.3.	I	Lower SES pupils/students receive scholarships; the municipality informs parents and schools of scholarship opportunities in a transparent way accessible to all; the municipality provides peer and/or teacher mentoring.	+2015	Municipal social affairs department; school
	P		2015: regular monitoring	
	O			
4.4.	I	The municipality provides textbooks to all pupils/students, with special focus on younger schoolchildren and lower SES pupils/students.	+2015	Municipal social affairs department; school
	P		2015: regular monitoring	
	O			
4.5.		At schools' or its own initiative, the municipality assists in the	+2015	Municipal social

82		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		delivery of extracurricular activities, with special focus on vulnerable pupils/students (excursions, school trips, outings, plays etc.).		affairs department; school
			2015: regular monitoring	
4.6.	I	Adequate clothing and footwear are provided to lower SES children by the municipality.		Municipal social affairs department; school
	P		2015: regular monitoring	
	O			
4.7.		Municipal plans foresee the provision of assistive technologies and the necessary modifications (e.g. ramps, toilets) to schools that need them.	+2015	Municipal social affairs department; school
			2015: regular monitoring	
5.		Funding measures and activities relevant to inclusive education		
5.1.	I	The municipal budget foresees the funds for ISC operation.	+2015	Joint Body for ISC coordination
	P	The funding for the support to be provided on ISC recommendation is stable; the proportion of the budget earmarked for the purpose of funding the support to be provided on ISC recommendation increases.		
	O		2017: Allocations from the municipal budget display a growth trend.	
5.2.	I	The municipal budget plan foresees funding measures and activities relevant to the inclusiveness of education; the municipal budget plan is based on schools' budget plans.	+2015	Designated unit/service/ person in the municipality in charge of inclusive education
	P	The funding for municipal activities relevant to inclusive education development is continuous and stable.		
	O			

83		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
5.3.	I	Procedures for reporting on funding these measures and activities are in place.	+2015	Collected at the national level
	P	The municipality regularly reports on the purpose, modality and effects of funding the activities relevant to inclusive education development; the reports are public and available to the citizens.		
	O	-		
5.4	I	The municipality has an annual plan for the provision of additional funds for inclusive education.	+2015	Designated unit/service/ person in the municipality in charge of inclusive education
	P	The municipality decides on funding priorities and on funding activities/equipment from additional funds.		
	O			
6.		Data and reporting		
6.1.	I	There is a person/persons responsible for data collection, analysis and regular reporting at the municipal level.	+2015	Collected at the national level
	P	The unit for data collection, analysis and regular reporting functions adequately.	+2017	
	O			
6.2.	I	A system for the collection of data relevant to inclusive education monitoring at the municipal level is in place.	+2015	Collected at the national level
	P	The municipal-level data base is regularly updated; inclusive education is the subject of regular reporting, on an annual and multi-annual level; parents and pupils/students, schools, the general public are regularly informed through the media or otherwise of the status of inclusive education.	+2017	
	O			
6.3.	I	The minimum set of aggregated data from schools on the status of inclusive education is regularly collected.	+2015	Designated unit/service/ person in the municipality in charge of inclusive education
	P		+2017	
	O	6.3.1. The coverage of vulnerable children by preschool, primary and secondary education at the municipal level increases.	Empirical data required.	
		6.3.2. Vulnerable children's academic performance improves (at all education levels).		
		6.3.3. Vulnerable pupils/students' performance in the school-		

84		AREA AND TARGETS	VALUES	WHO COULD COLLECT INFORMATION
		leaving examination improves. 6.3.4. Education according to individual education plans yields positive effects. 6.3.5. Vulnerable pupils/students' drop-out rate decreases (at all education levels). 6.3.6. Vulnerable pupils/students have the same rate of progression to higher levels of education as the overall population.		
6.4.	I	The optimum set of aggregated data from schools on the status of inclusive education is collected; in addition to 6.3. (1–6), it also includes:	+2017	Designated unit/service/ person in the municipality in charge of inclusive education
	P		+2020	
	O	6.4.1. vulnerable pupils/students' absenteeism is not higher than that of other pupils/students (at all education levels), 6.4.2. vulnerable pupils/students' motivation for school and their satisfaction with school are high (at all education levels), 6.4.3. violence against vulnerable pupils/students decreases, 6.4.5. discrimination against vulnerable pupils/students decreases, 6.4.6. vulnerable students' participation in school bodies increases, 6.4.7. vulnerable children's parents' participation increases, 6.4.8. quality assurance.	+2017 Empirical data required.	
7.1.	I	Inclusive education is covered by schools' regular self-evaluation.	+2015	School authority and education inspectorate
	P	School self-evaluation results with regard to the inclusiveness of education affect the school's development plan.	+2020	
	O			

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5.   School Level

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The education system's orientation towards equity, quality and inclusiveness of education is prerequisite to the development and improvement of inclusiveness; however, the operationalization of the legislative framework and of all system measures is realised through direct work with children, at school level. In other words, the quality and equity of education are the characteristics of teaching and extracurricular activities and school atmosphere, which allows them to be measured and assessed at school level. This means that all education quality and equity measures formulated at school level are also significant from a development perspective, in addition to their diagnostic purpose. Considering that education inclusiveness is prescribed by law, a fact to which the education system is still getting accustomed, the indicators are formulated in a way that enables and stimulates the development and promotion of education inclusiveness at this level.

The proposed monitoring framework for inclusive education, as well as the selection of inclusiveness indicators, also stimulates development in another way. Adequate administration of instruments presupposes the existence of updated and regulated school records. The culture of recording and systematising data serves the purpose of improving school efficiency in organisational terms and of creating an institutional "memory" that can later be aggregated at various levels and for different periods. The assumption of any improvement of inclusiveness is decision-making that takes into account the context and which is based on facts. This also goes for the development of inclusiveness both at the system level and at the level of each individual school.

Lastly, the proposed framework is based on the assumption that schools are just a link in the chain of institutions, organisations and individuals responsible for improving and promoting the quality, equity and accessibility of education, regardless of how comparatively large their contribution may be. The indicators are defined in such a way that presupposes the existence of a network of institutional support to inclusiveness and the purpose of these indicators, in addition to registration and monitoring, is to stimulate inter-institutional networking and cooperation.

The timeframe of monitoring is determined by the purpose of collected data. For the data that are aggregated at the national level and serve the purpose of monitoring the quality of education system overall, it is sensible and rational to collect them once in two years, and later, when the system has stabilised, even less frequently than that. The needs for data at the local community level are determined by timetables embedded in local development plans, but data updating may also be more frequent (once in two years, once a year or in accordance with planned projects), both for the needs of planning and for monitoring the impacts of local initiatives. Finally, (or above all), indicators and instruments should be a part of regular, as well as targeted self-evaluation conducted by schools. Considering that education inclusiveness is a quality of the system, as well as of individual schools, which is expected to develop at a very quick pace in the forthcoming years, it would be reasonable to use most of the indicators on an annual basis, or in certain cases even more frequently. For instance, the indicators with high relevance for the development of inclusiveness and which are expected,

based on legal assumptions, to undergo dramatic changes at the level of school practice, would include the participation of parents and pupils/students from vulnerable groups in the process of planning the teaching methods and goals and in decision-making. Moreover, critical issues also include safety and discrimination in the school environment. These would be the examples of indicators whose monitoring should be regular at least on an annual basis, and probably even more frequently.

School is an institution which has the capacity (staff and procedures) to react flexibly and to change and adapt the focus of its work as it goes along. More frequent monitoring enables it to launch a timely and targeted intervention in case of indications of stagnation or negative trends.

The developed monitoring framework for inclusive education is a collage-type document and each of the indicators is accurately described by input characteristics, processes and expected outcomes, operationalized through output indicators. The persons who plan and conduct monitoring of inclusive education (monitors), at any level, can make any selection of indicators that best answers the needs of monitoring and evaluation.

According to their nature, inclusiveness indicators can be classified in three categories:

- **Objective measures:** based on data and statistical indicators (e.g. the number of students with individual education plans, students' average achievement in school leaving examinations, the share of drop-out students...). The majority of inclusiveness indicators belong in this category.

- **Disposition characteristics at the individual level:** psychological constructs for which there are convincing and verified international and national findings speaking about their relevance for the quality and inclusiveness of education (e.g. motivation of students for school learning, self-assessment of social integration...). These measures are based on students' (or other informants') self-observation and they are expressed as scores in assessment scales.

- **Professional choices and attitudes:** psychological constructs at the level of a school as a community, which describe beliefs and strategies (based on those beliefs) for work with students, shared by the school staff (e.g. high expectations from all students regarding academic achievements, stimulation of students' self-efficiency, differentiation of teaching...). These measures may be based on teachers' and other school staff's observations and, in that case, they are typically expressed as scores in assessment scales. In addition, they can also be expressed as descriptive evaluations of the quality of class and school activities, which are formulated by an external evaluator.

Indicators of education inclusiveness at school level are organised in the following areas: characteristics of education work in schools, school ethos and support to inclusiveness of education.

5.1. A. Characteristics of education work in schools

Input indicators

A.1. Enrolment policy and procedures

- The school makes sure to adapt the size of classes that include students with individual education plans.

- The school makes sure to evenly distribute students who require additional support within classes of appropriate grade.

- The school is oriented towards reducing the number of students in special education classes.

- The school has a clear strategy on enrolment policy and procedures.

- Openness towards every child is the school's explicit policy.

A.2. The quality of teaching

- Lesson plans are adapted to children studying under individual education plans.

- Adaptations are integrated in the class work plan.

- Teaching is organised in a way that ensures that every student is active and meaningfully involved in the lesson.

A.3. Keeping and using records on students' achievements and progress

- Records are maintained, at class and school levels, about students' achievements at the end of school years and in school leaving examinations, as well as about their absence from school.

- Records are maintained about achievements at the end of school years, in school leaving examinations and about absence of children who receive education under individual education plans.

- The obligation to inform parents and students about achievements and behaviour of students from vulnerable groups has been prescribed, including the appropriate way to do so.

A.4. High expectations and motivation of students

- The teacher clearly articulates high expectations from all students with regard to their achievements.

- The school has a clear policy of high expectations regarding all students' achievements.

- The teacher clearly articulates high expectations from all students regarding their school duties, class attendance and behaviour.

- The teacher recognises the significance of non-cognitive factors contributing to achievement (motivation, self-confidence, reduction of anxiety) and he/she is willing to actively work on them.

A.5. The quality of transition

- The school has clear strategies and measures to facilitate adaptation of students to a new environment and to the next education level.

A.6. Absenteeism

- The procedure for reporting students' absence is defined, as are their obligations regarding the notification of reasons for absence and with respect to attending catch-up classes.

- The procedures and responsibilities in case of students' absenteeism are clearly defined.

> The form for reporting students' absence has been developed and it is used for any duration of absence (several days, one day, a single class or several classes during one school day). The purpose of this method of recording absence is multiple: a) to ensure timely notification of the school about the reasons for absence, so as to allow the school, in case of need/longer absence, to formulate measures for catching up with the missed classes; b) early diagnosis of the risk of school dropout.

A.7. Social integration, satisfaction and wellbeing of children

- The school has explicit policies on social integration of all children in the peer community.

- The school is actively committed to establishing a congenial atmosphere and a cooperative and supportive environment.

- Teachers know how to motivate students and to enable their social integration.

Process indicators

A.1. Enrolment policy and procedures

- The school regularly informs parents on enrolment possibilities and conditions.

- The school explicitly implements the policy of open enrolment for all students; fosters cultural values and stimulates employees' positive attitude towards the school's openness to enrolment of every child.

A.2. The quality of teaching

- Teaching is organised in a way that ensures that every student is active and meaningfully involved in the lesson (requirements are predominantly in the zone of proximal development of a child).

- During the class, there is active exchange among students, as well as between students and the teacher.

For teaching quality assessment, the following methodology is recommended:

Class observation – teaching quality measures and reporting methods are stipulated by the protocol (**A2**-OPS). The principal purpose of this instrument is to raise individual teachers' competencies for planning and monitoring their own classes rather than to aggregate data in order to get an average picture. The protocol should be filled out in consultation with the teacher, so as to allow the teacher to have insight into all aspects of monitored classes. Moreover, it is vital that the minutes also include the teacher's observations – it is an assumption that the person observing the class has highly differentiated knowledge on the quality of teaching and the possibilities of adapting teaching to students, as well as keen perception that allows them to express their opinion in an adequate and constructive way. This instrument also serves the purpose of identifying and recording examples of good practices at school level, as well as of developing the culture of dialogue and exchange among school staff.

Questionnaire for students – using four-level scales for assessment, students rate their classroom experiences taking into consideration the suitability of school tasks and burden.

A.3. Keeping and using records on students' achievements and progress

- The school plans and implements measures to improve the quality of teaching and reduce the risk of dropout in accordance with the data on students' average achievements at the end of a school year and in school leaving examinations, as well as with the data on class absence.

- The school regularly informs the parents about students' achievements and progress.

A.4. High expectations and motivation of students

- Achievement standards are defined in consultation with the students.

- Barriers for students' academic progress are identified and support is provided to students and parents to overcome the identified barriers.

- The code of conduct in school, obligations and responsibilities are defined in consultation with the students.

- The teacher uses various methods to increase motivation and self-confidence.

A.5. The quality of transition

- The school and the teachers actively implement the measures aimed at facilitating students' adaptation to a new environment and/or to the next education cycle.

- The class and the school staff are informed about and prepared for the arrival of new students in advance.

- Future and previous teachers maintain contact with a student and follow-up the continuation of his/her education.

- The school provides additional teaching and additional support as preparation for the school leaving examination.

- The school engages in professional orientation and acts as a mediator in students' transition from primary to secondary school.

A.6. Absenteeism

- School absence is reported on a daily basis and the teacher/school receives information about the reasons for absence.

- Special focus of monitoring and prevention is on absenteeism of students from vulnerable groups (the poor, Roma, children from rural areas, handicapped students).

- The measures of social re-integration and catch-up classes are undertaken.

- Dropout prevention measures are implemented.

A.7. Social integration, satisfaction and wellbeing of children

- The teacher actively works on students' involvement in classroom and extracurricular activities and encourages peer socialisation in the class; fosters high aspirations among students and motivates them.

- The teacher creates a positive and cooperative atmosphere in classes.

- The student is engaged and actively involved in class activities, without any idle time; he/she feels that he/she is accepted by peers and fits well in the peer community; he/she is not isolated or excluded.

Output/outcome indicators

A.1. Enrolment policy and procedures

- The number of enrolled students from vulnerable groups is increasing.

- The number of students transferring from special education classes to mainstream classes is increasing.

- Parents are informed about enrolment policies and procedures.

- There is no avoidance or rejection of children attempting to enrol in the school.

A.2. The quality of teaching

- Teaching is organised in a way that ensures students' successful learning.

- Teaching includes the provision of learning support by teachers and/or peers.

A.3. Keeping and using records on students' achievements and progress

- The school achieves positive results with regard to the quality and equity of education.

- Parents are kept informed about children's achievements and progress.

A.4. High expectations and motivation of students

- Teachers have high expectations from all students regarding their school achievements.

- There is a consensus between teachers and parents that the code of conduct in school should be respected and that cheating should not be tolerated.

- Teachers are committed and know how to motivate students to learn.

- Teachers incite students' responsibility.

A.5. The quality of transition

- The school has adequately prepared students and parents for transition to a new environment and/or the next education level.

A.6. Absenteeism

- The targets regarding absenteeism and dropout are set at an annual level.

- There is a positive trend with respect to school absenteeism and dropout.

A.7. Social integration, satisfaction and wellbeing of children

- The student has a positive attitude towards the teacher and his/her peers, a developed sense of belonging to that school and that class;

- He/she recognises the teacher's effort to engage them and motivate them to learn;

- He/she has a developed sense of satisfaction with the school.

These perceptions and attitudes are expressed as scores in appropriate assessment scales and the data are aggregated at school level. The same assessment is also conducted by parents and teachers. The data collected from various stakeholders are compared.

5.2. B. School ethos

Input indicators

B.1. Safety of the school environment

- The school has a defined policy on preserving and increasing safety with a view to protecting children from vulnerable groups.

- Parents are informed about prevention measures and involved in school's activities aimed at increasing the safety.

- The school has a team for protection of students from violence.

- Teachers are competent to intervene in cases of violence and to implement violence prevention measures in the school:
    - They are aware of their own responsibilities;
    - They know which measures and activities are adequate.

B.2. Antidiscrimination

- Teachers are trained for prevention of discrimination and development of tolerance and mutual respect.

- The school has active measures for promotion of tolerance and penalties for discrimination.

B.3. Students' involvement in the life of the school

- There are teams and representative bodies in the school in which students participate.

- Procedures are in place, ensuring that students' participation is not only *pro forma* and that their voice is considered and respected.

B.4. Involvement of and support to parents

- The school has clearly specified the activities, procedures and decisions which may or must involve parents' participation; the method of ensuring parents' participation is prescribed.

B.5. School management

- The manner in which the school, its processes and activities are managed is marked by orientation towards cooperation and establishment of a support network for education inclusiveness.

- There is a detailed budget plan focused on building the school's and teachers' capacities for improving the quality and equity of education.

B.6. School proactiveness

- The school is committed to securing the means and equipment and to ensuring cooperation with the aim of raising the quality of teaching and extracurricular support to students.

B.7. The school's inclusion policy

- The school has a defined policy and systematic plan of inclusive education development, incorporated in the school development plan and other school documents.

- Parents and students from vulnerable groups are involved in school planning.

Process indicators

B.1. Safety of the school environment

- The measures aimed at ensuring the safety of children in the school, especially the children from vulnerable groups, are actively implemented and monitored.

- The school notifies the parents of the cases of any form of school violence, as well as on the measures undertaken in case of violence.

- The school keeps the parents of children sharing the classroom with a hyperactive student informed and strives to win their trust and support in problem solving.

B.2. Antidiscrimination

The school and teachers undertake agreed steps aimed at promoting the respect for diversity and react to any identified indications of discrimination:

- teaching and extracurricular activities include efforts to raise students' tolerance of and respect for diversity;

- in cases of discrimination, disciplinary measures are taken against students and school staff;

- every complaint, whether oral or written, is investigated;

- parents are involved.

B.3. Students' involvement in the life of the school

- Students' parliament is active and open for initiatives from all students.
- Students' parliament also includes students from vulnerable groups.

B.4. Involvement of and support to parents

- Parents are involved in teaching and extracurricular activities in school, in the learning process at home, as well as in decision-making regarding education and social inclusion of children and/or issues of common interest (e.g. procurement of equipment and teaching material, decisions on excursions and visits...).
- Parents participate in teaching (e.g. present their occupations, demonstrate their knowledge and skills, work with children) and extracurricular activities (e.g. cleaning and improvement of school facilities, sports and cultural activities...).
- Parents are informed about children's progress and involved in the learning process, both at home and at school.
- The teacher/team consults parents with regard to planning and setting the targets for the next period.

B.5. School management

The school principal and managing bodies make sure to be up-to-date with implementation of the plan of activities and measures promoting inclusiveness:

- The plan of teachers' professional development includes programmes focused on the development of competencies for inclusive practice (e.g. differentiation of teaching, ensuring the respect for diversity...), there is an overview of teachers'/staff professional development needs in this field, as well as a plan of training delivery;
- The school cooperates with relevant institutions and individuals; the cooperation is regulated and continual;
- The means required for teaching and extracurricular support to students are planned and systematically ensured.

B.6. School proactiveness

The school undertakes (in a certain period of time) initiatives and activities to mediate and organise educational and non-educational support for students in need of additional support:

- The school has developed projects and initiated cooperation with other institutions regarding the provision of support and assistance to children who need it;
- The school has secured the funds for physical and technical adaptations;
- The school recruits volunteers to work with children in need of additional support;
- The school provides the students from vulnerable groups with all sorts of extracurricular social support that is available to other children.

B.7. The school's inclusion policy

- The school and teachers consistently implement the planned measures for improvement of school inclusiveness (the quality and equity of the education process in school).
- The school and teachers implement the proposed measures.

Output/outcome indicators

B.1. Safety of the school environment

- The school keeps records and, based on the analysis of trends and on students' and parents' assessment of the safety of school environment, evaluates the prevention measures and reactions to school violence.

- The school environment is safe.

- Teachers are competent for prevention of and reaction to violence.

B.2. Antidiscrimination

- The school's commitment to combat discrimination and ensure the respect for diversity is visible.

This indicator may be documented by periodic summative indicators (the number and percentage of cases of violence in a certain period; trend analysis; students' and parents' assessment on the current school climate and the comparative analysis of various stakeholders' assessments).

B.3. Students' involvement in the life of the school

- Students are involved in decision-making at the school level, in person or through representatives.

This indicator may be evaluated by means of students' assessment of the visibility of Students' Parliament and the meaningfulness of the activities organised by the Parliament.

B.4. Involvement of and support to parents

- Parents are involved in decision-making at the school level, in person or through representatives.

This indicator may be evaluated by means of parents' assessments of the degree and quality of their involvement in school activities, both teaching and extracurricular, as well as on their assessment of the quality of cooperation with the school (the school is open towards parents' participation and actively encourages it) and with teachers.

B.5. School management

- The school maintains good cooperation with other institutions.

- There is a positive trend with regard to the quality and equity of education in the school.

These indicators may be evaluated by means of the school's and the principal's reports on the planned and used budget for support to education inclusiveness; the school's report on professional development programmes' frequency and teacher coverage; teachers' assessments of the quality of school's cooperation with relevant institutions, as well as their assessments of the principal's aspiration to enhance the school's inclusiveness.

B.6. School proactiveness

- The school eliminates hindrances through students' participation in teaching and extracurricular activities.

This indicator may be evaluated by reviewing annual data on undertaken initiatives, secured funds and the manner of investing the funds, by comparing the secured funds with the needed/planned amount for a certain period.

B.7. The school's inclusion policy

- The new School Development Plan (SDP) is created based on the analysis of the fulfilment of the previous one and on the analysis of obstacles/examples of good practice from the school's previous period.

- The evaluation of the previous School Development Plan and the creation of the new one integrates the opinions and assessments of the parents of children from vulnerable groups, as well as of the children themselves.

5.3. C. Support to education inclusiveness

Input indicators

C.1. Physical and material support

- The school keeps records of the needs for material and physical support.

- The school has an active attitude towards the possibilities of procuring necessary equipment.

C.2. Remedial and additional teaching

- The school organises additional and remedial teaching for students who need it.

- Teaching is delivered according to a pre-set timetable, following a defined work plan.

C.3. Development and implementation of individual education plans

- There are records on the number of children who need individual education plans.

- The Team for Additional Student Support is established for each student receiving education under the individual education plan.

- Parents participate in the work of the Team for Additional Student Support.

C.4. Teaching assistants

- The school employs a teaching assistant.

C.5. Support to teachers

- There is an annual plan of teachers' professional development in the field of inclusive education.

C.6. The school's cooperation with other institutions

- The school is committed to establishing a cooperation network.

- Cooperation procedures are in place; the obligations and responsibilities of the school and other institutions with which it cooperates are specified.

C.7. Financing support to children from vulnerable groups

- Records are kept about required funds (for financing the conditions/equipment/teaching and other materials/activities).

- The school has a plan for procurement of materials that are not covered by the school budget and takes a proactive approach to this issue.

Process indicators

C.1. Physical and material support

- The school plans the budget and secures the funds for the planned and needed physical and material support and adaptation.

C.2. Remedial and additional teaching

- The teacher delivers additional and remedial teaching according to the plan and makes adjustments to meet the child's actual needs:
    - Remedial teaching includes didactic units which are yet to be covered by regular teaching;
    - The teacher monitors students' progress, identifies obstacles for progress and adapts the teaching accordingly;
    - The school makes adaptations in the school leaving examination for students educated under individual education plans.

C.3. Development and implementation of individual education plans

- The development of an individual education plan is done in teamwork, based on the student's current level of functioning.

- The progress of students receiving education under individual education plans is regularly monitored and reported.

- Individual education plans are revised according to the pre-set schedule and/or students' progress.

C.4. Teaching assistants

- The teaching assistant (TA) is actively and meaningfully engaged in the work with children, cooperates with the teacher and other school staff; the school has taken steps to ensure that the teaching assistant is accepted by students, parents and teachers:
    - The teaching assistant cooperates with the teacher;
    - The teaching assistant cooperates with the school staff;
    - The teaching assistant contributes to the quality of school's work and students' achievements.

C.5. Support to teachers

- The school provides the possibilities for professional development of teachers in the field of inclusive education and undertakes various support measures in the school.

- The school fosters an atmosphere of mutual support and exchange of experiences.

C.6. The school's cooperation with other institutions

- The school initiates and maintains cooperation with partners from the local community:
    - They are aware of the existence of the Inclusive Education Support Network;
    - Obstacles and setbacks in cooperation are identified and actively addressed;
    - Cooperation with model-schools is in place;
    - The school actively cooperates with the inter-sectoral committee and participates in its work.

C.7. Financing support to children from vulnerable groups

- The school is acquainted with and uses the prescribed possibilities of financing or procuring equipment.

- Potential donors are informed and mobilised; the financial plan is implemented.

Output/outcome indicators

C.1. Physical and material support

- The school has secured funds for the planned physical and material support and adaptation.

The data on the required and available budget; analysis of reported needs for physical and material support and its provision over a certain period of time; parents' opinion on the extent to which their children have been provided with the necessary means; parents' opinion on the degree of awareness about the possibilities of receiving additional support.

C.2. Remedial and additional teaching

- Remedial and additional teaching are recognised at school level as compensatory mechanisms ensuring the quality and equity of education and preventing school dropout.

- Students attending remedial and additional teaching make progress in regular classes.

These indicators may be documented by the data on the number of students with individual education plans who are included in remedial and additional teaching; the records on the regularity of remedial and additional teaching; assessment of parents' and students' awareness about the possibilities of additional teaching support; parents' and students' assessment of the quality of additional teaching support; teachers' assessment of the meaningfulness of this kind of teaching; objective data on the achievements and progress made by students who have attended additional and remedial teaching.

C.3. Development and implementation of individual education plans

- Students receiving education under individual education plans are making progress.

Individual education plans are regularly updated; the number of pedagogical profiles and the number of individual education plans in the current school year and compared to the previous school year(s); the ratio of the number of developed individual education plans to the number of needed individual education plans; parents' and school's assessment of how realistic the planning of individual education plans is and of their contribution to children's social and academic progress/improvement of the position and education possibilities of the children from vulnerable groups.

C.4. Teaching assistants

- The teaching assistant is meaningfully engaged and the results of his/her work are visible to all stakeholders of inclusive education.

The teaching assistant's, school's and parents' assessment of the effectiveness and meaningfulness of hiring a teaching assistant; school's plans regarding the extension of the teaching assistant's engagement.

C.5. Support to teachers

- Teachers have a positive attitude towards inclusive education.

- Teachers have developed competencies for inclusive education.

- Among the school staff, there is a culture of information exchange about issues relevant to inclusive education.

- The school staff are acquainted with the laws and regulations related to inclusive education.

Teachers' assessment of their own competencies for inclusive education and their needs for further training; teachers' assessment of the efficiency and usability of various forms of support in the school.

C.6. The school's cooperation with other institutions

- The school successfully cooperates with the institutions relevant for effective implementation of inclusive education.

Assessment of the quality of cooperation with certain partners; the number of partner institutions with which cooperation is established.

C.7. Financing support to children from vulnerable groups

- The school is successfully implementing the financial plan.

Who is the data collected from?

As regards the objective measures, the data is provided by the school – the principal, pedagogues and psychologists and/or some of the teachers.

Where the perceptions and attitudes of various stakeholders are concerned (mostly quantitative data and scores on assessment scales), the informants are:

- students (younger and older ages; students in need of additional support and other students),
- parents (of children in need of additional support and parents of other children),
- teachers,
- **the school's pedagogues and psychologists,**
- the principal (the school).

For certain areas and specific assessments (primarily qualitative data – evaluations, opinions, suggestions…), the informants may also be:

- teaching assistants,
- Inclusive Education Support Network associates,
- the national ombudsman.

Which types of data may be collected and used?

- Quantitative data from the school records;
- Thematic reports from class observations;
- Qualitative data and individual assessments;
- Scores on assessment scales;
- Case studies (narrative).

5.4. D. Quality assurance

Input: The school knows what it should do; it is acquainted with relevant institutions, national and local policies, laws and other documents; it uses them and relies on them in its work, as needed. The school has a developed system of records and monitoring for individual students, as well as for monitoring the implementation of certain measures; it has specified the measures for promotion of education inclusiveness in its development and annual plans, which envisage professional development of teachers, increase of students' and parents' participation, improvement of the quality of teaching and motivation for school achievement, increase of students' safety in the school environment and reduction of discrimination, absenteeism and school dropout.

Process: The school takes systematic actions to improve the process of teaching and learning; teaching and extracurricular activities are oriented towards increasing social integration and active participation in the life of the school and the community; the school staff are familiar with the legislation and are committed to acquiring the competencies needed for work with the children from vulnerable groups:

The school conducts self-evaluation (of areas and schedules, including the self-evaluation of provision of additional support to children studying under individual education plans);

Reports are used for developing future measures;

Students' and parents' opinions and suggestions are an integral part of the school's self-evaluation.

Output/outcome: An assessment of inclusiveness and the quality of work in external and internal evaluation reports. The data from the national school leaving examinations about the school's educational value added compared to the municipal and national levels. All data referred to by the "minimum set of output indicators" at the national level (national level, indicators 7.5.).

In terms of its structure and coverage, this indicator transcends the classic definition of quality assurance, which is mostly based on the fulfilment of acceptable standards of various aspects of education quality. This tool is more indicative compared to the whole set of indicators of education inclusiveness specified in this Framework. In other words, it is a concise compilation of all **other instruments and it can be used independently, as a sort of "mini monitoring", when we need a quick, but** sufficiently comprehensive overview of the situation. In addition to the listed indicators, it also includes the ones **that show the school's connection with the local and national levels, i.e.** demonstrate the functionality and the degree of implementation of solutions conceived at the systemic level.

Overview of indicators at the school level

Table 5. Overview of indicators at the school level

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
A.	CHARACTERISTICS OF EDUCATION WORK		
A.1.	Enrolment policy and procedures		
I	The school is open for every child; there are clearly defined enrolment procedures.	+ 2015	School authority; education inspectorate; designated unit/ department/ person in the local government responsible for inclusive education
P	The school explicitly implements the policy of open enrolment; the school regularly informs parents on enrolment possibilities.	+ 2015	
O	The number of enrolled students from vulnerable groups is increasing; parents are informed about enrolment policies and procedures.	2015: 70%; 2017: All parents assess that they are well informed. 2017: There are no complaints of discrimination in enrolment. 2020: All pupils from vulnerable groups are covered by primary education.	
A.2.	The quality of teaching		
I	The teacher adapts lesson plans to students with IEPs; the teaching supports learning, achievement and cooperation among students.	+ 2015	The school; school authority (pedagogical supervision); designated unit/ department/ person in the local government responsible for inclusive education; Inclusive Education Support Network; independent monitor; research organisations
P	Teaching is organised in a way that ensures that every student is active and meaningfully involved in the lesson.	+2017	
O	Teaching is organised in a way that ensures successful learning; students receive learning support from teachers and peers.	2017: Teaching is organised in a way that ensures successful learning of at least 70% of students. 2017: At least 75% of students assess that they often or always receive support from teachers and peers.	
A.3.	Keeping and using records on students' achievements and progress		

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
I	Records are kept on students' achievement and progress; records are kept on the achievement and progress of students with IEPs; procedures are in place, defining the method and frequency of informing parents and students about students' achievements and progress.	+ 2017	The school; school authority; education inspectorate; IEQE
P	The school plans and implements measures to improve the quality of teaching and reduce the risk of dropout based on the existing records; the school regularly informs the parents and students about students' achievements and progress.	2017: There are examples of measures improving the quality of teaching and reducing the risk of dropout, based on the existing records.	
O	The school achieves positive results with regard to the quality and equity of education; parents and students are informed about students' achievements and progress.	2017: The educational value achieved by the school indicates improvement of the quality and equity of teaching. 2017: At least 75% of parents assess that they are regularly informed by the school.	
A.4.	High expectations and motivation of students		
I	The school has a clear policy of high expectations regarding all students' achievements and behaviour; the school recognises the significance of non-cognitive factors contributing to students' achievement.		The school/IEET; school authority; education inspectorate; IEQE; research organisations
P	Achievement standards and the code of conduct in school are defined in consultation with the students; barriers for learning are identified and measures are undertaken to address them; the teacher uses various methods to increase students' motivation and self-confidence.		
O	The teacher stimulates high achievements of students; the teacher incites students' responsibility; the teacher motivates students to learn; students are motivated for high achievements and they actively contribute to them.	2017: At least 75% of students consider that teaching stimulates high achievements. 2017: At least 75% of students consider that school incites students' responsibility. 2017: At least 75% of students assess that the teacher motivates them adequately. 2017: At least 75% of students are highly motivated for learning and	

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
O		achievement.	
A.5.	The quality of transition		
I	The school has clear strategies and measures to facilitate adaptation of students to a new environment and/or to the next education level.		The school; school authority; education inspectorate; research institutions
P	The school and the teachers actively implement the measures aimed at facilitating students' adaptation to a new environment and/or to the next education cycle.		
O	The school has adequately prepared students and parents for transition to a new environment and/or the next education level.	2020: At least 75% of parents and students assess that they are adequately prepared for educational transition by the school.	
A.6.	Absenteeism		
I	The system for regular reporting of student absenteeism and for monitoring its causes is in place; the system for regular reporting of absenteeism of students from vulnerable groups and for monitoring its causes is in place.	+ 2015	The school; designated unit/ department/ person in the local government responsible for inclusive education; SORS; school authority; education inspectorate, research institutions
P	The measures for prevention of absenteeism exist and are implemented; the measures of social re-integration and catch-up classes are undertaken; dropout prevention measures exist and are implemented.	2017: At least 75% of students assess that the school is actively committed to prevention of absenteeism, social re-integration and catch-up classes, prevention of dropout.	
O	There is a positive trend with respect to school absenteeism and dropout.	2017: There is no school dropout in primary education; by 2017, secondary school dropout is lower than 3%.	
A.7.	Social integration, satisfaction and wellbeing of children		
I	The school has explicit policies on social integration of all children in the peer community.		The school; designated unit/ department/ person in the local government responsible for inclusive
P	All members of school staff actively work on students' integration in classroom and extracurricular activities and encourage peer socialisation.		

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
O	Students feel they are accepted by peers in the class and in the school; students feel that they function well in the role of students; students have a feeling of belonging to the school.	+ 2020	education
B.	**SCHOOL ETHOS**		
B.1.	Safety of the school environment for children from vulnerable groups		
I	The school has explicit policies regarding the prevention of and protection against violence, including the provision of information to parents; the school has a team for protection of students from violence.	+ 2017	The school team for protection of students against violence
P	The measures aimed at ensuring the safety of children in school, especially the children from vulnerable groups, are actively implemented and monitored; the school keeps the parents informed about the safety of the school environment.	2015: At least 75% of parents assess that they are regularly informed by the school about the safety of the school environment and the measures undertaken to that end. 2017: The school and teachers regularly work on the improvement of competencies of school staff (training, projects).	
O	The school environment is safe; teachers are competent for prevention of and reaction to violence.	2015: The school team for protection of students against violence is in place and is operational; 2017: At least 75% of teachers, students and parents assess that teachers have adequate competencies for prevention of and reaction to violence.	
B.2.	Antidiscrimination		
I	Teachers are trained for prevention of discrimination and development of tolerance and mutual respect; the school has active measures for promotion of tolerance and penalties for discrimination.	+ 2017	The school team for protection of students against violence
P	Measures to prevent and react to discrimination are implemented.	2017: At least 75% of students and parents assess that the school is actively preventing discrimination.	

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
O	The school's commitment to combat discrimination and ensure the respect for diversity is visible and can be documented.	2017: There are examples of good antidiscrimination practice.	
B.3.	Students' involvement in the life of the school		
I	There are school teams and representative bodies in which students participate.		The school
P	Students' parliament is active; it is open for students' initiatives; it includes students from vulnerable groups.		
O	Students are involved in decision-making at the school level, in person or through representatives.	2017: At least 75% of students assess that they are involved in decision-making at school level, in person or through representatives.	
B.4.	Involvement of and support to parents		
I	The school has clearly specified the activities, procedures and decisions which may or must involve parents' participation; the method of ensuring parents' participation is prescribed.		The school
P	Parents are involved in teaching and extracurricular activities in the school, in the learning process at home, as well as in decision-making regarding education and social inclusion of children and/or issues of common interest.		
O	Parents are involved in decision-making at the school level, in person or through representatives.	2017: At least 75% of parents assess that they are involved in decision-making at school level, in person or through representatives.	
B.5.	School management		
I	School management is oriented towards establishing cooperation with relevant institutions and creating inclusive school climate; financial support is focused on raising the school's and teachers' capacities for improving the quality and equity of education.	2015: There is an explicit plan for raising the school's capacities for improving the quality and equity of education.	Designated unit/ department/ person in the local government responsible for inclusive education
P	The school principal and expert bodies monitor the implementation of the plan of activities and measures aimed at the promotion of inclusiveness.		

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
O	The school maintains good cooperation with other institutions.	2017: There are examples of good practice illustrating the quality of school's cooperation with other institutions.	
B.6.	School proactiveness		
I	The school is committed to securing the means and equipment and to ensuring cooperation with the aim of raising the quality of teaching and extracurricular support to students.		The school
P	The school undertakes initiatives and activities to mediate and organise educational and non-educational support for students in need of additional support.		
O	The school eliminates hindrances through students' participation in teaching and extracurricular activities.	2020: According to school reports, the number of teaching and extracurricular activities is increasing; the school has all the necessary assistive technologies and conditions for education of students from vulnerable groups. 2017: At least 75% of parents and students recognise and positively evaluate the school's proactiveness.	
B.7.	The school's inclusion policy		
I	The school has a defined policy and systematic plan of development of inclusive education, incorporated in the school development plan and other school documents; parents and students from vulnerable groups are involved in school planning.	2015: The school's documents recognise education inclusiveness as an objective; measures for inclusive education development are defined.	The school; school authority; education inspectorate; independent monitor
P	The school and teachers consistently implement the planned measures for improvement of school inclusiveness (the quality and equity of the education process in school).		
O	The new School Development Plan (SDP) is created based on the analysis of the fulfilment of the previous one and on the analysis of obstacles/examples of good practice from the school's previous period; the evaluation of the	2017: At least 75% of parents and teachers assess that they are involved in school planning, in person or through representatives.	

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
	previous SDP and the creation of the new one integrates the opinions and assessments of the parents of children from vulnerable groups, as well as of the children themselves.		
C.	SUPPORT TO EDUCATION INCLUSIVENESS		
C.1.	Physical and material support		
I	The school keeps records of the needs for material and physical support and adaptation.	2015: There are integrated records at the school level about the needed equipment and adaptation, and these data are incorporated in the school's annual work plan.	The school
P	The school plans the measures for provision of material and physical support.	2015: There is documentation at the school level about the planned measures for provision of material and physical support.	
O	The school has secured funds for the planned physical and material support and adaptation.	2015: The reports on the implementation of plans contain data on the funds invested in physical and material support and adaptation.	
C.2.	Remedial and additional teaching		
I	The school organises additional and remedial teaching for students who need it.	+2015	The school; school authority; education inspectorate; IEQE
P	The teacher delivers additional and remedial teaching according to the plan and makes adjustments to meet the child's actual needs.	2015: It is regularly delivered. 2017: The plan of remedial teaching and the plan of support to students are entirely adapted. 2017: At least 75% of students attending remedial teaching assess this type of support as useful and they are motivated to attend it.	
O	Remedial and additional teaching are recognised at school level as compensatory mechanisms ensuring the quality and equity of education and preventing school dropout; students attending remedial and additional teaching make progress in regular classes.	2015: 75% of teachers design remedial teaching as a compensatory mechanism. 2015: 75% of students assess additional teaching as significant for their progress in learning.	

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
		2017: Parents' and children's reports indicate the decrease of the number of students who hire private tutors.	
C.3.	Development and implementation of individual education plans		
I	There are records on the number of children who need individual education plans; the team for additional student support is established for each student receiving education under the individual education plan; parents participate in the work of the team for additional student support.	2015: Parents are members of all teams for additional student support. 2015: IEET documentation contains records on the children who need IEPs.	The school/IEET; Inclusive Education Support Network; school authority
P	The development of individual education plan is done in teamwork; the progress of students with individual education plans is regularly monitored and reported; individual education plans are revised according to the pre-set schedule and/or students' progress.	2017: All parents report that they actively participate in the formulation of objectives and in the planning of support.	
O	Students receiving education under individual education plans are making progress in terms of education achievements.	2015: In at least 75% of cases, the revised IEPs indicated students' progress. 2017: At least 50% of parents are satisfied with the progress made by their children studying under IEPs.	
C.4.	Teaching assistants		
I	The school employs a teaching assistant.	2015: The report on the work of the teaching assistant is one of the elements for development of school plans.	The school; the municipality/coordinator for Roma issues; local CSOs.
P	The teaching assistant is actively engaged in the work with children; cooperates with the school staff and parents.		
O	The teaching assistant is meaningfully engaged and the results of his/her work are visible to all stakeholders of inclusive education.	2017: At least 90% of parents and students report that they are satisfied with the support received from the teaching assistant. 2017: At least 75% of teachers report that they are satisfied with the teaching assistant's support.	

	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
C.5.	Support to teachers		
I	There is an annual plan of teachers' professional development in the field of inclusive education.	2017: The plan of professional development envisages the training of all teachers in inclusive education.	The school; designated unit/ department/ person in the local government responsible for inclusive education; IIE; research organisations; education inspectorate
P	The school provides the possibilities for professional development of teachers in the field of inclusive education, in accordance with their needs, and undertakes various support measures in the school; the school fosters an atmosphere of mutual support and exchange of experiences.	2015: The professional development at the school level also includes lessons on inclusive education.	
O	Teachers have a positive attitude towards inclusive education; teachers have developed competencies for inclusive education; among the school staff, there is a culture of information exchange about issues relevant to inclusive education; the school staff are acquainted with the laws and regulations related to inclusive education.	2015: At least 50% of teachers have positive attitude towards inclusive education and value it highly. 2017: At least 90% of teachers assess that they use their competencies for inclusive education. 2015: At least 75% of parents assess that they are satisfied with the support their child receives from teachers. 2015: There are positive examples of efficient cooperation and exchange of information among the school staff about topics relevant to inclusive education. 2015: All members of school staff are acquainted with the laws and regulations related to inclusive education.	
C.6.	The school's cooperation with other institutions		
I	Formal cooperation procedures are in place; the obligations and responsibilities of the school and other institutions with which it cooperates are specified.	2015: The school's annual work report contains evidence of established and maintained cooperation with relevant institutions.	The school; designated unit/ department/ person in the local government responsible for inclusive education
P	The school initiates and maintains cooperation with partners from the local community.		

110	AREA AND TARGET INDICATORS	VALUES	WHO COULD COLLECT INFORMATION
O	The school successfully cooperates with the institutions relevant for effective implementation of inclusive education.	2015: There are examples of successful inter-institutional cooperation.	
C.7.	Financing support to children from vulnerable groups		
I	Records are kept about the needed funds (for financing the conditions/equipment/teaching and other materials/activities); the school has a plan for procurement of materials that are not covered by the school budget.	2015: The school has a plan for financing the support to children from vulnerable groups and this plan is incorporated in the School Development Plan.	The school
P	The school is acquainted with and uses the prescribed possibilities of financing or procuring equipment; potential donors are informed and mobilised; the financial plan is implemented.		
O	The school is successfully implementing the financial plan.	2017: At least 75% of the planned budget is executed according to the plan, which is evident in the school's annual work report.	

6. Recommendations on the Use of the Monitoring Framework for Inclusive Education

Tünde Kovacs Cerović, Dragica Pavlović Babić

There are several important prerequisites for the use of the Monitoring Framework for Inclusive Education. They are divided into the following three categories:

Data collection is always accompanied by a range of technical problems stemming from the coordination of data generation, flow, quality verification, aggregation, interpretation, storage, dissemination and meaningful use. This challenge must be overcome with each new data "package", new contents or information type; if the data collection, processing and use system is fragmented or incomplete (which, as shown above, is the case in the Serbian education system), the challenge is all the greater. Consequently, overcoming the challenge requires great attention. In the case at hand, the application of the Monitoring Framework for Inclusive Education requires the following:

a. designate the key individuals (or units) that will lead the coordination of inclusive education data collection, processing and use at each organisational level in education (national, regional, municipal and school, i.e. in the ministry responsible for education or in an institute on the ministry's instructions, in each school authority, in each municipality and in each school) and that will have the technical capacities and institutional responsibility for the performance of these tasks;

b. regulate the data flow, tasks and responsibilities of all links in the chain by a protocol and ensure that the existing (and future) education data bases are included in the chain of responsibility; in that respect, special focus should be on the possibilities for active involvement of the Statistical Office of the Republic of Serbia, the National Education Council and the future team responsible for the EMIS; in addition, the involvement of a unit at the municipal level requires attention, as this is still not the case in the current arrangement of the Serbian education system;

c. provide appropriate training to all individuals involved in each of the steps of Framework application in performing their new tasks; the type and scale of training will depend on individual and institutional capacities – if the assignment of institutional responsibilities largely ensures the involvement of the most knowledgeable and skilled individuals (e.g. the Institute for Education Quality and Evaluation and experts who have already been involved in the implementation of some inclusive education support projects, advisers from school authorities who have already been trained in external school evaluation and inclusive education support, civil society organisations' representatives who have demonstrated success in inclusive education support, Inclusive Education Support Network members, school psychologists and pedagogues, etc.), training needs may be considerably lower;

d. ensure an electronic platform for data collection and processing at different levels.

In order for the Monitoring Framework for Inclusive Education to serve its basic purpose and become a tool for improving the inclusive education system, the perception of the "package" offered

by the Framework is crucial. It does not suffice to develop a fully fledged instrument, even if it proved to be excellent; it is important to ensure that its users accept it, understand the benefits of its application, take responsibility for putting the service to use and, thereby, also take ownership of it. In this case, to put the Monitoring Framework for Inclusive Education to use, it is essential to ensure that the launch of its application is preceded by consultations that would result in agreement on all material aspects of the Framework:

a. the choice of the minimum and optimum indicator sets from among those offered in the Framework, to be monitored regularly at each level (it is understood that the minimum indicator set comprises the indicators whose monitoring is a priority in terms of time and is feasible under the conditions of an underdeveloped inclusive education monitoring system, while the optimum set comprises the indicators that a developed monitoring system will be able to capture); the choice of indicators must take account of their coherence across different levels;

b. defining the timeframe of collecting specific indicators and generating inclusive education reports on the basis of them, at different levels of the education system; the proposed Framework foresees data collection exercises in 2015, 2017 and 2020, but allows other arrangements as well, e.g. annual reports at the school, municipal and national levels, or postponing the collection of particularly complex indicators until 2017;

c. setting the target values of the indicators, both in the form of targets and benchmarks; the proposed Framework gives the indicative year when the expected targets and benchmarks could be reached, based partly on logical analysis, and partly on the already collected data that lend themselves to drawing indirect conclusions on development trends and pace; however, all these values have resulted from the work of the Institute for Psychology's expert team alone, and – given that the value of the indicator system, in the form of both targets and benchmarks, as well as the timeframe for reaching the anticipated values in fact represent a foundation for a binding inclusive education action plan in Serbia – it is essential to reach a consensus about them.

Finally, in order for the proposed Framework to grow into an Inclusive Education Monitoring System, it must be complemented by a complete set of instruments tested on a representative sample; such test will ensure the instruments' metric qualities and provide the data on all indicators' current values, which will provide a reliable basis for setting the target values described in 2c above; we are of the view that it would be beneficial to conduct all these activities during 2014 to facilitate the full launch of a new Inclusive Education Monitoring System in 2015.

Recommendations on the use of the present edition of the Monitoring Framework for Inclusive Education

Even before the proposed Framework develops into a fully fledged Inclusive Education Monitoring System by ensuring the above prerequisites, the present edition of the Monitoring Framework for Inclusive Education may be put to use. Three challenging, yet worthwhile possibilities for this have been identified:

Firstly, the Framework is already sufficiently equipped to serve as self-evaluation guidance at each of the proposed levels. School-level indicators can easily serve the purpose of initial school self-evaluation with regard to their inclusive practice. Schools, teachers, principals, pupils/students, parents, school psychologists and pedagogues will thus have an opportunity to assess themselves in a somewhat sheltered manner, to analyse all aspects of school's work

relevant to successful inclusive education and to prepare and organise themselves, in both conceptual and operational terms, for the first official application of the new system in 2015. The use of the Self-Evaluation Framework may pose a particular challenge at the municipal and national levels, i.e. within the organisational structures that are, as a rule, better equipped for evaluating others, and less so for evaluating their own work. "Unbundling" the Framework, grasping the system of indicators pertaining to these levels, with focus on the process indicators in each monitoring area, can in itself give impetus for a considerable development breakthrough and initiative for better internal organisation, and will, in any case, contribute to thorough preparation for the subsequent application of an elaborated Monitoring System.

Secondly, Framework elements can be used to complement the current education system monitoring exercises. Thus, for instance, it is worthwhile for external school evaluation advisors to become familiar with the Framework and, in their routine school evaluation work, to take into consideration those indicators from the Framework which, in their opinion, meaningfully complement or expand the system normally used or inspire them to ask some additional questions or carry out additional checks. Also, in reporting on the education system status in a municipality from their perspectives, municipal inspectorates or other municipal authorities can take into account the Framework indicators and thereby meaningfully expand their range of areas considered, as well as the report structure. Naturally, the Framework as a whole or its particularly inspiring aspects can already become a functional tool in reporting on education status at the national level, in reports to the National Assembly, the Government, the European Commission or on an ad hoc basis.

Thirdly, with respect to the input parameters at all levels, the present edition of the Framework is already sufficiently equipped for proper, systematic use. The input indicators are formulated as targets and, as a rule, require only document analysis, rather than empirical data collection. In contrast to process and output/outcome indicators, which, as a rule, require empirical data collection and adequate processing, which, in turn, requires overcoming most of the challenges outlined above, input indicators can be registered immediately, with minimum preparation and on the basis of quick agreement. The gains from this action would be at least twofold: in addition to preparing the system for subsequent mandatory application of the elaborated Framework, it would offer an opportunity to quickly scan the input indicators and reveal any system deficiencies that hinder its implementation at lower levels and smooth functioning, thereby contributing to absence of positive results. Such system deficiencies or oversights at the input level, if detected early, can be remedied easily; hence, the use of input indicators in early monitoring stages can significantly enhance the efficiency of system functioning, thus preventing unwarranted waste of energy and time.

Fourthly, a number of output/outcome indicators aggregated from the school level at the municipal and national level are already in place and are collected regularly, or can be generated easily on the basis of schools' administrative data. In the Framework, this set is termed "minimum indicator set" and is designated at each level separately. The recommendation of the Institute for Psychology's team is that, as soon as an attempt is made to identify this indicator set at the school level, the available data for them should be collected and the procedure for aggregation at the municipal and national levels tested already in the following year, while an Inclusive Education Monitoring System is being elaborated on the basis of the proposed Framework.

Recommendations for the use of the future, elaborated edition
of the Framework as an Inclusive Education Monitoring System

These recommendations will certainly be fine-tuned on the basis of the concrete ways in which the above prerequisites and challenges are addressed. Yet, we wish to point to the potentials of the proposed Framework in the future through several examples of possible future use.

Among the possible uses, the following are regarded as the most worthwhile:

- Regular reporting on the minimum output/outcome indicators and on the system of basic indicators titled "Quality Assurance" in the Framework; this will ensure the basic benchmarks for the assessment of the overall inclusive education system. These reports should be prepared every two or three years (first time in 2015), at the level of each school, each municipality and, naturally, at the national level. A particular value of these reports should be in their transparency, dissemination to parents and the general public, which can generate attention and joint action for further development.

- The choice of additional focal areas of inclusive education monitoring, which are of particular importance for a given school, a given municipality or the system as a whole at the national level. For instance, a school may be particularly interested in checking vulnerable students' motivation, sense of acceptance and their parents' participation, or may wish to assess teachers' inclusive education competencies from different aspects, or to verify whether all necessary support has been provided to vulnerable children. A municipality may be interested in a more in-depth analysis of dropping out, transition from one education level to the next, or may examine the issues of discrimination against and segregation of Roma pupils/students. In both cases, in addition to the minimum set, the school or municipality will then apply a wider range of indicators and instruments in order to capture its area of particular interest and assess the elements of these additional areas through input, process and output/outcome parameters by means of the prepared instruments. Further, the national level may be interested in affirmative action success rate, or disparities among municipalities or schools within different school authorities, in order to identify the municipalities and/or schools that require additional attention and assistance. In addition, this approach is aimed at identifying the municipalities and/or schools that achieve excellent results against some of the indicators, in order to describe their practices and offer them as models for other schools. It is important to note that the Framework will provide standardised instruments convenient for use in any of the possible focus areas foreseen by the **Framework indicators.** This will facilitate data comparability both across the system and over time, and reduce the need for additional funding for targeted researches.

- We are of the view that it would be worthwhile to focus on those inclusive education areas that are most rarely monitored, and the proposed Framework has the potential to meet these requirements. An overview of the research into inclusive education conducted to date has revealed that, in this respect, the most overlooked areas are cooperation among different stakeholders (the Framework is equipped with indicators that capture this matter), policy coherence among different levels of administration (in the Framework, we have dedicated particular attention to ensuring the correspondence of indicators of this type, and in this case their simultaneous use at all three levels is recommended), affirmative action, parent participation and pupil/student welfare and satisfaction. The Framework features well designed indicators of the less commonly monitored aspects of inclusive education.

- Finally, the Framework allows data collection from one type of informants only (in some cases, it may be useful to look into the opinions of parents only, students only, or teachers only, by all indicators), or data collection from all informants on the same question (which enables cross-validation, detection and remedying of misunderstandings or tensions that may occur in the implementation of inclusive education).

It is hoped that, in the future application of the Framework, its coherent structure and the possibility of flexible choice of indicators within that structure – indicators pertaining to a specific administration level of interest, indicators describing a specific area of interest across different levels, or any other combination of indicators in line with users' needs – will prove to be particularly useful.

7. Literature Review of Research into Inclusive Education in Serbia in the Period 2008–2013

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7.1. Introduction

In order to develop a new approach for monitoring education in Serbia, which would specifically be aimed at and suited to monitoring social integration in education, i.e. monitoring the inclusiveness of education, a literature review has been prepared, comprising studies conducted in the country in the past few years directly or indirectly addressing the subject.

This text is an attempt to give an overview of as many publications on inclusive education as possible. The main goal of the review was to give an insight into the methodology used. The review included examining the type of methodology used by authors – quantitative, qualitative or both, as well as the size and type of samples, and, finally, the instruments applied, depending on the research topic. All this served as an important starting point for defining a new, comprehensive monitoring framework for inclusive education. In the analysis, attention was also paid to the entities that commissioned the research, as well as to how the interest in this topic changed both in qualitative and quantitative terms. Furthermore, the research findings are presented in a number of separate areas. This review gives a picture of the sorts of obstacles and issues regarding inclusive education which were identified in the previous research, and has been useful in outlining the benchmarks on which evaluation will be based.

Two criteria were observed in choosing the studies, which were then meticulously analysed:

- All the studies were conducted in the period between 2008 and 2013, i.e. since the period when the Law on the Foundations of the Education System (LFES) was in preparation up to this day.

- They refer to the monitoring of inclusive education or are perceived as relevant in this respect.

This review encompasses the voluminous research conducted for the UNICEF, European Training Foundation, Fund for an Open Society, Centre for Education Policy, Provincial Ombudsman of the Autonomous Province of Vojvodina, Ministry of Education and Science; it also comprises the research carried out by the Institute for Pedagogical Research, Society of Pedagogues, Teachers' Association of the Republic of Serbia, as well as the bachelor's and master's theses done by the students of the Faculty of Philosophy in Belgrade. The following thematic groups have been identified based on the review of previous research:

- Enrolment in the first grade of primary school

- Attitudes and beliefs of teachers, parents, professionals etc. on inclusive education (IE) and pupils/students from vulnerable groups

- Physical and material conditions for inclusion

- Competences for inclusive education, primarily teacher competences

- IEP – characteristics of its development and evaluation

- Implementing inclusive education in teaching

- Work of the inter-sectoral committee and the process of providing additional support

- Cooperation and communication among inclusive education stakeholders

- Transition of pupils/students with additional support needs to the next levels of education

The research reports which were included in this review vary with respect to the degree of equipment with detailed overviews of samples, methodology, results and instruments. The bachelor's and master's theses contain all the abovementioned details (Jovanović, 2009; Kolić, 2012; Meseldžija, 2012; Sekulić, 2012), while the most detailed overviews are those provided in the research commissioned by the Ministry of Education, Science and Technological Development in 2012. The reports on the research conducted to meet the commissioners' needs are equipped with detailed overviews to a varying degree, insofar as the final versions of some of them were not available (only manuscripts were available), whereas the articles published in journals and proceedings do not contain all the details.

Quantitative research methods were used in the greatest number of the analysed studies (10), next were those which used mixed methodologies (8), while those using qualitative research methods alone were the fewest (4).

It is noticeable that commissioned research has become more frequent since 2010, when the LFES started being implemented, whereas earlier there were more research contributions made by individual authors in the field of education. Regarding methodology types, qualitative and quantitative research methods were equally used in both periods. Additionally, the commissioned studies were conducted on more carefully chosen samples, i.e. having respected a greater number of selection criteria for selecting subjects.

None of the studies analysed in detail deals with the comparison of the state of affairs in education before and after 2010, when inclusive education started being implemented, so the differences between the two periods can only be gathered by comparing the findings of various studies conducted during the periods at issue. Before the implementation of the LFES, the most frequent research topic was the attitudes of various stakeholders in the education system, whereas ever since this law started being implemented, emphasis has been placed on the evaluation and assessment of the LFES implementation. Also, while collecting all the research regarding inclusive education, not one contribution was found dealing with giftedness and gifted pupils/students from this angle, nor with the inclusiveness of pre-school and higher education institutions.

Among the publications which did not meet the two criteria, but which we think should be mentioned in order to create a broader picture of the level of interest in the inclusive education topic among scholars, there are some which provide theoretical overviews or literature reviews of previous empirical research, as well as empirical research conducted before 2008. Theoretical overviews look back on the principles on which the idea of inclusiveness relies, its philosophy, as well as the goals of

inclusive education viewed from different perspectives (Petković, 2009; Inicijativa za inkluziju VelikiMali[67], 2010; Milutinović, Zuković and Lungulov, 2011; Polovina, 2011). The perusal of the relevant literature also revealed manuals/guides for working within inclusive education, which we think are a significant foothold for improving practical work in schools (Radivojević, Jerotijević, Stojić, Ćirović, Radovanovič-Tošić, Kocevska, Paripović, Josimov, Vasiljević, Stojanović, Stanaćev, Kuveljić and Seizović, 2007; Booth & Ainscow, 2010; Janjić, 2010). When it comes to the research overviews and empirical research papers, which were not included in this analysis, they mainly deal with attitudes and point to the need for adequate informing of various stakeholders in the education system (Centre for Evaluation, Testing and Research, 2006; Vujačić, 2006; Jablan and Kovačević, 2008; Jablan, Stanimirović and Grbović, 2009; Vujačić, 2012). The findings of the studies mentioned in these reviews underline how important it is for teachers to be informed and for professional support to be available for teachers working within the inclusive education system.

The literature review is organised in the following way:

- First, methodological characteristics of the reviewed studies are outlined. This analysis is accompanied by a list of contributions, which were found in the research reports, and which might be useful in the process of elaborating an approach for monitoring inclusive education.

- Then, there is a chapter on research findings, which outlines, in separate subsections/sections, the most important data collected for the purpose of an official record; finally, the findings of other studies are presented.

- In order for the information to be processed more easily, a table is provided at the end of the text, summarising the main methodological characteristics and topics of all the reviewed studies.

7.2. Methodology

7.2.1. Sample

Sampling has been a complex and demanding process bearing in mind the topic of all the studies on inclusive education that were examined, the scope and multilayered character of the population covered by the topic[68], as well as the fact that, regardless of the national policy on inclusive education different segments of this large population have been covered to varying degrees in the initial stages of the reform. In terms of samples, the review of all research has to be viewed from the following perspectives:

- Type of sampling and the subsample representativeness,

- Which subsamples and how many of them were covered in certain studies,

- The sample size.

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[67] Translator's note: the organisation's name translates as *Initiative for Inclusion BigSmall*.

[68] At least three educational levels, and more than 1,100 schools, 25,000 classes, 50,000 teachers, 570,000 students and the corresponding number of their parents in primary education alone, which is the most requently researched level.

None of the studies dealt with an entire population of children or teachers on a particular educational level, or with a representative sample. One study (Ministry of Education, 2012) intended to cover all schools, but the sample eventually constituted four fifths of all the schools in Serbia. Of all the studies analysed, this one had the biggest sample. Another study (Provincial Ombudsman, 2011) most likely (it is inconclusive from the report) tried to cover the entire territory of Vojvodina, but in the end the sample was made up of one third of all the schools in Vojvodina. The most common samples were convenience samples, most precisely those taken from a single group of subjects. Seven studies fall into this group: three of them are bachelor's/master's theses, in which teachers acted as subjects (Jovanović, 2009; Kolić, 2012; Meseldžija, 2012), another three are academic articles published in journals, in which the subjects were pupils, pedagogues and students (Arsenović-Pavlović, Jolić and Buha-Đurović, 2008; Kostović, Zuković and Borovica, 2011; Macura-Milovanović and Peček, 2012), and one of them was part of the project "The Balkan Network for Social Inclusion", the subjects of which were parents of children with additional support needs (Lazarević, Ćirić-Milovanović, Šimoković, Beker, Gvozdenović and Gavrilović, 2012). The remaining nine, which were based on convenience sampling (Macura-Milovanović, Gera and Kovačević, 2009; IEQE, 2009; Rado and Lažetić, 2010; Baronijan, Milošević, Jakić, Delić, Uljarević, Ranković and Vukelić, 2011; Jeremić, Lažetić, Petrović and Rado, 2012; Mihajlović, Duvnjak, Radivojević, Pavlović and Šarošković, 2012; Petrović, Živadinović, Beara and Simić, 2012; Sekulić 2012; Jovanović, 2013; Stefanović, Zlatarović, Turnić, Žunić-Cicvarić, Zavišić, Milojević, Jović, Mihajlović, Ignjatović, Marinković, Milosavljević and Cvetković, 2013; Zlatarović and Mihajlović, 2013), were conducted on populations ranging from three to ten, or more groups, the most frequent being teachers, students, parents, psychologists/pedagogues, principals, representatives of the local government (LG), MoESTD, inter-sectoral committee, SWC and the like. There are four studies, which in terms of sampling, started off from differences according to a relevant criterion, so we labelled them stratified. However, the subjects within the strata were sampled conveniently. The first study was done on one group of subjects (teachers/parents) (Teachers' Alliance of Serbia, 2010), the second was based on two groups (teachers and students) (Đević, 2009), while the third and the fourth based themselves on multiple groups (Jovanović, 2013; Zlatarović and Mihajlović, 2013). The stratification criteria in these four studies were the following: school participation (or no participation) in the inclusive education project, (non-)existence of the Inclusive Education Support Network services in the residential area, school participation (or no participation) in the DILS programme and the type and size of place in which schools are located (an urban/rural residence; a big city/town). It can be observed that the commissioned studies, compared to the others, took a multiperspectival approach, viewing their topic from a number of angles depending on the stakeholders.

The criteria for selecting and categorising samples refer to the selection of:

- local communities and schools,
- subjects.

The reviewed studies applied the following criteria in selecting local communities and schools: the activity of the inter-sectoral committee and readiness of the local government and inter-sectoral committee for cooperation, the geographical position, the size and type of place in which the inter-sectoral committee or the school is situated, the proportion of the Roma population in the total number of pupils/students in a school, the number of trainings attended by the school staff under the DILS project, equal representation of all regions, the type of school (primary, secondary, art, special), participation in projects promoting inclusive education, school participation in DILS programmes, residences with or without IESN services, schools which have successfully been

developing inclusive practice or schools which need additional support for developing such practice, schools which differ in their approach to inclusion (non-inclusive, partly inclusive, inclusive).

In selecting subjects/respondents, the reviewed studies were guided by the following criteria: the relevance of the position of the education system stakeholders for the research in question (pupils/students, school principals, professional staff and psychologists/pedagogues, members of the inclusion team, teachers (class and subject teachers), pre-school teachers, parents of children from vulnerable groups and parents of other children, teacher trainers, policy creators, inter-sectoral committee members, local government members, civil society organisation members), age, years of professional service, experience in working with children from vulnerable groups, number of trainings attended, the OECD student categories, parents' educational level.

Finally, as a rule, the size of the samples is small, and they vary from 44 (in the bachelor's theses) to 811 (Teachers' Alliance of Serbia, 2010) in the quantitative studies, barring the research of the Ministry of Education, Science and Technological Development (1,414 schools). The number of focus groups per study ranges from 3 to 28, while the number of interviews conducted ranges from 8 to 31.

7.2.2. Descriptive statistics

This is understood as collecting quantitative data which are objectively measurable with a view to providing relevant and empirically based information on the application of inclusive education measures in a quick and simple fashion. Such data and their comparison according to various criteria, as well as the comparison of categories over time, provide an insight into the effects and problems regarding inclusive education implementation. They can also serve as a significant indicator of discrimination in the inclusive policy implementation. In other words, they provide a chance to gain an insight into the number and goals of IEPs, which are developed for Roma pupils/students.

Among the reviewed studies, there was one which was oriented towards monitoring inclusive education in the 2010/11 school year in the abovementioned way (MoESTD, 2012). The research was conducted on four fifths of all the schools in Serbia via an electronic questionnaire (the entire questionnaire is attached to the instrument package), based on which plenty of quantitative data were collected: the number of pupils/students in all types of schools, mainstream and special classes, the average number of pupils/students per class, the number of Roma pupils/students or children from vulnerable groups in school and in classes (according to the OECD's A, B, C categories), the number of IEPs, schools administrations, grant and non-grant schools, the number of seminars, educational programmes and/or additional trainings attended by the school staff on the subject of inclusive education for children with additional support needs.

7.2.3. Instruments

In only few texts, there were instruments attached, while some had to be reconstructed. Among these are a guide for focus groups (Rado and Lažetić, 2010; Zlatarović and Mihajlović, 2013), open-ended questions for a field assessment (Rado and Lažetić, 2010), a questionnaire for collecting descriptive data (MoESTD, 2012), a questionnaire for class teachers (Teachers' Alliance of Serbia, 2010; Zlatarović and Mihajlović, 2013), a questionnaire for pupils/students, pre-school teachers and teachers (Đević, 2009; Zlatarović and Mihajlović, 2013), questionnaires for pupils/students and teachers constructed for the purpose of bachelor's papers (Jovanović, 2009; Kojić, 2012; Meseldžija, 2012; Sekulić, 2012) and a reconstructed questionnaire for teachers and psychologists/pedagogues (Provincial Ombudsman of the Autonomous Province of Vojvodina, 2011).

7.2.4.Quantitative methodology

The questionnaires were designed bearing in mind the research goals, and, apart from demographic data, they were used to collect data on attitudes towards inclusive education and children from vulnerable groups, initial teacher training, professional development, inclusive education competences, transition of pupils/students with challenges to the next levels of education, etc. The questionnaires were created for pupils/students from vulnerable groups, as well as for other pupils/students, pre-school teachers, teachers and psychologists/pedagogues.

The reliability of the questionnaires was calculated and displayed only in bachelor's and master's theses and is mostly satisfactory. However, this information is missing in all the other studies.

Assessment scales

Assessment scales were used in five reviewed studies (Jovanović, 2009; IEQE, 2009; Kolić, 2012; Petrović et al., 2012; Sekulić, 2012). Two studies combine an assessment scale and qualitative methodology (focus groups). One of them (Petrović et al., 2012) is aimed at assessing the effects of trainings and competences for inclusive education and covers 669 "experienced subjects" (the subjects are members of inclusive education expert teams, they have experience in working with children from vulnerable groups, experience in DILS and other trainings), and the other one (IEQE, 2009) assesses the effects of the measure for introducing Roma assistants.

Five-point Likert-type (self-)assessment scales were the most frequently used scales for examining attitudes of various inclusive education stakeholders. The most frequently assessed attitudes are those towards inclusive education in general, children with additional support needs, as well as conditions and capacities of schools for developing inclusive education. Next are the attitudes on usefulness of trainings for the successful implementation of inclusive education, assessment of self-efficacy, one's competences, assessment of the lacking skills for working with children with additional support needs and skills for the successful implementation of inclusive education. Besides the abovementioned, the attitudes towards the teaching process and types and forms of support for the development of inclusive education were assessed. The studies dealing with the assessment of usefulness of trainings and (self-)assessment of competences needed for the successful implementation of inclusive education and working with pupils/students with additional support needs covered a wide range of competences and trainings. The list of competences is set in advance and is based on the pertinent European and international literature. All the inclusive education-related trainings conducted on the national level were included in the list of trainings.

Dichotomous questions

The aim of the dichotomous questions was to get a broad view into the differences among schools and teachers that are more or less successful at implementing the inclusive education policy based on the knowledge and scope of information on inclusive education, personal and professional experience with children with additional support needs, suitability of material and organisational conditions, existence of teaching assistants and other types of support, as well as on the involvement of parents in school management. Also, pupils/students with additional support needs were asked to assess whether they have been discriminated against and whether this has had an effect on their schooling (a break or interruption of schooling, loss of motivation).

Multiple choice questions

The multiple choice questions were about various topics, ranging from the time of getting acquainted with a new policy, attitudes towards various aspects of inclusive education and experience in working

with children with additional support needs, to the questions referring to who participates in the implementation of inclusive education at the school level and in what way. These questions deal with similar topics as the dichotomous questions do, but the former provide a finer-grained picture.

Open-ended questions

The open-ended questions most often covered the topics similar to those in the dichotomous and multiple choice questions. Among other things, this type of questions provided information on specific problems regarding inclusive education, transition of pupils/students to the next levels of education and suggestions for their overcoming (Arsenović-Pavlović et al., 2008; Rado and Lažetić, 2010; Lazarević et al., 2012; Mihajlović et al., 2012; Zlatarović and Mihajlović, 2013).

Semantic differential

This type of instrument examined the affective component of teachers' attitudes – the feeling related to the terms "inclusion" and "a child with developmental challenges" (Kolić, 2012).

Social distance scale

A social distance scale was used to measure teachers' readiness for a specific rapport with children from vulnerable groups. Readiness of Roma pupils/students to engage in various relationships with members of the majority population was also examined (Arsenović-Pavlović et al., 2008).

7.2.5. Qualitative methodology

Besides pre-school teachers, teachers and psychologists/pedagogues, a set of qualitative instruments also covered teacher trainers in professional development programmes, heads of institutions, policy creators, parents, local community representatives, civil society organisations, inter-sectoral committee and local government representatives.

Interviews and focus groups

Focus groups were conducted according to previously prepared guides. However, there was only one guide available (Rado and Lažetić, 2010). Only one study (Zlatarović and Mihajlović, 2013) provides an appendix containing guidelines for doing interviews with children from vulnerable groups, as well as questions for the (semi-structured) interview with educational experts. There is an impression that semi-structured interviews with previously set topics were most commonly used, except in one study, in which it is explicitly stated that the interview has been fully structured (Arsenović-Pavlović et al., 2008), but is not provided in an appendix.

Eight studies were conducted using qualitative methodology and those were: focus groups and interviews (Macura-Milovanović et al., 2009; Zlatarović and Mihajlović, 2013), focus groups and questionnaires (Petrović et al., 2012; Zlatarović and Mihajlović, 2013), focus groups, interviews and observation (Jeremić et al., 2012; Jovanović, 2013), focus groups and desk research (Rado and Lažetić, 2010; Mihajlović et al., 2012; Zlatarović and Mihajlović, 2013), focus groups, interviews, questionnaires, case studies and desk research (Baronijan et al., 2011).

The interviews, both individual and group, and the focus groups were conducted with inclusive education stakeholders on various levels. The interviews and focus groups were conducted in order to examine the respondents' perception of the idea of inclusive education and how successful its implementation is. Apart from that, the perception of teachers' initial education was looked into, as well as the usefulness of offered trainings for working in inclusive education domains and professional development opportunities and needs. The respondents' perception of pupils/students

with additional support needs and of other pupils/students were observed, as well as competences of teachers and class teachers for working with these pupils/students, professional support that teachers get for implementing inclusive education, involvement of parents (of children with additional support needs, and those without them), new enrolment procedures and development of IEPs, transition of children to the next levels of education. The work of the inter-sectoral committee is also covered, as well as the process of providing additional support to children who need it (assessment, financing, evaluation). Only one study addresses pupils/students who are not at all or not any more part of the education system (Baronijan et al., 2011), i.e. the reasons behind this situation. The interviews and focus groups also accounted for one of the major sources of data on shortcomings and problems regarding conditions for implementing inclusive education, as well as on the implementation process itself. Useful suggestions for the improvement of inclusive education were obtained in this manner. The focus groups were moderated according to previously prepared guides (Rado and Lažetić, 2010).

The analysis of IEPs and pedagogical profiles

The analysis was used to screen methods most often used for assessing the volume and sort of information and for identifying information sources which are used. It also helped in gaining an insight into clarity, conciseness, balance of demands and expectations, how realistic and relevant long-term goals are and how clear and measurable outcomes are. Besides that, the analysis of IEPs and pedagogical profiles provided information on parental involvement, organisation of class activities, implementers, activities per se, criteria and benchmarks for the realisation of goals, teaching assistant's participation in formative assessment (Jeremić et al., 2012; Jovanović, 2013).

Desk research

Desk research was conducted in combination with focus groups and interviews (Macura-Milovanović et al., 2009; Rado and Lažetić, 2010; Mihajlović et al., 2012; Zlatarović and Mihajlović, 2013) and in combination with quantitative methodology (Baronijan et al., 2011; Zlatarović and Mihajlović, 2013). This type of research provides an insight into the inclusive education context. Desk research covered documents on initial teacher training, professional development of teachers, LFES, national strategies regarding inclusive education, rulebook on children's enrolment in the first grade of primary school, transition of children to the next levels of education, rights to get an IEP and its implementation and evaluation, and on additional educational, health, and social support. Besides these, important findings were obtained in the area of conformity of initial training and professional development of teachers and other inclusive education stakeholders.

Observation of classes and physical conditions

Two studies (Jeremić et al., 2012; Jovanović, 2013) used observation of classes, during which 96 and 112 classes respectively were observed according to a protocol (the protocol is not available, and a brief overview is provided further in the text). This method was combined with interviews and focus groups with 216 and 224 subjects respectively, and with an analysis of 26 IEPs in order to get a quicker evaluation of enrolment and profiling of pupils/students, teaching, additional support to pupils/students who need it, and professional and institutional prerequisites for inclusion.

The class observation protocol covered the contents and methodology of developmental support for children with additional support needs, adjustments made to curricula, teaching methods, activation of pupils/students, class management, pedagogical assessment of teaching. The 2012 observation-based research addressed the architectural accessibility, existence of assistive technologies and other conditions for the implementation of inclusive education policies (physical conditions).

7.3. Research findings

7.3.1. Descriptive statistics

On a sample of four fifths of all the primary and secondary schools in Serbia (MoESTD, 2012; research conducted in the 2010/2011 school year) it was found that 92.2% of all the pupils/students with additional support needs attend mainstream schools (the others go to special schools). It was observed that a higher percentage of children with additional support needs enrol in mainstream primary schools than in mainstream secondary schools, and that there are more pupils/students from vulnerable groups in schools with grant schemes. Of all pupils/students with additional support needs in mainstream classes of mainstream schools the greatest number comes from socially unstimulating environments (48.3%), pupils/students with learning difficulties account for a smaller percentage (29.3%), while the least represented are pupils/students with developmental and physical disabilities (22.4%). In special schools there are the most pupils/students with developmental and physical disabilities (77.1%), while there is a significantly smaller number of pupils/students with learning disabilities and those from socially unstimulating environments (13% and 9.9% respectively). The situation in special classes of mainstream schools is similar to that in special schools – pupils/students with developmental and physical disabilities account for the greatest number of pupils/students (59.6%), whereas there is approximately the same number of pupils/students from socially unstimulating environments and those with learning disabilities (21.5% and 18.9% respectively).

Although the majority of pupils/students with additional support needs finish grades in mainstream schools, a significantly higher percentage of them drop out or repeat a grade compared to other pupils/students. The percentage of pupils/students with additional support needs, who drop out or repeat a grade, is approximately the same in both mainstream and special schools.

In *mainstream* schools (primary and secondary) 10% of pupils/students with additional support needs fail to finish a grade (as opposed to 1% of other pupils/students). The most successful are pupils/students with developmental and physical disabilities, and the least successful are those coming from socially unstimulating environments. The drop-out and repetition rates are higher in pupils/students from vulnerable groups, the highest still being among pupils/students from socially unstimulating environments (in mainstream schools more than 5% of pupils/students drop out in all grades except the eighth).

In higher grades of primary school (in both class and subject teaching) there are fewer pupils with additional support needs: 8.6% in the first grade as opposed to 3.4% in the fourth grade, and 8.2% in the fifth grade as opposed to 3.9% in the eighth. The transition to subject teaching is characterised by a high percentage of repeaters from vulnerable groups (8%), as well as drop-outs (11%). It seems that this change is especially hard on pupils from socially unstimulating environments – 15.4% of these pupils drop out in the fifth grade.

Students with additional support needs, especially those with learning disabilities, are the worst-off (according to grade completion/repetition/drop-out criteria) in *mainstream secondary* schools. As many as 30% of these students fail to finish the secondary school grade they enrolled in, and in the first two grades of secondary schools alone about 13% of them drop out. The drop-out rate among first-graders from socially unstimulating environments is 11.5%, while it drops significantly in the second grade and remains low until the end of secondary school. The drop-out rate among students

with developmental and physical disabilities is the lowest (about 5%). This group of students has a relatively high performance according to all the parameters mentioned in mainstream schools.

Overall, there are only a small number of pupils/students for whom pedagogical profiles and IEPs have been designed, the fewest for those attending secondary schools and schools with no grant schemes. Pedagogical profiles and IEPs are most usually developed for pupils/students with developmental disabilities, and most rarely for those living in socially unstimulating environments.

School staff professional development is most often implemented through trainings. The staff working in art and mainstream secondary schools show the least interest in professional development. The majority of schools have no access ramps and toilets for the disabled. The same goes for special schools (over 70%), as well as for grant schools, while the situation is by far the worst in art schools (over 90 %). In more than 80% of all schools no assistive technologies or specific equipment required by individuals are used. The situation is somewhat better in special and grant schools. The organisation of work which implies the timetable, the use of school premises and the use of equipment and teaching means adapted to the needs of all pupils/students is the best in special schools, while only about a half of the primary, art and secondary schools meet the criteria. Grant schools are in this respect more successful than non-grant schools.

There is least cooperation in art schools as well as support sought/obtained; there is considerably more of those in grant schools, and most in special schools. A great number of schools deal with the prevention of violence and discrimination, and nurtures tolerance. In 15-20% of schools the support sought from the inter-sectoral committee was not obtained, and school psychologists are only rarely inter-sectoral committee members. The involvement of parents is the biggest among children with developmental and physical disabilities who attend special schools, the most common form of parental involvement being membership in a team for providing additional support for this particular group of pupils/students. Although the number of pupils/students from vulnerable groups attending **mainstream schools reflects a solid rate of these pupils/students'** *integration* in the education system, a relatively high drop-out and class repetition rate (both in mainstream and special schools) indicates that upon these pupils/students' **enrolment, the education system has failed to perform all the** activities that would contribute to keeping them in schools and on track of quality further education – there is a significant number of pupils/students from vulnerable groups whose needs persistently fail to be met. Quantitative indicators in this research show that it is necessary to pay special attention to the progression of pupils to the fifth grade of primary school, and that the readiness for implementing inclusion in mainstream secondary schools is poor. Most mainstream schools do not have the appropriate material and human resources, and support is rarely sought, and if it is, is never received.

7.3.2. Enrolment in the first grade of primary school

The results of the reviewed research dealing with enrolment in the first grade of pupils with additional support needs indicate how important it is **for their parents to be informed about the opportunities and rights** available to them and that they are entitled to. Although numerous sources of information for parents have been mentioned (the school, local government bodies, pre-school institutions, psychological and pedagogical service, the school's website, notice boards, the school periodical, the local media, civil society organisations, informal information channels), there is a prevailing opinion among various inclusive education stakeholders, and parents themselves

(Jeremić et al., 2012[69]) that the latter are not informed enough about inclusive education. The dissemination of information is left to the psychologists/pedagogues. The school staff state that parents' lack of understanding of the inclusive education concept often results in them being indifferent, overprotective towards children or scared of rejection, especially because these families mostly have a poor educational background. Parents think that teachers are incompetent and emphasise they have better communication with class teachers, whereas psychologists/pedagogues claim that parents are not empowered and competent enough to assess what is in their child's best interest. For some children obligatory enrolment in mainstream schools turns out to be "wasted time" until they move to a special school. During this period they do not get adequate support, and have to go through a double adaptation process. As a result, parents often choose a school which offers special classes.

The research done by the Centre for Education Policy (Jovanović, 2013) reports that in schools which have teaching assistants and/or which are involved in the DILS/REF programme Roma parents are more informed about their children's rights during enrolment, as well as that they are informed in various ways, including a teaching assistant's visits to Roma settlements. Furthermore, these schools have been performing affirmative actions during enrolment, so that children can get into a school without identification or health care documents, which are provided for later with the help of the school and its teaching assistant.

School staff and parents generally think that there is no opposition towards enrolment of children from vulnerable groups, but still think that successful inclusive education is to be put down to **how well-informed parents of children without additional support needs are**. These parents are not against enrolment of pupils from vulnerable groups in mainstream schools as long as they think that the other pupils are not compromised.

7.3.3. Developing a pedagogical profile and developing and evaluating an IEP

The next step without which inclusive education cannot function as it is supposed to is collecting information about a child, i.e. developing **a pedagogical profile**. Irregular attendance of Roma pupils/students and the lack of cooperation with their parents, the requirement to keep records, which is very time-consuming, and insufficiently trained teachers (Jeremić et al., 2012) are reported to be the key problems in profiling. Pedagogical profiles are mainly created by a class teacher/form teacher with the help of the psychologists/pedagogues (help is most usually needed in defining a student's weaknesses and strengths; teachers' lack of confidence in their own competence has been reported). A sample of schools in Vojvodina (Provincial Ombudsman, 2011) shows that pedagogical profiles are most often developed by class teachers (around 30% of class teachers), next are psychologists/pedagogues (between 20% and 30%), and finally by subject teachers (around 20%). The information sources most often used (Jeremić et al., 2012) are the following: medical documentation, a student's performance on the TIP-1 test, assessment scales for early school-age children, opinions of psychologists/pedagogues, parents, pre-school teachers, class teachers, defectologists and speech therapists, pedagogical (Roma) assistant, observation of a child's general progress, development of social and communication skills, oral and written assessment of knowledge.

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[69] This research is qualitative, and uses interviews, observation and focus groups on a 216-subject sample. Although various groups of subjects were examined, the results which are given here often cover more than one group of subjects, considering the fact that by using qualitative methodology on such a small sample the differences are difficult to capture and can be unreliable. If certain results refer to a particular group of subjects, this is emphasised.

The authors conclude that there is no standardised model for analysing and revising pedagogical profiles (Jeremić et al., 2012). The pedagogical profiles reviewed in this research were not tailor-made, they were scant on information, there was no mention of a child's strengths, they were goal-oriented, and neglected the methods and activities which would help bring out the outcomes.

The research conducted in the 2010/2011 school year in the territory of Vojvodina suggests that in the first year of the application of the LFES, teams for providing additional support to pupils/students who needed it were mostly set up (85.5% of the subjects), and most frequently comprised a school principal, pedagogue, psychologist, subject teacher, form teacher, and only rarely a parent/guardian, defectologist or a speech therapist (Provincial Ombudsman, 2011). In a study conducted in 2012 on a sample of 97 expert inclusive education team members and members of additional support provision teams (Stefanović et al., 2013) it was found that their roles often overlap or are not clearly defined.

The most frequently reported problems with regard to IEPs development (Jeremić et al., 2012) are the following: distinguishing between IEP-1 and IEP-2, discrepancy between achievements in different subjects, identifying strengths and support needs, assessment of how realistic and relevant long-term goals are, formulating clear and measurable outcomes, lack of ideas for adjusting tasks and making them more concrete, IEP format and excessive bureaucracy. The problems regarding IEPs are the following: unpredictability of the pace at which a student progresses, changes made to IEPs "on the fly", unreached goals (getting down to the roots of failure), organisation of class activities, inability to fully commit to pupils/students with additional support needs, their unforeseen reactions, too many pupils/students in classes, irregular attendance of pupils/students with additional support needs, insufficient involvement of parents and lack of knowledge about pedagogical and instructional work with parents.

The IEP rate stands at 1-2% in a population of 536 Roma pupils/students attending eight schools in four municipalities (Jovanović, 2013), which corresponds approximately with the percentage of children in the overall population who might potentially have the need for individual education plans and teaching process adjustments; this suggests that Roma pupils/students are not discriminated against by an off-hand ascription indiscriminate of individual educational plans.

By analysing IEPs (Jeremić et al., 2012) it has been found that the final goals are sometimes set too high, the phrasing of the outcomes is not clear or/and is too general, and the activities are set so that they do not lead to the desired outcomes. Also, the success rate of implementing IEPs is fairly arbitrary and the goal realisation criteria and benchmarks are not clear.

The most frequent reasons for which parents do not give their consent to the elaboration of IEPs (Provincial Ombudsman, 2011) are the following: parents are not informed, they reject the fact that a child needs to have a modified education because of his/her developmental challenges, association of IEPs with special schools, prejudice that the child will be labelled, parents' embarrassment because their child is different from other children, concerns that their child will be isolated from and rejected by their environment, fear that a child will be discriminated against, lack of understanding of the advantages of working according to an IEP and parents' low educational level.

7.3.4. Attitudes and beliefs about inclusive education and pupils/students with additional support needs

Some research addresses the attitudes – mostly those of teachers, but also of psychologists/pedagogues and pupils/students. The findings of two studies on small samples of teachers, conducted three years apart from each other, suggest a moderately positive teachers'

attitude towards inclusive education (Jovanović, 2009; Kolić, 2012). In a qualitative study on a sample of 216 subjects (staff, parents) from ten schools (Jeremić et al., 2012) it was found that there were four categories of teachers: 1) those who genuinely uphold inclusion and are motivated to work in an inclusive manner, 2) those who are only nominally in favour of inclusion, but are not motivated to take an individualised approach to working with pupils/students with additional support needs, 3) those who are nominally against inclusion, but are in practice respectful of specificities of pupils/students from vulnerable groups and who work in an inclusive way, and 4) those who are staunch opponents of inclusion and reject to make any adjustments to their teaching so as to make it more approachable to pupils/students with additional support needs. The greatest number of teachers fall into the second category.

In two studies done within three years from each other the conative component of teachers' attitudes was found to be the most prominent, while the cognitive one was the least pronounced. So, even if teachers are to a certain degree willing to change and adjust for the sake of implementing inclusive education, they are short on competences, knowledge and information about inclusive education as well as on potential benefits of inclusive education (Jovanović, 2009; Kolić, 2012). Teachers who were part of inclusive education projects were more open to embrace pupils/students from vulnerable groups (Đević, 2009), while previous personal experience with developmentally challenged individuals turned out to be significant in forming attitudes towards those pupils/students (Jovanović, 2009).

The results of a study conducted for the purpose of a master's thesis (Meseldžija, 2012) show that among class teachers there is a social distance towards pupils from vulnerable groups, yet a moderate one, because class teachers generally tend to accept the fact that pupils with additional support needs should attend mainstream schools, but not in their class. This research uncovered certain distinctions between teachers working in a non-inclusive, partly inclusive and inclusive school[70]. Teachers from non-inclusive schools accept to have pupils with additional support needs in their schools and classes only if necessary or if this is inevitable, teachers from partly inclusive schools accept these pupils in the schools but not in their classes, while teachers from inclusive schools would have these pupils in their classes even if they were not pressed to do so.

Two studies done in 2009, i.e. before the implementation of the new inclusive education measures show that the majority of teachers think that a selective approach, depending on the type and severity of developmental challenges, and segregation of pupils/students with developmental disabilities (Đević, 2009; Jovanović, 2009) is the best solution. Simultaneously, teachers thought that reduced isolation and greater opportunities for socialising of pupils/students from vulnerable groups are some of the good sides of common education of pupils/students from vulnerable groups and other children (Đević, 2009). The educational aspect of inclusive education was taken into consideration only when they spoke about obstacles for inclusive education – voluminous curricula, frontal instruction, untrained teaching staff, too many pupils/students in classes, non-existence of systemic support to teachers in working with pupils/students from vulnerable groups, problematic grading of these pupils/students. As for the difficulties, they mentioned lack of acceptance of children from vulnerable groups, hampered realisation of the teaching process and a potentially negative impact of pupils/students with additional support needs on the success of the entire class.

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[70] Schools have been categorised on the basis of the authors' talks with psychologists/pedagogues and principals about the objective indicators of a school's inclusiveness.

Also, as the most common reasons for difficulties in reaching educational goals in working with pupils/students from vulnerable groups the respondents (81%) stated problems linked with the child alone – short attention span, their not understanding teaching material, insufficient speed at performing tasks in class; the respondents disregarded the fact that inclusive education in itself implies making adjustments in order to suit a student's pace and abilities. The respondents wrote that while filling in the questionnaire they thought about equality for the first time, and not simply about differences between pupils/students from vulnerable groups and other pupils/students. Therefore, the research itself can make teachers reconsider their attitudes.

Many interviewed teachers (Jovanović, 2013) do not show enough readiness to adjust their teaching to Roma pupils/students or to invest extra effort into providing additional educational support that they could benefit from, nor do they see themselves as accountable for their pupils/students' achievements and motivation.

Macura-Milovanović and Peček (2012) examined views of university students, future class teachers, from Serbia and Slovenia at the beginning of their studies. The results show that the majority of students think that pupils/students with visual and hearing impairments, as well as pupils/students with intellectual challenges and those with behavioural disorders should attend special schools, whereas a mainstream school is the right place for pupils/students with learning difficulties, pupils/students undergoing extended hospital treatment and those with physical disabilities and speech impediments; almost all the respondents think that pupils/students from disadvantaged families, children of displaced persons and refugees, Roma children and children whose mother tongue differs from the teaching language should go to mainstream schools. The authors observe that the latter four groups of pupils/students are not associated with medical discourse which leads to stigmatisation; this explains why students think that these groups should be educated in mainstream schools.

When asked to assess which factors have more or less influence on learning difficulties, the students listed the following (from the most to the least influential): pupils/students' disabilities, volume and difficulty of school content, peer relationship, class teacher-student relationship, teaching methods and techniques, wider social surroundings and, finally, family. The authors conclude that pupils/students start their initial education to become qualified teachers holding beliefs that are not supportive of inclusive education, so that it is of the utmost importance that these beliefs "get transformed and developed in the course of studies so as to uphold the idea of diversity as normalcy and a belief that every child is able to learn" (Macura-Milovanović and Peček, 2012).

The research conducted in the 2008/2009 school year, i.e. before the LFES adoption (Kostović et al., 2011), using a small sample of pedagogues and quantitative methodology, set out to examine the attitudes of school pedagogues towards inclusive education and children from vulnerable groups. It was found that pedagogues mainly support inclusive education, but emphasise difficulties in its implementation. Those who hold a sceptical view defend it by mentioning the inadequacy of working conditions and legislation, together with the unpreparedness of stakeholders, first of all – teachers. Pedagogues think that inclusive education is beneficial to the wellbeing of a child with developmental difficulties, because he/she is "integrated and accepted in the social environment and among peers, progresses in accordance to his/her abilities and in the zone of proximal development, and develops his/her existing and preserved potentials" (Kostović et al., 2011). One of the advantages of inclusive education stated by the respondents was tolerance development, getting to know about and embracing diversity in other children as normalcy.

As for **pupils/students'** views (Đević, 2009), more than 60% of them think that pupils/students with additional support needs should attend classes together with them and that their relationship with these pupils/students is the same as with other pupils/students. However, a considerably smaller percentage of pupils/students estimate that other friends treat all the pupils/students equally. Teachers' views on the readiness of pupils/students to accept children from vulnerable groups generally coincide with the pupils/students' responses, with the emphasis that pupils/students' readiness to accept their friends with additional support needs grows in time. It turned out that pupils/students coming from schools which are part of the inclusive education project are more willing to accept these pupils/students.

Looking from a Roma pupil's/student's perspective (Arsenović-Pavlović et al., 2008), the majority population members have a negative attitude towards Roma (about half the subjects), whereas less than a fifth of them think that the attitude is positive. The social closeness of Roma pupils/students and the majority population pupils/students implies that almost all children from both groups would be friends at school, help each other in trouble, go to birthday parties and share a desk; a smaller percentage of pupils/students would not mind living in the same apartment building and spend time outside school, while there are the fewest of them who would fall in love with each other.

The findings reflecting the attitudes of the **schools** about inclusive education, which were covered by the sample (Provincial Ombudsman, 2011) reveal that 80.5% of the respondents stated that there are no defined ways of evaluating and rewarding teachers who implement inclusive education in their schools, while as little as 1% of the respondents say that this practice is in place in their school.

7.3.5. How well a school is adapted for inclusion

7.3.5.1. Physical and material preconditions

In the year before the LFES came into force school pedagogues in most cases tended to rate their schools as partly ready for inclusive education, while they thought that in technical terms they were on a very low level, and in terms of staffing, programming and premises the schools were thought to be partly or rather poorly prepared (Kostović et al., 2011). The research conducted in 2012 covering the staff of 25 schools and five pre-school institutions suggests that what is meant by readiness of an institution for inclusive education is the existence of ramps, but that other forms of communication, such as Braille's and augmenting aids, are rarely used (Stefanović et al., 2013). In a qualitative study which dealt with inclusive education monitoring (Jeremić et al., 2012) the school staff and parents expressed their dissatisfaction with the fact that schools are inaccessible and unequipped (access points, lifts, teaching aids and assistive technologies), and that there are no resources available for this purpose. On the other hand, the respondents were not aware that equipment can be rented, and the authors notice that even the existing equipment is not used (computers, projectors, didactic materials are used only occasionally by a handful of teachers). Assistive technologies are mostly available in schools which have special classes, while, instead of textbooks with modified curricula, they often use textbooks for lower grades. In another, older study (Jovanović, 2009) teachers singled out some of the most significant factors which impede the successful implementation of inclusive education: number of pupils/students per class, unequipped classrooms, lack of teaching aids, curricula and textbooks which are unadapted, as well as insufficient training for working with children from vulnerable groups and lack of readiness of the local community and state to improve school conditions. Therefore, it can be concluded that inclusive education stakeholders believe that the implementation of inclusive education depends most of all on physical and material conditions and teachers' competence, which will be addressed in more detail further on.

One of the reviewed studies (Sekulić, 2012) used an adjusted questionnaire from the Index for Inclusion, in which pupils/students, their parents/guardian and teachers/school psychologists/ pedagogues evaluated schools' inclusiveness. The schools were rated as partly inclusive by all the groups of the respondents. Although conducted on a small sample, this research confirmed that parents enumerate the following as a school's negative sides: lack of extra-curricular activities that a school offers, incompetent and inadequate teaching staff, bad equipment, and the fact that schools are poorly adapted for working with pupils/students with additional support needs. As the key priorities for a school's development, teachers and psychologists/pedagogues singled out education of teaching staff, adaptation of school premises, support of and connection with the local community.

7.3.5.2. Competences (professional prerequisites)

Teachers think that the following attitudes and competences are indispensable for inclusive education: positive attitudes towards inclusion, tolerance towards and understanding of diversity, knowledge about and understanding of developmental abilities and characteristics of pupils/students, development of IEPs, defining and adjusting educational standards, evaluating and assessing performance of pupils/students with developmental/physical disabilities, capacity for team work, capacity to foster positive atmosphere in the classroom, knowledge about teaching methods (especially in individualised and differentiated instruction), learning methods, techniques and principles, and active learning and communication skills (Macura-Milovanović, Gera and Kovačević, 2009; Rado and Lažetić, 2010; Petrović et al., 2012). However, what seems to be a common conclusion in qualitative studies (Rado and Lažetić, 2010; Jeremić et al., 2012; Petrović et al., 2012, Stefanović et al., 2013) is that **confidence of a teacher in his/her competences is the most important factor for inclusion**, which allows them to make smooth adjustments to suit every child and help them transfer learned content into new situations. One of the female authors points out that no one was in full agreement, and that only 20% of the respondents partly agreed with the statement "I believe that I have enough skills and knowledge to work with children with special needs" (Jovanović, 2009). On the other hand, the 2012 research results show that, on an average, teachers (class teachers) believe that they are able to work with children with developmental disabilities (AC=72.59, range from 18 to 90) (Kolić, 2012), which leads to the conclusion that self-evaluation of teacher competence has improved significantly in three years. In the three-year period legal and project support to inclusive education has been introduced, so this information could be a positive sign of inclusive education development in the country.

Interesting is the fact that **self-efficacy is significantly bigger in teachers who have gone through at least one training addressing inclusive education** than is the case with those who have had none. Conversely, there are no differences between those who have attended one and those who have had two or more trainings (Kolić, 2012). We think that this is a valuable finding, because it suggests that it would be more important to provide *all* teachers with at *least one* training on inclusive education than to have only few of them go through a number of trainings.

The findings of a quantitative study conducted at the beginning of inclusive education implementation (Teachers' Alliance of Serbia, 2010) on a sample of 811 subjects show that only 27.46% of teachers think that they have enough knowledge to develop an individual education plan, while only 20.81% of them think that they are able to define adjusted education standards for pupils/students from vulnerable groups. The scope of implementation, evaluation and revision of IEPs is the least substantiated by practice and experience (19.4% of class teachers, 9.7% of subject

teachers and 14.9% of psychologists/ pedagogues have participated in these activities). Besides these, the necessary competences that were reported as missing include diagnosing certain impediments, for example dyslexia and dysgraphia (stated by psychologists and pedagogues), skills for working with children with specific difficulties such as memorising, attention problems, dyslexia, and dysgraphia and difficulties in fine motor skills (stated by teachers) (Petrović et al., 2012).

In another quantitative study (Petrović et al., 2012) the subjects singled out the following areas in which they think they needed additional skill building: motivation of critical thinking (60%), support to a student's personality development (59.1%), successful involvement of children from socially unstimulating environments and ensuring their educational progress (55.2%), sensitisation of teachers regarding the needs of children from marginalised groups (52.6%), motivating pupils/students to study (52%), communication skills and constructive conflict resolution skills (51.1%) and team work and cooperation within the school (50.4%). More than 50% of the subjects said that they need more trainings of this kind. **When it comes to the evaluation of further education needs of their colleagues**, it is interesting that the respondents think that their colleagues even more lack a range of competences: support to pupils/students' personality development (79.5%), motivation of critical thinking (77.9%), motivating pupils/students to study (77.1%), team work and cooperation within the school (76.5%), individualisation and individual education plan (76.2%) and communication skills and constructive conflict resolution skills (75.3%).

So, both quantitative and qualitative indicators show that the biggest needs for professional development refer to the knowledge about developmental characteristics of pupils/students with developmental disabilities, development and implementation of IEPs, monitoring, evaluation and assessment of pupils/students, teaching methods and generic skills. Also notable is the need for additional stimulation of embracing an inclusive approach, and for teacher sensitisation. Jeremić at al. (2012) also identify the needs for cooperation with parents, as well as additional training for developing IEPs, especially by subject teachers.

Trainers who deal with professional development underline the following topics of special importance for the development of inclusion competences: developing IEPs, tolerance, diversity and respect for differences, prejudices and stereotypes, monitoring student progress, evaluation of teachers' work, interaction with parents, preparing pupils/students for society, human and children's rights, cooperative learning, interactive teaching, team work. It is evident that the competences mentioned by the trainers in many ways coincide with the competences that teachers think are indispensable for inclusive education.

The 2012 research on a sample of schools chosen according to the degree of inclusiveness (inclusive, partly inclusive, and non-inclusive schools) shows that teachers in general think that their knowledge about children with special needs is more theoretical (68.2%) than practical (31.8%). However, it turned out in further analysis that in an inclusive school the knowledge of teachers is more practical, while it is more theoretical in a partly inclusive and a non-inclusive school (Meseldžija, 2012). On an average, only 15.9% of the subjects thought they possess the skills and knowledge needed for the development of IEPs. In all schools the subjects think that they have gained knowledge and skills at their own initiative, in an inclusive school they did so with the support of the institution they work in (87.6%), an in a non-inclusive and partly inclusive schools they did it with no support (86.8% and 56.2% respectively). Once more it can be noticed that the burning needs for the improvement of competences stayed the same even in 2012, and that the support from school fellows and colleagues is priceless for the successful implementation of inclusive education.

What is also obvious from the research is that **teachers report on the needs for further professional development regarding a whole range of skills and areas** which cover both generic skills, and those that are inclusion-specific. Professional development needs, which are discussed in various studies, do not change considerably throughout time, which only underscores the importance of continued professional development of educators.

Initial teacher education

The studies adressing initial teacher education usually discuss university curricula, number of inclusive education courses, prevailing discourse, practice and attitudes of teacher trainers at teacher training faculties. **The teachers' perception of initial training is extremely negative** when one considers its usefulness in the implementation of inclusive education (Macura-Milovanović et al., 2009; Teachers' Alliance of the Republic of Serbia, 2010; Petrović et al., 2012). The greatest part of the curriculum consists of academic disciplines, while there are few opportunities for gaining practical knowledge. At most faculties there are usually no courses that refer to inclusive education; the exception to the rule are the faculties which started their reform through the TEMPUS and other European Union projects. The content referring to inclusion in methodical courses is missing from the curriculum. The prevailing discourse is a medical and defectological one. Even if there are courses whose content deals with preparing teachers for working with pupils/students from vulnerable groups, these courses are most often linked with defectology and prove to be useless in practice (Macura-Milovanović et al., 2009).

According to pupils/students' opinions (Macura-Milovanović et al., 2009), the development of inclusive education competences during studies is mostly made possible through contact with well-informed and motivated professors who hold a positive stand on inclusion. Besides this, the prevailing opinion of pupils/students and civil society organisation representatives is that teacher trainers at faculties tend to be ill-disposed to inclusion, do not have enough knowledge about inclusive education and are lacking in the education that is required in this field. Also, the number of practical classes is low, and they are often organised at institutions whose staff are not trained for inclusive teaching.

The aforementioned data obtained through qualitative research methods are confirmed by the findings obtained by using quantitative methods. On a sample of 811 respondents only 16.75% of the teachers think that they have gained adequate knowledge for quality work with pupils/students with developmental disabilities, and merely 11.08% rely on the knowledge they have gained during education when performing daily teaching practice. As many as 80.67% of the class teachers think that teacher training faculties should have obligatory courses which would train future class teachers to work with pupils with additional support needs.

Professional development

<u>Knowledge sources</u>

A rapid inclusive education assessment done in 2010 (Rado and Lažetić, 2010) shows that at the beginning of introducing inclusive education in the country's educational practice various stakeholders in the education, health and social protection sectors, as well as municipalities, were not adequately informed of the changes to which their activities had to be adapted because of the belated passage of adequate regulations (rulebooks) and a highly centralised nature of information exchange channels. This resulted in great insecurity, confusion and failed cooperation. This was most sorely visible during enrolment, on the part of pediatricians (former members of categorisation commissions), as well as when it came to the rules for implementing IEPs and the instructional and methodological meaning of "individualisation" and practical ways of "adjusting standards". Another study (Teachers' Alliance of the Republic of Serbia, 2010) shows that less than a half of the class teachers (46.43%) know which professional development programmes on inclusive education are on offer. Also, the findings from 2011 suggest that only 52.9% of the respondents estimated that they were fully acquainted with the relevant legislation (Kolić, 2012).

There are no data on how informed all the stakeholders were in the subsequent periods of implementation when it comes to various aspects of inclusive education, and it would surely be interesting to check the current state of affairs. Bearing in mind that one of the obstacles mentioned recently is the fact that parents are poorly informed (Jeremić et al., 2012), it would be significant to check whether even today problems in the realisation of inclusive practice can be put down to **stakeholders that are inadequately informed about legal documents and decisions, inclusive education goals and rules and opportunities for all sorts of support, as well as professional development.**

<u>Trainings and professional development</u>

The results of DILS trainings evaluation (Rado and Lažetić, 2010) indicate that the quality of teaching was positively affected primarily by the trainings (64.3% of the respondents), followed by the support of school psychologists/pedagogues (61.2%) and school principals (50.6%). **It is therefore apparent that apart from trainings, cooperation among school professionals plays an important role in the implementation of inclusive education, as well as the support of school principals and their leadership.** It is also important to note that teacher participation rate in the school activities addressing children from vulnerable groups was the lowest among subject teachers, who also, compared to other categories of the respondents, least believe that the inclusive education trainings were helpful in working with children from vulnerable groups. Besides, the majority of the respondents think that subject teachers are not sensitised to inclusion (Petrović et al., 2012). The results of certain past studies indicate that school psychologists/pedagogues were most involved in different school activities concerning children from vulnerable groups, followed by school principals and class teachers while subject teachers were least involved (Rado and Lažetić, 2010).

The studies included in this overview, both qualitative and quantitative, addressed **teachers' attitudes towards the usefulness of inclusive education trainings** (Petrović et al., 2012).

The respondents **evaluated DILS trainings as useful** (over 70% of the respondents think that these trainings were useful or very useful in their work with children from vulnerable groups), emphasising the successive introduction of inclusive principles and skills and the logical sequence of trainings as important factors contributing to their usefulness. The formulation of the pedagogical profile and

the IEP was assessed as particularly useful, as well as other skills applicable in practice. Generic skills were also assessed as a very good „foundation" for DILS trainings. DILS trainings trigger teamwork and cooperation among different stakeholders, which was also perceived as one of their strengths. Unlike the teachers who did not consider DILS trainings particularly useful, the teachers stating DILS trainings yielded multiple benefits were characterised by **confidence in their competences, initiative and interest for individualised approach to pupils/students** even before attending these trainings. (Petrović et al., 2012; Stefanović et al., 2013). Another difference between the teachers from the schools successful at implementing inclusive education and the schools in need of additional support is **good cooperation among different stakeholders in the school system, horizontal learning and good leadership competences of school principals** (Petrović et al., 2012).

The training facilitators and the teachers evaluated all DILS trainings as useful. The facilitators of DILS trainings single out the seminar *Motivation and Psychological Principles of Learning* as the most useful generic training. They assess the training *Inclusive Education and Individualised Education Plan* as very important for the sensitisation of school personnel and think it is not enough that only five persons attend this training. The teachers have the same opinion about this training – „it leads to a paradigm shift". Besides, the facilitators note that schools with internal and external support, good cooperation, horizontal learning, supervisors, consultants and independent experts are more successful at implementing inclusive education.

The following trainings were highlighted as useful for the **work with children from vulnerable groups:** *Children with Disabilities in Pre-School Institutions and Schools* (93.3%), *Inclusive Education - Planning and Formulation of Individual Education Plans (IEP)* (93.2%), *Inclusive Education – Strategies and Methods of Adapting Instruction for Children with Disabilities and Gifted Children* (93%), *Individualisation in Teaching Serbian Language, Mathematics, Sciences and Social Studies to Children with Disabilities* (90.5%), as well as two trainings addressing the development of communication skills and conflict resolution skills: *The Art of Communication* (91%) and *Goodwill Classroom* (90.5%).

The teachers point out the following trainings as useful for the **work with all children**: *The Art of Communication* (95.5%), *Reading and Writing for Critical Thinking* (94.7%), *Goodwill Classroom* (94.3%) and *Active Teaching/Learning* (93.1%).

The trainings initiated different forms of **horizontal learning** (professional exchange among colleagues leading to the improvement of teachers' competences related to inclusive education) and **delegation of responsibilities** to the majority of school personnel. The teachers report about another important effect of DILS trainings – they now have a clear picture of the need for specialised trainings, more precisely, they recognise the need for widening their knowledge. One of the advantages of DILS trainings is that they provide "hands-on tools", which is perceived as one of the most important factors making teachers feel confident of their competences. The training *IEP Monitoring, Evaluation and Revision* is the most problematic. An aggravating circumstance for the teachers is the fact that **valid regulations are not consistent with what is given at the trainings**, so some trainings did not provide enough information about the monitoring of the inclusive education implementation – teachers are not sure that all inclusive education aspects are adequately covered.

When it comes to the **needs for further professional development** of inclusive education stakeholders, the facilitators of trainings note that a recent deluge of seminars is discouraging for teachers and that shorter forms of trainings may be more effective. The leadership role of a school

principal is particularly underscored and, consequently, the need for strengthening the leadership competences of school principals. The facilitators of trainings also think that a **proper sustainability mechanism is lacking** – the obligation to apply in practice what has been learned at the seminars. Teachers point out the importance of horizontal learning, cooperation among different inclusive education stakeholders and study visits to other schools and think there is a need for further competence strengthening in this manner.

Based on the opinion of the DILS trainings facilitators, teachers and school psychologists/pedagogues who attended them, we can see that DILS trainings are laying the adequate foundations for the efficient implementation of inclusive education – they affect the adoption of the inclusive paradigm, build necessary competences and encourage different forms of learning and teamwork. 90% of the teachers think that these trainings helped them in their work with children from vulnerable groups, and over 70% think they helped them in their work with all children. **The greatest objection is a small number of trained inclusive education stakeholders, particularly subject teachers.**

As there are statistically significant differences regarding the needs for additional professional development depending on the job position in a school, it seems that the highest expectations regarding the implementation of inclusive education in schools are directed at school psychologists and pedagogues. The question is how feasible these demands are. What happens with class teachers who are even more directly involved in the work with children from vulnerable groups? More precisely, what happens with these children once they enter the fifth grade?

Bearing in mind that teachers and school psychologists/pedagogues agree about the needs for additional professional development, as well as about the identified lack of initial teacher education, it **seems necessary to create a stable systemic framework for developing teachers' competences** through different forms of professional development.

7.3.6. Practical implementation of inclusive education

Based on the interviews and focus groups with the school personnel and parents, as well as class observations and inspection of pedagogical profiles and IEPs (Jeremić et al., 2012), the following segments of instruction were highlighted as relevant and critical: curriculum adaptation, teaching methods, activation of pupils/students, classroom management and assessment.

Bearing in mind the fact that the practice of designing IEPs has not yet gained ground in our teaching practice, **curriculum adaptation** is mainly performed in an informal way by reducing, simplifying and lowering the demands (tasks for lower learning levels), or by adapting to an individual learning pace of each student. The authors note that in the schools included in their research curriculum adaptation depends on the motivation of teachers and there is a significant difference between class and subject teachers (Jeremić et al., 2012).

There are big differences among teachers regarding their **teaching methods** (Jeremić et al., 2012). Frontal instruction is the most frequently used form of teaching followed by group and pair work while individual work is applied with pupils/students with additional support needs (pupils/students work on their own) and here again the situation is more favourable in class teaching (more different activities during a class, various teaching materials, demonstrations, illustrations, practical work etc.) Class teachers are more motivated and have wider pedagogical and didactical knowledge. Teachers face typical individualization difficulties such as aligning work dynamics with different pupils/students, ensuring the involvement of all pupils/students, different learning pace, classroom management,

interaction barriers between pupils/students from vulnerable groups and others, lack of cooperation among teachers. Parents state they are not familiar with the teaching methods and school staff report that parents show no particular interest in the methods used in the work with their children.

Activation of pupils/students is usually done by means of praise and good marks while the feedback that focuses on the purpose and application of what has been learned is rarely provided (Jeremić et al., 2012). Few teachers use creative tasks and interesting examples or relate the subject matter with life experience. In their work with pupils/students with additional support needs, some teachers use play, practical problems, music and colours, or ask additional questions and encourage peer interaction. While teaching children from vulnerable groups, teachers see emotional support and attention as more appropriate than discussions, arguments and suggestions.

Teachers also differ in the manner they **manage their classroom** – from fear to trust, from authority to working atmosphere, from the total isolation of pupils/students with additional support needs to the nomination of a peer-assistant for each one of them (Jeremić et al., 2012). The authors give positive examples of teachers accepting pupils/students from vulnerable groups, explaining their reactions, behaviour and difficulties to other pupils/students, tolerating and ignoring some of their acts and reactions, instilling confidence in other pupils/students, finding adequate peer support. The positive practice examples also include: encouraging interaction between children from vulnerable groups and other children, both in school and outside the classroom, as well as giving information to parents about inclusive education and advising them how to prepare their children to accept pupils/students with additional support needs.

Assessment is mainly numerical and summative while formative assessment is sometimes used in class teaching (Jeremić et al., 2012). Besides, as class teachers are familiar with the interests of their pupils, they make use of their knowledge and give them different social, symbolical and material rewards. The feedback about a child's social and emotional development and degree of independence is rare but still present in class teaching. Teachers attribute the success of pupils/students with additional support needs to the efforts and hard work of those pupils/students, their parents and other pupils/students' support and they praise their dedication and hard work more frequently than is the case with other children. On the other hand, teachers think that the cause of the failure of these pupils/students is primarily the lack of ability and not their insufficient dedication and practice at home, concentration, length of a school day and inadequacy of mainstream school to meet their educational needs. Teachers attribute the failure of Roma pupils/students to their parents and poor living conditions while their parents think that the failure is a consequence of their children's low ability. Since there are no criteria for assessing pupils/students with additional support needs, teachers feel incompetent for assessing them and use the standards of achievement expecting these pupils/students to achieve level one (their marks are rarely higher than 3 even if they achieve the goals from IEPs) and see descriptive assessment as more adequate.

According to the research carried out by Zlatarović and Mihajlović (2013), the **monitoring of the progress** of children with disabilities in pre-school institutions and primary schools is regularly implemented by 66% of pre-school teachers (out of 99), 70% of class teachers and 59% of subject teachers (out of 169 teachers), 94% of psychologists and pedagogues from pre-school institutions and 88% of psychologists and pedagogues from primary schools.

7.3.7. The operation of inter-sectoral committees and the provision of additional support in schools

The Centre for Interactive Pedagogy has conducted the qualitative research on the sample of 113 respondents (professionals and parents) addressing the operation of inter-sectoral committees during the first year of their establishment and the process of providing additional support to children with disabilities in primary schools. **Inter-sectoral committees** consist of the experts from the local centre for social work, health-care institution and regional school administration office, while the municipal/city authorities are responsible for providing the coordinator. Some inter-sectoral committees elect deputies and have associate members who are not necessarily engaged in work in all the surveyed municipalities. Inter-sectoral committees do not have official premises which implies the problem of storing and preserving documents (there is no cabinet with a key or a separate computer). The members complain about the lack of "a unique database or form for keeping record". When it comes to work conditions, inter-sectoral committee members point out there are no instruments for assessing additional needs of children. Almost all permanent members attended basic DILS trainings, which is not the case with associate members. The trainings were assessed as useful for the clarification of initial dilemmas but it is widely held that phase two is missing – additional trainings followed by the exchange of experience among different inter-sectoral committees.

The procedures are agreed upon by reaching oral consensus and there are no rules of procedures. Needs assessment of a child is carried out in line with the Rules on Additional Educational, Health and Social Support to Children and Students and the deviations from the Rules occur regarding the deadline for adopting the Individual Support Plan (further in the text: ISP). Permanent members, the coordinator, parents/guardians, and sometimes associate members, participate in the inter-sectoral committee activities (depending on the specific nature of the assessment; it is necessary to define obligations in detail and to appoint "trustworthy persons" as in 14% of cases they are mistaken for associate members). The assessment is carried out by means of observation (visiting families or schools, or on the inter-sectoral committee premises). Parents submit the necessary documents and inter-sectoral committees use the instruments which are not adapted to the specific characteristics of each child. The ISP is created at a joint meeting based on written evaluations, opinions and suggestions of all members and it has a unique format. The inter-sectoral committee members state that "the forms are complicated, some items repeat and the required format is not practical". Out of 13 "direct additional support" measures, 6-7 were used and the number of applied "indirect additional support" measures varied from 2 to 10. A certain number of measures not on the list were also recommended even though some of them were not applicable at a given moment. However, the discussion about these measures was encouraged at the trainings as they might trigger the future development of services. Inter-sectoral committee have different interpretations of the roles of pedagogical and personal assistants. There were cases where the recommended additional support was not inclusive, which was explained by the difficulty of a disability ("a child cannot attend pre-school institution, he does not sit, does not respond to anything and cannot even attend a special school...").

The form containing the ISP is given to parents together with the necessary clarifications and information. Parents sign it and after receiving instructions, they become responsible for contacting a service provider. Parents usually do not lodge complaints. As the ISP is not obligatory for service providers, its *implementation* is often hindered due to the lack of financial means in the local government budget forcing parents to contribute financially. Inter-sectoral committees call for the

urgent establishment of additional support financing mechanism. Apart from the city/municipality authorities and parents, additional support financiers include civil society organisations and the MoESTD in case of teaching assistants. Although the Rules require inter-sectoral committees to *monitor the effects* of the additional support implementation, the monitoring procedures at the local level are not defined and service providers are not obliged to report to inter-sectoral committees. As there is also no unique form for reporting at the national level, some inter-sectoral committees report only to the local governments while others report to several or all competent ministries. The research did not tackle the operation of the joint body at the national level in charge of monitoring and evaluating the functioning of inter-sectoral committees. Members of inter-sectoral committees express satisfaction with their work.

Parents receive information about inter-sectoral committees in schools, health-care centres or parents' associations. They are satisfied with the work of inter-sectoral committees (although they frequently cannot tell them apart from other commissions) pointing out that when receiving the ISP they are well informed and instructed what to do next but that the financial means for the proposed additional support is lacking. Some parents would also like to have more detailed instructions about the support they themselves are supposed to provide their child with, as well as about the evaluation and monitoring of the effects. They see their role in collecting and submitting the documents to inter-sectoral committees and providing information and suggestions concerning their child. Some parents think that the entire process of receiving ISP is slow and its implementation is usually delayed. They say that the realised support improved the situation of these children and families but the difficulties in their implementation intensify the feeling of marginalization.

Teachers think that they are not fully familiar with the legal regulations and there are frequent inconsistencies regarding different types of IEPs and the role of inter-sectoral committees, as well as the functions, competences and financing mechanism of pedagogical and personal assistants. Some teachers had disapproving attitudes towards inclusive education and labelling terminology (such as "inclusive child"). Their role in assessing children with disabilities is to write reports and sometimes they are associate members. They complain about excessive "paperwork". Sometimes they play a role of mediators between inter-sectoral committees and parents by advocating additional support. They point out that children do not receive the necessary support in due time and as parents often hold schools responsible for this, a wider support of the local governments and three competent systems/ministries is indispensable. They think that informal peer support is essential. They state that not all the teachers have had a chance to receive instruction for assessing the level of progress of their pupils/students and that the provision of the adequate support positively affects not only children and their families but teachers and other children in the class as well. Teachers say that the support they need includes additional trainings (especially in the field of defectology), wider coverage with basic trainings, the networking of schools (exchange of experience, study visits), the activation and sensitisation of the local governments, expert support and less paperwork.

Experts from the **health care system** evaluate children's health, frequently following the medical model and giving negative forecasts and usually recommending individual treatments, aids and space adaptation while the monitoring consists of repeated regular check-ups and examinations. **Social workers** are mainly involved if parents use the services of the centre for social work or the resources of support providers. The experts from **primary and secondary schools and defectologists** think they should not be associate members only and they work individually with children or visit classes in primary and secondary schools. The participation of civil society organisations in the assessment is negligible and the level of information they possess varies. Their

communication with inter-sectoral committees is non-formal - through local forums and cooperation agreements. They also think that the existence of inter-sectoral committees improves the position of children with disabilities and their families but there are problems such as a lack of training for teachers, financial means and the attitudes towards inclusive education. The services they provide include the sensitisation of the local community, specific trainings, provision of specific didactical materials and lobbying for financial means.

The financing procedure of the additional support and inter-sectoral committee operation from the municipal budget seems to be the weakest link in the chain. In reality the deadlines are shortened, there are no local sectoral strategies, municipal financial plans are copied every year, no public hearings are organised about their adoption, etc. For the time being, the fees for the inter-sectoral committee members are planned in the budget but there is no methodology for calculating the amount of the fees and the inter-sectoral committee members are not satisfied with the amount and the payment dynamics. Besides, associate members are not paid for their engagement so filling out the forms is a demanding unpaid extra job. Local governments should allocate means for financing additional support but the competent ministries should also take some responsibility for providing the additional support not financed from the local resources.

7.3.8. Cooperation and communication among inclusive education stakeholders

Since the adequate implementation of inclusive education, apart from the operation of inter-sectoral committees, implies the networking, communication and cooperation of other relevant stakeholders, the results of the research addressing this topic are presented here in a separate chapter.

Teaching assistants are a very important link in the implementation of inclusive education. According to the research from the 2010/2011 school year conducted at the territory of Vojvodina (Provincial Ombudsman, 2011), 80% of the respondents (school personnel) say that a teaching assistant is not employed in their school and only 11.4% state otherwise. The educational profiles of teaching assistants are different: psychologists, chemical technicians, laboratory technicians, defectologists, speech therapists, transportation technicians, chemists, construction technicians, final year students of the Faculty of Law/Philosophy, teachers/pre-school teachers. 4.1% of the respondents from the schools without teaching assistants say they receive the support of volunteers, psychologists and speech therapists. The role of teaching assistants is very important as they operate both in a school and in a child's family and have a mediating role as well; however, it turned out that they mainly do not actively participate in the formulation of IEPs but their role is reduced to collecting the data about the family, living conditions and the needs of pupils/students from vulnerable groups (Jeremić et al., 2012). The role of teaching assistants in the IEP implementation is to work individually with pupils/students with additional support needs (instead of facilitating their involvement) using the materials prepared by teachers while teachers work with other pupils/students. Another study (Mihajlović et al., 2012) came to the same conclusion and also revealed a need for another type of assistant – personal teaching assistant. Teaching assistants also cooperate with civil society organisations and centres for social work with the aim of obtaining non-educational support for pupils/students from vulnerable groups. They face the following problems: lack of the understanding of the importance of education and the passivity of parents, unrealistic goals in IEPs and refusal of some teachers to cooperate (Jeremić et al., 2012).

The research addressing the effects of the introduction of **Roma assistants** during the second semester of the 2007/2008 school year (IEQE, 2009) shows that the participation of Roma assistants in the teaching process consist of individual work with Roma pupils/students in regular and

remedial classes without taking part in instruction planning. This points to the segregation of Roma pupils/students in school rather than to their inclusion. The role of Roma assistants was to take measures to ensure pupils/students regularly attended classes and to mediate in the communication between pupils/students and school staff. The cooperation with parents was not intense and the activities in families were directed at providing information about the pupils/students' progress in school and motivating parents for further education of their children. Quantitative data reveal the improvement of the educational achievement of Roma pupils/students who cooperated with Roma assistants in the second semester, their lower dropout rate and increased participation in extracurricular activities in school. School psychologists/pedagogues and teachers, Roma assistants and Roma pupils/students and their parents themselves expressed positive opinions about the role of Roma assistants commending the effects of their presence reflected in the improved school achievement and regular school attendance while the cooperation with parents was mentioned as the most problematic and challenging aspect of their work.

Recent research (Jovanović, 2013) indicates that Roma pupils skip school much more than other pupils in lower grades of primary school and reveals that in the fifth grade there is a huge increase in the number of unauthorised absences (from 9 to 66 absences on average per Roma pupil) and the dropout rate is at around 9%. Besides, Roma pupils have lower average marks compared to the average mark of their class and the percentage of Roma pupils with good or very good marks rapidly falls with the transition to subject teaching (from 20-25% in lower grades to 10% in the fifth grade, together with the increase in the number of failing marks). This research also reveals that Roma pupils covered by the DILS programme, although coming from the poor and rural background and having parents who are not formally employed but rather live off welfare benefits, have better school marks, lower dropout rate and fewer absences from school (especially in lower grades). Teaching assistants proved to be an important factor leading to the wider coverage of Roma pupils/students with primary and secondary education; they contributed to the successful involvement of their parents, helped them exercise their rights to social and health assistance and realise better school achievement. However, the position and the influence of teaching assistants in school depend on teachers' attitudes towards the purpose of their role and their readiness to cooperate with them. The strength of the DILS programme lies in the fact that it engages the local government to support the inclusion of the Roma and children from disadvantaged backgrounds and provide information to school staff which enables them to realise their role in inclusive education, which, in turn, leads to their motivation and wider engagement of pedagogical resources.

Teachers usually consider **parents** insufficiently motivated and involved in the provision of additional support to children. One third of the respondents in a study (Provincial Ombudsman, 2011) state that parents are members of the support provision team; fewer respondents say parents are somehow involved in the process and even 22.7% say that their participation boils down to giving the consent. The low participation of parents in inclusive education expert teams and support provision teams is also confirmed by a study carried out in 2012 (Stefanović et al., 2012). However, the poor cooperation between parents and schools cannot be attributed solely to parents. A study concerning causes and factors leading to pupils dropping out of primary education (Baronijan et al., 2011) reveals that schools rarely inform parents that their children have dropped out of school (19% of Roma parents and 29 of non-Roma parents).

Although the **internal support** at the level of school is institutionalised in the form of the expert inclusive education team, the role of school psychologists/pedagogues seems to be overstated (Jeremić et al., 2012). A small number of school professionals who attend the trainings share the

information in different ways: at teachers' councils, by means of presentations, hand-outs from the trainings, written and oral reports, workshops, individual conversations with colleagues, etc. (Provincial Ombudsman, 2011; Jeremić et al., 2012).

According to the research carried out during the first year of the LFES implementation (Provincial Ombudsman, 2011), only one third of the respondents replied that the **inter-sectoral committee** had been formed in their municipality and one third did not know whether the inter-sectoral committee had been formed or not. Half of the respondents did not know who the members of inter-sectoral committees were. In places with no inter-sectoral committee, the school personnel was assisted by centres for social work, health care institutions, (former) Categorisation Commissions of the Ministry of Education (through the DILS project), regional school administration offices, special and other schools, developmental advisory centres, the Support Network, local governments, youth counselling centres, civil society organisations. According to the research carried out a year later (Jeremić et al., 2010), inter-sectoral committees were formed in the majority of the surveyed municipalities; however, this does not imply that the adequate cooperation was achieved between them and schools, while the cooperation between schools and centres for social work was frequently characterised by schools as poor and sporadic. A study from 2013 (Jovanović, 2013) reveals the disturbing data that in certain municipalities inter-sectoral committees do not operate regularly due to the cuts in the municipal budget. Another research from 2013 indicates high expectations from inter-sectoral committees on the part of the expert inclusive education team and additional support provision teams (Stefanović et al., 2013). The opinion of the members of these teams is that inter-sectoral committees do not provide them with practical recommendations for work and support but rather give them generalised opinions which are often the same or similar for different pupils/students. Inter-sectoral committees realise the cooperation with the relevant institutions and the **local government** based on the experience from similar commissions or at personal initiatives, and the communication is often one-directional, which makes the adoption of a cooperation procedure or protocol necessary. Inter-sectoral committee members also think it is necessary to sensitise and inform the local government about the need for this type of support (Mihajlović et al., 2012). Inter-sectoral committees assess the support coming from the local government and from the national level as partially satisfactory and emphasise the need for the exchange of experience. Apart from the insufficient support of the local government and the ministries, members of inter-sectoral committees complain of imprecise legal regulations and the lack of experts and personal assistants.

On a sample from Vojvodina in the 2010/2011 school year, it was found that around 70% of school personnel was informed about the existence of a group, an integral part of the **Support Network**, providing support to teachers and schools in implementing inclusive education (Provincial Ombudsman, 2011). 70% of the respondents who are familiar with the existence of the group say they know all of its members while almost one third of them know some of its members. One fourth of the members do not know that different group members should be approached for different problems, and 37.9% do not know who to contact. Only 15.6% of the respondents state that the Support Network members visited their school and provided some form of direct support and 31.5% of the respondents say their school have not contacted the Support Network members so far.

For school pedagogues (Kostović et al., 2011), the most important factors for promoting inclusive education are: the wider support and interest of the local community (the local government in particular), legal foundations of inclusive education, accessibility of trainings to all stakeholders, sensitisation of the surroundings and the exchange of good practice examples. **Non-educational**

support largely depends on the engagement of school principals and boils down to providing money for trainings, didactic materials, free meals for pupils/students, computers, teaching aids, TV sets, video recorders, photocopy paper, reimbursements for a child's travel companion, ramps, clothes and shoes (Provincial Ombudsman, 2011; Jeremić et al., 2012). The necessary financial means for providing additional support were not granted for the following reasons: the local government does not have enough money, there was no reply to the request for money, no request was made, etc. The rights usually exercised include health care, assistance of the centre for social work and child support services. Some schools state they receive the assistance of health-care institutions, centres for social work and certain professional associations, but the respondents usually say they need external professional support from medical professionals, speech therapists and defectologists (especially in cases of dyslexia, dysgraphia, communication disorders and behaviour problems). At the time the research was carried out the cooperation was not yet institutionalised and was often based on personal contacts (Provincial Ombudsman, 2011; Jeremić et al., 2012; Mihajlović et al., 2012).

7.3.9. Transition of pupils/students with additional support needs to the next levels of education[71]

According to a study carried out in 2010 and published in 2013 (Zlatarović and Mihajlović, 2013), the reviewed literature referring to the implementation of inclusive education suggests attention should be paid to the transition onto higher levels of education but actual recommendations as to how it should be done are not given. Few existing recommendations refer only to the preparation of children and are not directed towards education institutions.

The **statements made by experts** about the challenges and difficulties pupils/students and their parents face during the transition period to higher education levels are grouped into several categories: the school system is not adapted to the needs of an individual child; educators are not sufficiently trained; poor physical accessibility of education institutions; lack of systemic support and synchronised action and cooperation of experts, institutions, school professionals; parents focus on limitations; some children do not attend the pre-school preparatory programme (PPP) although it is compulsory.

The questionnaires for pre-school institutions (PI) and primary schools (PS) and questionnaires for pre-school teachers and school teachers include 13 categories of challenges children with additional support needs face during the transition from the PPP to the first grade: physical environment, teaching aids, curriculum, work methodology, forms of work, requirements imposed on children, attitude of teaching staff towards children, attitude of non-teaching staff towards children, peer interaction, learning support, parents' attitudes, school ethos, children's habits. The greatest percentage of pre-school teachers (around 60%), school psychologists/pedagogues (around 50% from PI and 80% from PS) and teachers (around 60%) marked physical environment, teaching aids and curriculum, as well as demands made to a child as the biggest challenges. Peer interaction is most frequently selected by teachers (64% of CT) and pedagogues and psychologists from PS (56%). Similarly to the selection of challenges related to the first grade, when it comes to the transition to the fifth grade, the most frequently selected challenges are the curriculum (63% of pedagogues and

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[71] The results presented in this Chapter are based on the information gathered by means of questionnaires (301 respondents from 17 pre-school institutions and 16 primary schools) and statements made by the interviewed experts. (7).

psychologists from PS, 67% of subject teachers (ST) and 43% of class teachers (CT)), work methodology (63% of pedagogues and psychologists, 54% of ST and 30% of CT), requirements imposed on children (63% of psychologists and pedagogues, 61% of ST and 30% of CT), peer interaction (61% of ST), parents' attitude (50% of pedagogues and psychologists) and school/classroom environment (63% of psychologists and pedagogues and 56% of ST).

The analysis of the questionnaires shows that there are no big differences between pre-school teachers and class teachers related to the **provision of support to children being adapted** to the first grade. The adaptation of children to the fifth grade is the responsibility of subject teachers and class teachers. Primary school psychologists and pedagogues equally take care of the transition of children from the pre-school preparatory programme to the first grade and the transition from the fourth grade to the fifth grade.

Procedures supporting children during the transition period are not sufficiently described and addressed in the documents and regulations of institutions, which is apparent from a small number of answers given to the question about the transition support planning procedures mentioned in the documents such as the developmental plan, annual work plan, pre-school curriculum, teacher council's plans, etc. According to the answers given by pre-school teachers, teachers and psychologists/pedagogues, the transition of the children with additional support needs (either to the first or fifth grade) is mainly discussed in the annual plan of school operation (50%) and pre-school curriculum (29%).

While **planning support** to children entering the first grade of primary school, pre-school teachers, class teachers, psychologists and pedagogues from PI and PS equally take care of different aspects of assistance – space adaptation, forms of work, supply of specific aids. Their answers reflect that less attention is devoted to the emotional and social aspects, to the communication and atmosphere in school.

Educators from PI and PS plan and implement support during the transition period in **cooperation** with their colleagues and parents and experts from other institutions. The cooperation focuses on exchanging information about children, planning and implementing activities, monitoring children's progress, cooperation with parents, etc.

Examples of **good transition practices** were presented at focus group discussions. The characteristics of good practices are: cooperation among different stakeholders as the most important factor facilitating the adaptation of a child to the new setting and making learning and teaching more effective; transition is a process lasting for a shorter or longer period of time and children adjust to it in their own way when provided with adequate support; adequate support consists of planned actions, measures and procedures directed at the adaptation of different aspects of environment and work methods in accordance with the assessed needs of a child. The interviewed experts stress the following recommendations facilitating the transition process from the PPP to the first grade and from the fourth to the fifth grade:

- It is essential to recognise that all transition periods are stressful.
- Transition must be legally regulated and supported by the local community.
- Transition must be planned.
- Parents are important actors, as well as everybody else in contact with a child. Horizontal and vertical exchange of information is necessary.

- Schools must harmonise their curricula and adapt textbooks to pupils/students with disabilities.

- School external evaluation indicators should also include the indicators covering different segments of this problem (support to a child, grading, individualised teaching...).

- In-service training seminars and peer learning of the teaching staff at professional gatherings, study visits, good practice examples and so on.

7.4. Conclusion

The overview of the results indicates that the inclusive education research in Serbia addresses a number of various topics:

- The inclusion of children with disabilities in the education system;

- Enrolment in the first grade of primary school;

- Formulation of the pedagogical profile and IEP formulation and evaluation;

- Beliefs and attitudes towards inclusive education and pupils/students with additional support needs;

- How well schools are adapted to inclusion:

  o Physical and material conditions,

  o Competences (professional prerequisites);

- Implementation of inclusive education in the teaching process;

- Operation of inter-sectoral committees and the additional support provision process in practice;

- Cooperation and communication among inclusive education stakeholders;

- Transition of pupils/students with additional support needs to the next levels of education.

The most frequent topics of the presented studies are: *professional prerequisites for inclusion* (initial education and in-service training) – mainly qualitative research (Macura-Milovanović et al., 2009; Rado and Lažetić, 2010; Class Teachers' Alliance of the Republic of Serbia, 2010; Jeremić et al., 2012; Petrović et al., 2012), and *beliefs and attitudes towards inclusive education and pupils/students with additional support needs* (Arsenović-Pavlović et al., 2008; Jovanović, 2009; Đević, 2008; Kostović et al., 2011; Kolić, 2012; Macura-Milovanović and Peček, 2012; Meseldžija, 2012; Stefanović et al., 2013). On the other hand, the least researched topics include the inclusion of children from vulnerable groups (coverage in mainstream education, dropping out, active participation in school and extracurricular activities, school achievement of pupils/students from vulnerable groups) (Baronijan et al., 2011; MoESTD, 2012), IEP formulation, implementation and monitoring (Jeremić et al., 2012), teaching (Jeremić et al., 2012) and cooperation among different inclusive education stakeholders (Provincial Ombudsman, 2011; Jeremić et al., 2012). These less

researched aspects of inclusive education prove to be important inclusive education segments that should be improved.

The methodology of the presented studies is diverse and not standardised as the studies were carried out in line with the needs of different commissioners or with scientific purposes. So we have the samples of different size (quantitative research: from 44 respondents in a bachelor's thesis to 1,414 schools in the MoESTD research; qualitative research: 3 to 9 focus groups with 8 participants each and 8 to 31 interviews), samples stratified according to different criteria (convenience criteria most frequently), inconsistency of researched topics through time and incomparable findings. Consequently, the need arises for a certain standardisation of the methodology and the establishment of a framework for inclusive education evaluation and monitoring. This would enable the comparison of results by relevant segments and different levels of the education system through time and consequently lead to the planning and advancement of inclusive education implementation.

The results point to the fields that need to be improved, particularly the adaptation of schools for inclusion (physical and professional), the IEP formulation, implementation and evaluation, as well as the cooperation among different inclusive education stakeholders. These results reflect the state of the education system in general, where the cooperation among different levels of the education system and the professional preparedness of school staff are the main stumbling blocks. It can be concluded that it is necessary to establish an efficient in-service training system which would cover all teachers and provide them with more practical support. The prevailing positive attitudes of all inclusive education stakeholders and awareness of the factors contributing to the successfulness of inclusion, such as leadership, horizontal learning, positive attitudes towards inclusion, professional competences and cooperation of different inclusive education authorities, present favourable conditions for the further improvement of the inclusive education implementation.

Table 6. Basic methodological characteristics and topics of reviewed studies

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
Đević, R. (2009). Spremnost nastavnika osnovne škole da prihvate učenike sa teškoćama u razvoju (Preparedness of Primary School Teachers to Accept Students with Disabilities). Journal of the Institute for Educational Research, 41(2), 367–382 *** article is based on the author's master's thesis**	Stratified according to relevant criteria - classification of schools according to whether they <u>participated in an IE project or not</u> 2 groups - 205 teachers - 410 pupils/students	quant	- questionnaire for teachers - questionnaire for pupils/ students	Preparedness of teachers and pupils/students to accept children from vulnerable groups.	Tabular presentation of results. Detailed tabular presentation of results given in annex. All used instruments given in annex.	2009	Scientific research
Jovanović, O. (2009). Stavovi nastavnika razredne i predmetne nastave prema inkluzivnom obrazovanju djece sa posebnim potrebama (Class Teachers' Attitudes Towards Inclusive Education of Children with Disabilities). Belgrade: Faculty of Philosophy, bachelor's thesis	Convenience 1 group - 105 teachers	quant	- questionnaire - assessment scale	Teachers' attitudes towards and perceptions of the factors important for successful IE implementation.	Tabular presentation of results. All used instruments given in annex.	2009	Scientific (bachelor's thesis)
Rado, P., Lažetić, P. (2010). Brza procena realizacije inkluzivnog obrazovanja u Srbiji (Rapid Assessment of Inclusive Education Implementation in Serbia). UNICEF report	Convenience sample with criteria 10 schools which differ in the following fields: - rural/urban residences - experience in work with children from vulnerable groups	quant	- desk research - interview - group interview-focus groups	Enrolment mechanism, introduction and implementation of the IEP, conditions for monitoring the implementation	Detailed description of the sample given in the text. List of analysed documents given in annex. Open-ended questions for field	2010	UNICEF Report

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
	- percentage of Roma pupils/students More groups - 23 documents - 3 municipalities (27 representatives) - policy actors (8)				assessment given in annex. Overview of the results of school interviews given in annex.		
Macura-Milovanović, S., Gera, I., Kovačević, M. (2009). Mapiranje politika i praksi za pripremu nastavnika za inkluzivno obrazovanje u kontekstu društvenih i kulturnih različitosti – Nacionalni izveštaj za Srbiju (Mapping Policies and Practicesfor the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity – Serbia Country Report). Turin: European Training Foundation and Macura-Milovanović, S., Gera, I., Kovačević, M. (2011). Priprema budućih učitelja za inkluzivno obrazovanje u Srbiji: trenutno stanje i potrebe (Preparing Future Teachers For Inclusive Education in Serbia: Current Situation And Needs). Journal of the Institute of Educational Research, 43(2), 208-222. *article based on the research	Convenience 9 groups 3 focus groups with teachers, 3 focus groups with parents and local community representatives, 3 focus groups with representatives of the local authorities in Belgrade and Novi Sad. Interviews with 8 school principals and school psychologists, 5 teachers' educators, 8 policy creators at high level, 5 CSO representatives and 5 coaches of in-service training programmes.	qual and quant	- interview - focus groups - Internet survey	Teachers' competences (initial education and in-service trainings) and their advancement	Table of IE competences given in annex (developed based on book Tuning Teacher Education Curricula in the Western Balkans, and European documents such as Common European Principles for Teacher Competences and Qualifications and 21st Century Competencies). Overview of the formulation of the research concept and instruments.	2009	Serbia Country Report (ETF)

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
(2011) *Inkluzija – između želje i mogućnosti* (Inclusion – *Between Wishes and Possibilities*). *Novi Sad*: The Provincial Ombudsman of the Autonomous Province of Vojvodina.	Census/incomplete or convenience sample (not described) 1 group - 117 primary schools in Vojvodina (out of the total number of 346) - 711 respondents (subject/class teachers and school psychologists-pedagogues; data not analysed by groups)	quant	- questionnaire	School personnel's knowledge of the theoretical and practical bases of IE, problems and recommendations for solutions	Overview of results presented following the order of the questions in the questionnaire. Instruments not given in annex.	2011	Provincial report
Kostović, S., Zuković, S., Borovica, T. (2011): *Inkluzivno obrazovanje i školski kontekst (Inclusive Education and School Context),* Journal of Education, 60(3), 406-418	Convenience 1 group - pedagogues from 32 primary schools	qual	- questionnaire	IE advantages and disadvantages and preparedness of schools for IE	Instruments and overview of results not given.	2011	scientific
Macura-Milovanović, S., Peček, M. (2012). Uverenja budućih učitelja iz Slovenije i Srbije o inkluzivnom obrazovanju (Attitudes of Serbian and Slovenian Student Teachers Towards Inclusive Education). Journal of Education, 61(2), 247-265	Convenience 1 group - 319 students	quant	- questionnaire	Students' beliefs about IE and children from vulnerable groups	Tabular presentation of results.	2012	scientific

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
Jeremić, J., Lažetić, P., Petrović, D., Rado, P. (2012). *Monitoring inkluzivnih obrazovnih praksi* (*Monitoring of Inclusive Educational Practices* (manuscript)). Fund for an Open Society	Convenience sample with criteria 10 schools which <u>differ</u> in the following fields: - rural/urban residences - experience in work with children from vulnerable groups - percentage of Roma pupils/students - number of attended DILS trainings - regions more groups - 26 IEPs - 44 pedagogical profiles - 96 lessons - 216 respondents	qual	- interview - observation - focus groups - analysis	Enrolment and profiling, instruction, additional support to children from vulnerable groups, professional prerequisites for inclusion, institutionalised context for inclusion	Instruments not given in annex.	2012	Fund for an Open Society
Petrović, D., Živadinović, I., Beara, M., Simić, Lj. (2012). Brza evaluacija stručnog usavršavanja zaposlenih za inkluzivno obrazovanje (Rapid Evaluation of In-Service Training Programmes for Inclusive Education (manuscript)). Centre for Education Policy	a) convenience sample with criteria, - 669 „<u>experienced"</u> <u>respondents</u> (engagement in IE expert teams, experience in work with children from vulnerable groups, DILS and other	quant and qual	a) - questionnaires - assessment scale b) - focus groups (3)	Effects of trainings and missing competences	Detailed presentation of results in tables in annex. List of educator trainings attended by the respondents given in annex.	2012	UNESCO and Centre for Education Policy

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
	trainings) more groups b) convenience sample 3 subgroups - 10 DILS trainings facilitators - 10 teachers from successful IE schools - 9 teachers from schools in need of additional support for IE				Manual for focus groups given in annex.		
MoESTD (2012). Monitoring realizacije inkluzivnog pristupa u obrazovnom sistemu u Srbiji (Monitoring of Inclusive Approach Implementation in the Education System of Serbia).	Census-incomplete 1,414 out of 1,714 schools (4/5 of schools)	quant	- questionnaire	Data on the number of pupils/students in all types of schools, indicators relevant for inclusion process evaluation in all regional school administrations, grant and non-grant schools	Detailed overview of schools (sample) given in annex. Recommendations for improving the IE-related data collection process given at the end of the text. Quality analysis of the obtained data given in annex.	2012	MoESTD

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
					Detailed overview of the results given in tables in annex. Instruments given in annex.		
Meseldžija, B. (2012). Socijalna distanca učitelja prema deci s posebnim potrebama u odnosu na njihovo znanje o inkluziji (Social Distance Between Teachers and Children with Disabilities in View of Teachers' Knowledge about Inclusion). Belgrade: Faculty of Philosophy, bachelor's thesis.	Convenience sample with criteria - 3 schools: inclusive, partly inclusive and non-inclusive 1 group - 44 class teachers	quant	- questionnaire - social distance scale	Social distance from children from vulnerable groups and teachers' knowledge of IE	Detailed overview of the results given in annex. Instruments given in annex.	2012	Scientific (diploma thesis)
Kolić, M. (2012.) Samo efikasnost nastavnika razredne nastave i stav prema inkluzivnom obrazovanju (Self-Efficacy of Class Teachers and their Attitude Towards Inclusive Education). Belgrade: Faculty of Philosophy, master's thesis	Convenience sample 1 group - 170 class teachers	quant	- questionnaire - semantic differential - assessment scale	Level of self-efficacy and the intensity of class teachers' attitudes towards IE	Tabular presentation of the results given in the text. Instruments given in annex.	2012	Scientific (diploma thesis)
Sekulić, N. (2012). Inkluzivnost osnovne škole kao institucije iz ugla nastavnika, učenika i njihovih roditelja/staratelja (Inclusiveness of	Convenience sample 3 groups	quant	- questionnaire - assessment	Perception of inclusiveness of (one's own) school	Tabular presentation of the results given in the text.	2012	Scientific (diploma thesis)

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
Primary School as an Institution from the Perspective of Teachers, Students and their Parents/Guardians). Belgrade: Faculty of Philosophy, master's thesis	- 347 pupils - 179 parents - 38 teachers/school psychologists and pedagogues		scale		Detailed overview of the results given in annex. Instruments given in annex.		
Arsenović-Pavlović, M., Jolić, Z., Buha-Đurović, N. (2008). Socijalna bliskost i opis osobina Srba koje im pripisuju deca Roma integrisana u redovne škole (Social Closeness and Description of the Serbs by Roma Children Integrated in Mainstream Schools.) Journal of Education, 57 (2), 165-174	Convenience sample 1 group - 143 Roma pupils/students - 23 schools	quant	- questionnaire - social distance scale	Manner in which Roma children perceive and describe members of the majority population and their attitude towards the Roma as well as social closeness with children belonging to the majority population.	Tabular presentation of the results given in the text. Instruments not given in annex.	2008	Scientific
Teachers' Alliance of the Republic of Serbia (2010). Procena kapaciteta i potreba učitelja za razvoj IO (Assessment of the Capacity and Needs of Teachers for the Development of Inclusive Education). Project: Supporting Inclusive Education through the Education System. Belgrade	Stratified according to relevant criteria 1 group - 811 class and subject teachers from places with and without IESN services	quant	- questionnaire	Teachers' competences, conditions for development and IE support	Instruments given in annex.	2010	Project of Teachers' Alliance of the Republic of Serbia

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
Lazarević, S., Ćirić-Milovanović, D., Šimoković, L., Beker, K., Gvozdenović, I., Gavrilović, B. (2012). Univerzalnost prava u praksi: analiza primene Konvencije Ujedinjenih nacija o pravima osoba sa invaliditetom u odnosu na osobe sa intelektualnim teškoćama u Srbiji (Practicing Universality of Rights: Analysis of the Implementation of the UN Convention on the Rights of Persons with Disabilities in View of Persons with Intellectual Disabilities in Serbia). Belgrade: Mental Disability Rights Initiative of Serbia, MDRI-S * The overview includes the chapter about IE practice analysis.	a) convenience sample *1* group - 123 primary schools - 7 social protection institutions b) convenience sample 1 group 25 *parents* of children with additional educational needs	quant and qual	- questionnaire	a) Data on the number of children from vulnerable groups with formulated pedagogical profiles and who have undergone individualisation measures, i.e. the IEP b) Information from parents about support measures for their children.	Detailed description of methodology and sample given in annex. Instruments not given in annex.		Kosovo Mental Disability Rights Initiative (KMDRI), People in Need (PIN) and Union of organisations for assistance to persons with intellectual disabilities (FBiH SUMERO)
Mihajlović, M., Duvnjak, N., Radivojević, D., Pavlović B., Šarošković, D., (2012). Educational, Health and Social Support to Children with Developmental Difficulties and Physical Disabilities in the Republic of Serbia – Analysis of the New Concept and Its Application in Practice in Three Towns (manuscript). Belgrade: Centre for Interactive Pedagogy	Convenience sample 10 groups - 3 local communities - 113 respondents: 97 experts from the Ministries, LSGs, ISCs, schools, RSAs, health care institutions, centres for	qual	- desk analysis - questionnaire - interview - focus groups	Institutional mechanisms for managing and financing additional support to children with disabilities from the perspective of the LSG;	Instruments not given in annex.	2012	CIP

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
	social work, CSOs 16 parents of children with disabilities			experience of parents and experts in additional support assessment and provision			
Institute for Education Quality and Evaluation (2009). Evaluation research: Uloga asistenata za podršku učenicima romske nacionalne manjine kao sistemske mere u unapređivanju obrazovanja Roma (The Role of Roma Assistants as a Systemic Measure for Improving the Education of the Roma National Minority). Belgrade	Convenience sample 6 groups (Roma assistants, teachers cooperating with them, other teachers, school psychologists/pedagogues, Roma pupils/students, their parents) - 657 respondents - 22 primary schools (all schools covered by the project)	qual and quant	- focus groups - focus groups (protocol for pupils/students' and parents' attitudes) - questionnaire - (self) assessment scale	Effects of introducing Roma assistants, analysis of their job descriptions and the attitudes of six relevant target groups towards this measure	Detailed presentation of the sample in the text. Tabular presentation of the results in the text (basis for the partial reconstruction of the instrument). Instruments not given in annex.	2009	IEQE
Baronijan, H., Milošević, B., Jakić, J., Delić, A., Uljarević, M., Ranković, T., Vukelić, M. (2011). *Analysis of drop out from compulsory education: role of institutions and processes on local level.* IPSOS Strategic Marketing, Belgrade	Convenience sample more groups - 149 municipalities (quantitative data) - 82 semi-structured interviews (representatives	quant and qual	- desk analysis - questionnaire for local authorities - semi-structured	Assessment of the current needs and draft mechanisms for wider coverage with education system	Tabular and graphical representation of results in the text. Instruments not given in annex. Detailed description	2011	MoESTD

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
	of local authorities) - 17 dropout pupils (case studies) - 1,085 parents and children (questionnaire for parents and children) - number of members of focus groups unknown – education system key actors (from schools, pre-school institutions, teaching assistants, regional school administrations, local governments, ISCs, centres for social work, CSOs)		interviews - case studies - questionnaire for parents and children - focus groups		of the methodology and sample in the text. List of analysed documents given in the text. Presentation of findings given in the text. Recommendations for relevant actors given in the text.		
Stefanović, S., Zlatarović, V., Turnić, M., Žunić-Cicvarić, J., Zavišić, V., Milojević, N., Jović, M., Mihajlović, J., Ignjatović, D., Marinković, J., Milosavljević, N., Cvetković, V. (2013). *Građansko društvo za inkluzivno obrazovanje – obrazovanje po meri deteta: Izveštaj o rezultatima praćenja obrazovanja po inkluzivnim principima (inkluzivnog obrazovanja) u ustanovama obrazovnog sistema (Civil Society for Inclusive Education – Education Fit for Children: Report*	Convenience sample 25 primary schools and 5 pre-school institutions from Belgrade, Pančevo, Užice, Niš and Vranje more groups - Members of Inclusive Education Expert Team (IEET) and Additional	quant and qual	Desk research (relevant documents), interviews with school personnel, questionnaire for school personnel, focus groups with parents	Inclusive practice assessment at the local level through the monitoring of the following dimensions: established resources for the implementation of inclusive education	Evaluation and methodology frameworks given in the text. Findings and recommendations given in the text. List of analysed documents given in	2013	Association for the Development of Children and Youth - OPEN CLUB, Niš

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
on Results of Monitoring Inclusive Education in Educational Institutions). Association for the Development of Children and Youth – OPEN CLUB, Niš	Support Provision Teams (ASPT) (97 interviews): psychologists, pedagogues, defectologists, school psychologists/pedagogues, speech therapists, school principals, teaching assistants and class and subject teachers - staff who are not members of Inclusive Education Expert Team (IEET) and Additional Support Provision Teams (ASPT): pre-school teachers, class and subject teachers, school principals, school psychologists/pedagogues (580 respondents filled in the questionnaire) - 48 parents of children from vulnerable groups and 45 parents of children who do not need additional support (focus groups)			at the local level, inclusive education coverage of children from different target groups, quality of inclusive practice implementation, effects of inclusive practice implementation, participation of parents	the text. All instruments (manual for interview, manual for focus groups, questionnaire for school personnel) given in annex.		

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
Jovanović, V. (ed.) (2013). Obrazovna inkluzija dece romske nacionalnosti: izveštaj o sprovedenom monitoringu u osnovnoškolskom obrazovanju (Educational Inclusion of Roma Children: Report on the Monitoring of Primary Education (manuscript)). Centre for Education Policy, Belgrade	Stratified sampling: 8 schools (from 4 municipalities) which differ according to: whether they participated in the DILS programme or not more groups school principals, school psychologists/pedagogues, pre-school teachers, members of school inclusion team, teaching assistants, teachers, Roma and non-Roma parents - representative of the local government, representatives from schools and members of school inclusion teams, representative of centers for social work, representatives of Roma CSOs, Roma coordinator, educational advisor from relevant regional school administration, representative of ISC and pre-school institution - PPs, Pre-school	Quant and qual	- interviews - focus groups - class observation protocol - school records	- Observing and describing inclusive education measures taken in schools and factors of their successful implementation - Assessment of the degree to which schools are inclusive for Roma pupils based on inclusiveness indicators - Determining effects of DILS/REF programmes (Roma pupils' school achievement, absenteeism, dropout rate)	Instruments were not available in the manuscript.	2013	Centre for Education Policy

RESEARCH	SAMPLE	QUAL/ QUANT	INSTRUMENTS	TOPIC	EXISTENCE OF ADDITIONAL INFORMATION IN REPORTS	YEAR	SCIENTIFIC/ POLITICAL
	curriculum, IEPs, school developmental plans. - lessons - 536 Roma pupils						
Zlatarović, V., Mihajlović M. (2013). Karika koja nedostaje – mehanizni podrške detetu sa teškoćama pri prelasku na sledeći nivo obrazovanja u „redovnom obrazovnom sistemu" (The Missing Link –Mechanisms for Supporting Children with Disabilities in their Transition to the Next Levels of Education in "Mainstream Education Systems"). Centre for Interactive Pedagogy, Belgrade	Stratified sampling: 17 pre-school institutions and 16 primary schools which <u>differ in</u> type and size of residence (rural and urban municipalities, big and small towns), <u>and they all have</u> their representatives (pre-school teachers, class and subject teachers, parents, different experts) in projects and enrolled children with disabilities. Sample - covered by the questionnaire: 301 persons in total - included in focus groups: 28 groups – 138 pupils/students	qual and quant	PI: Questionnaires for institutions, pre-school teachers PS: questionnaires for schools, for class and subject teachers PI and PS: focus groups, individual semi-structured interviews with experts.	Defining the type of support provided to all children Determining whether children with disabilities in transition from the PPP to the first grade, and from the fourth to the fifth grade, have additional support measures.	Questionnaire for parents, Guidelines for conducting interviews with children with disabilities.	2013	CIP

8. Overview of Education Quality Monitoring Frameworks in Australia (State of Victorial), New Zealand, the Netherlands, Scotland and Wales

Vera Rajović, Tijana Jokić, Ivana Baucal

8.1. Australia – State of Victoria

Australia has a Commonwealth Government that oversees six State and two Territory Governments. The most decentralized and mature example of school supervision in Australia is that of the State of Victoria, so this system will be discussed in more details in this chapter.

Institutional Frame for Supervision/Evaluation

Department of Education and Early Childhood Development contracts a number of independent organisations to provide school review services. Reviewers are drawn from former principals, officials or academics and must satisfy criteria covering knowledge of the Victorian education environment, expertise in school improvement and data analysis, interpersonal and communication skills and high ethical standards. They are then subjected to an accreditation process and must participate in ongoing professional development. The regional offices are responsible for allocating schools within their region to the most appropriate form of review, based on a match with the needs of the school.

Procedural aspects of External Evaluation

In Victoria a school self-review and differentiated external evaluation process is used to supervise and improve school performance. The school review is intended to provide expert, independent analysis of current school performance and practice, and to make a positive contribution to the school's efforts to improve student outcomes.

The school review follows directly from the school self-evaluation. Schools are required to have a School Strategic Plan (a four-year planning document in which schools describe their own educational plans and priorities within government guidelines) and to report on school progress annually in the Annual Implementation Plan and the Annual Report. Schools are reviewed every four years under a differentiated school review model facilitated by an independently contracted accredited school reviewer. Depending on school performance, the regional offices allocate schools to the most appropriate type of review. Considerations include the level of student outcomes, the school's capacity to manage the review, and the complexity of the school's context. Regional offices are expected to ensure that schools are appropriately briefed on the documented rationale for the review allocation.

The types of review are as follows:

- The negotiated review aims at examining a specific area for improvement identified from the school self-evaluation. It is a flexible and focused review with a critical friend who provides an external perspective and is selected by the school. The review is managed by the school and the methodology can incorporate a range of activities to support the review of the focus area identified.

- The continuous improvement review involves a pre-visit from the reviewer, a one-day review panel meeting with the principal, school council president and key staff. The review can also incorporate focus groups with students and consultations with parents. This type of review is undertaken by the majority of schools and provides an opportunity to identify areas to strengthen achievement.

- The diagnostic review follows a similar structure to the continuous improvement review with the addition of two field work days to allow for a more extensive methodology. This type of review is undertaken when the school's performance indicates that a more detailed analysis is required.

- The extended diagnostic review is undertaken by schools that would benefit from more intensive analysis of their data and circumstances. They can occur at any time of year and outside the school's usual four-year cycle. Extended diagnostic reviews are based on four days of field work and require a detailed and rigorous methodology.

On the basis of the school self-evaluation report, an external reviewer engages the school community in reflection on the school's performance and provides independent advice on improvement strategies that will inform the development of the school strategic plan. During the review, the reviewer analyzes performance data, the school self-evaluation and additional information to formulate recommendations for the school via a review report.

The principal has to send the School Self-Evaluation Report endorsed by the School Council to the reviewer and the Regional Director at least two weeks prior to the scheduled school review meeting. The region uses the school self-evaluation as a key resource in discussions with the school during the school review process. Reviewers present their findings to staff and the School Council, so they can take recommendations from school review and define focus area/goals for the next School Strategic Plan. The final version of the School Strategic Plan must be endorsed by the Regional Director.

The school review reports represent the experts' independent advice on school performance and improvement, but they are not "binding" for the school and region.

One of the mechanisms which the Department uses to ensure quality of the school review is seeking feedback on the review process from school community members, regional personnel and school reviewers involved in the review process.

Framework for Evaluation

In the Victoria school review model processes of school self-evaluation and school review are firmly attached. The requirement that internal evaluation and external evaluation use common criteria of quality is ensured through The School Accountability and Improvement Framework. The Framework consists of processes for self-evaluation, school review, strategic planning and reporting. These elements are connected through a four-year evaluation, review and planning cycle and an annual cycle of implementation and reporting.

As for school evaluation criteria, the Framework relies on the Effective Schools Model. This Model defines eight correlates of effective schools and each of them covers an important aspect of school life and can therefore be used to generate questions about current school practice and recommendations for improvement strategies. Inclusive education aspects are assimilated in this model and indicators for its quality do not exist separately. As mentioned before, correlates of effective schools are organized in eight areas:

- *Accountability.* Effective schools establish transparent and rigorous systems of accountability by which school and student performance can be evaluated.
- *Focus on Teaching and Learning.* Effective schools are focused primarily on teaching and learning and use student learning data to inform planning and instruction. This focus guides the construction of rigorous and relevant learning for every student.
- *High Expectations of All Learners.* Effective schools expect every student to learn – instruction is adapted to the individual needs of students, including high potential and underperforming students.
- *Learning Communities.* Learning communities include students, their families, all staff and interested members of the wider community. They share common visions, values and objectives and they work collaboratively to enhance the teaching and learning of every student.
- *Professional Leadership.* Professional leadership includes identifying a clear sense of purpose for the school and developing professional learning priorities that reflect the school's purpose. This provides a window into the learning and growth of each learner and a platform from which to plan.
- *Purposeful Teaching.* Purposeful teaching builds on students' knowledge and matches the learning needs and styles of each student. Teachers have a strong grasp of the content, skills and pedagogy of their discipline. It is at the core of improving student learning outcomes.
- *Shared Vision and Goals.* Effective schools demonstrate a clear and shared understanding of their goals, which are focused on student learning, sustained improvement and problem-solving. Sharing the vision and goals captures and communicates the school's core purpose and beliefs.
- *Stimulating and Secure Learning Environment.* Resources, including learning spaces, technologies and staffing, are allocated to develop and maintain classrooms that are conducive to high-quality literacy and numeracy learning and teaching. This space provides students and staff with a secure environment to learn with others.

The Framework defines three broad and interrelated student outcome areas: Student learning, Student engagement and wellbeing and Student pathways and transitions. All government schools strive to improve in these three student outcome areas, regardless of school type. Within each of the outcome areas, schools have the flexibility to define their goals and targets. These goals and targets will be based on a thorough analysis of student and other school data and with consideration to government and regional priorities where they are relevant.

At the centre of the Framework is a set of questions that assists schools to focus evaluation and planning on improved outcomes for all students in the three student outcome areas:

1. What student outcomes were we trying to achieve?
2. What student outcomes did we achieve?
3. Why did we achieve/not achieve improved student outcomes?
4. How effectively did we manage resources to support the achievement of improved student outcomes?
5. What can we do in the future to continue to improve?

All collected data are analyzed across three areas: student learning, student pathways and transition and student engagement and wellbeing

Sources of evidence

In the school evaluation and external evaluation process, all relevant actors are introduced as sources of information – students, parents, staff, School Council members. Schools are required to collect, analyze and report three types of data: data that determine the current standard of student achievement (both teacher assessed and externally assessed), data on factors that impact directly on student achievement (e.g. student attendance, staff opinion, time allocation to curriculum areas), and data that measure aspects that may be considered preconditions to student learning (e.g. enrolment, parent opinion, relevant school climate factor). This information is gathered in different ways, for example by school-based assessments, a national-wide assessment, student feedback, written reports, surveys or anecdotal evidence, interviews, focus groups, school documentation.

To support the review of school performance the Victoria state uses the Ultranet information system, a secure site that students, parents and teachers can access via the Internet. Ultranet includes not only student learning outcome data, but also parent opinion, student opinion, student demographics, organizational health (including staff opinion), and other data including student retention, destination and attendance. Comparison data for state averages and like-school averages (categorization based upon measures of poverty and ethnicity) are provided for most data sets.

Reporting

The school review process in Victoria puts emphasis on school responsibility toward the school community, so the Victorian Registration and Qualifications Authority (VRQA) provides a means for all Victorian schools to publish their annual reports online in their State Register. VRQA is responsible for ensuring that all schools monitor and report on student performance and provide information on student attendance and performance and school finances to the school community. External reviewers provide a presentation of school review report to the staff and school council, while the principal ensures that the outcomes of the review report are shared with other members of the school community, including students and parents. Reviewers provide electronic copies of the final review report to the principal, school council president and region.

School review reports are not used for annual reporting on national level.

Table 7. Australia - Indicators relevant for inclusive education in Serbia

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
CHILD			Student learning Student wellbeing and engagement Student pathways and transitions
CLASS/TEACHER	High expectations of all learners: instruction is adapted to the individual needs of students, including high potential and underperforming students	Purposeful teaching: builds on students' knowledge and matches the learning needs and styles of each student teachers have a strong grasp of the content, skills and pedagogy of their discipline	
SCHOOL	School strategic plan endorsed by the School Council and the Regional Office Annual implementation plan	Monitoring implementation of key improvement strategies and progress towards one-year targets and achievement milestones	Self-evaluation report endorsed by the School Council and sent to the Regional Office (external review) Annual Report endorsed by the School Council and presented to school community
LOCAL AUTHORITY			
REGION		Differentiated school review: The negotiated review, The continuous improvement review, The diagnostic review, The extended diagnostic review	School review report presented to school staff and the School Council
NATIONAL LEVEL (SECTOR)			National assessment of students' performance
NATIONAL LEVEL (INTER-SECTOR)			

8.2. The Netherlands

The Institution

In the Netherlands, there is an institution called the Dutch Inspectorate of Education that is responsible for assessing, stimulating and informing on the quality of education, both at the national level and at the level of an individual educational institution. It is a *governmental organization* attached to the Ministry of Education, Culture and Science, although it is professionally independent.

Procedural aspects of inspection/evaluation

The evaluation system of the Inspectorate is built upon annual risk assessment, which uses information on *outcomes*, i.e. pupils' achievements and their developmental progress (20% of information is provided by schools, 80% of information is obtained from the Ministry of Education, Culture and Science, through national exams and test), *accountability documents* (provided by schools, including data on staff, pupils and the financial situation) and *signals of school failures* (complaints, media reports, theme study by the Inspectorate). In case certain risks are determined, consultations with the school board on problems and possibilities of their resolution follow, since the board is accountable for the results. Quality inspection is performed only in cases of high risks. If there is no need for quality inspection of a particular school in the 4-yearperiod based on risk analysis, quality inspection is performed anyway – thefour-year visits. In addition to evaluation of quality, the inspection visits always include checking compliance with rules and regulations. Subsequently, a quality improvement inspection is conducted in the period not longer than two years.

The Inspectorate conducts school inspections only in primary, secondary, vocational and adult education and in special education. When it comes to childcare and toddler playgrounds, the Inspectorate is responsible for supervising the local municipalities in their inspection. In higher education, there is a system of accreditation based on peer reviews and because of that the Inspectorate did not conduct inspections of higher education institutions and programmes on a regular basis (only occasionally within the theme study or the study for the annual report on education), but, since 2012, a system of risk-based inspections is being introduced into higher education as well.

The framework for evaluation

In the Netherlands, monitoring of inclusive education is integrated into the general quality of education assessment. Quality inspection of schools is conducted in accordance with the evaluation framework that envelopes 5 domains and 9 quality aspects with indicators under them. During the assessment, indicators are qualified on a 4-degree scale: unsatisfactory, weak, satisfactory, good. One area is addressing special needs provision and guidance, and explicitly refers to inclusive education, but also many indicators of other areas are applicable to monitoring of inclusive education.

Domains and quality aspects for <u>primary and secondary</u> education:

A. Outcomes

1. The outcomes of pupils are at the level that may be expected on the basis of the characteristics of the pupil population.

B. Teaching-learning process

2. The curriculum offered prepares pupils for further education and society.

3. The teachers allow the pupils sufficient time to master the curriculum.

4. The school climate is characterized by safety and respectful interaction.

5. The teachers provide clear explanations, organize their educational activities efficiently and keep the pupils involved in their tasks.

6. The teachers adapt the curriculum, instruction, time allowed for learning the subject matter and teaching time to accommodate the developmental differences between pupils.

C. Special needs provision and guidance
(we provide the complete set of indicators for this domain):

7a: The teachers systematically monitor the progress made by the pupils.

7.1* The school uses a coherent system of standardized instruments and procedures to monitor pupils' performance and development.

7.2 The teachers monitor and systematically analyze the progress in pupils' development.

7b: Specific to special primary schools. The school guides the pupils in order to allow them to develop according to their capabilities.

S7.3 Upon admittance, the school lays down a development perspective for each pupil.

S7.4 The school monitors whether pupils develop in accordance with the development perspective and makes well-reasoned choices on the basis of its findings.

8: Extra care is provided to pupils who are found to need it.

8.1 The school identifies in a timely manner which pupils require additional care.

8.2 On the basis of an analysis of the data collected, the school determines what type of care is to be provided to pupils with special needs.

8.3* The school provides systematic care.

8.4 The school regularly evaluates the effects of the care provided.

8.5 The school seeks structural co-operation with chain partners whenever essential interventions at the pupil level surpass its own core task.

D. Quality assurance

> 1. The school has a quality assurance system.

E. Statutory regulations

- Accountability documents such as: school prospectus, school plan, special needs provision plan, planned teaching time;

The majority of indicators are placed at the level of class/teacher or at school level. When it comes to the level of an individual student, only outcomes are monitored. The local and regional levels are not monitored. Only quantitative data are collected at the national level.

Sources of information

The Inspectorate uses various sources of information when assessing the risk regarding the quality of education at a particular school: pupils' achievements and their developmental progress (school, the Ministry of Education, Culture and Science), accountability documents (schools) and signals of school failures (complaints, media reports).

During quality inspection, different methods are used: standardized questionnaires, interviews with students (about safety, provision, guidance, time spent for learning, didactic methods of teaching, learning, school climate and level of attention received from teachers), interviews with teachers (all aspects and indicators), with other employees (coordinators, support teachers), schools boards (all aspects and indicators), with parents (same topics as with students, plus their involvement, communication with school and other quality aspects in special schools), interviews with companies where students gain practical experience, observing classes and other events within schools, analysis of tests and exams etc.

In papers from the Netherlands that were available for our analysis, there were no instruments such as questionnaires for different actors, guides or protocols for interviews, which are used during the inspection.

The Inspectorate also uses several quantitative indicators collected by the Ministry of Education, Culture and Science, such as:

- the number of pupils in the age of 5-18 who are not enrolled in education;

- the number of pupils who are referred to special schools;

- the educational achievement of all pupils, in mainstream education and in special education;

- the number of pupils at risk of educational disadvantage who are not enrolled in early childhood education programmes;

- the number of early school leavers under the age of 23;

- the number of people who leave school without a basic qualification;

- the results of national and international comparative studies (PISA, PIRLS, etc.)

National reports for a 4-year period containing descriptive data of the key aspects of the development of education, culture and science, compiled by the Information department of the Dutch Ministry of Education, Culture and Science, offer some information about inclusive education like drop-out rates, indicators of risks, enrolment of national minorities in the educational system etc.

Reporting

Every year, the Inspectorate publishes a <u>report on the state of the whole educational system</u>, an overview of the positive and negative developments in the educational system as well as recommendations for improvements. It is based on data collected in specific inspections that rely on the same quality aspects that are used for inspecting individual schools. The report is sent to theParliament and to the Ministry of Education and attracts large media attention.

Also, there are <u>theme studies</u> every year, and thechoice of study themes is determined by the social context, political issues and educational developments.Theme studies are conducted at random for they are aimed to collect information in order to gain a national picture. Reports are available for the public.

The Inspectorate's reports on individual schools are public, available on the website of the Inspectorate. Before the Inspectorate publishes a final inspection report on its website, it takes the school's comments into consideration and then publishes a final report.

Table 8. The Netherlands: Indicators relevant for inclusive education in Serbia

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
CHILD			1.Outcomes at the expected level *Source*: school (20% via SE), national exams/tests (80% via EE) *Pathway*: the school (board) to the Inspectorate + national data
CLASS/ TEACHER		3.Efficient use of teaching/learning time 5.The teacher provision at class 6.The adaptations to the developmental differences 7a.Monitoring the progress	
SCHOOL	7a.System for monitoring the progress Statutory regulations	4.The school climate 7b.Guidance 8.Extra care 2.The curriculum prepares students 9.Quality assurance system	4.Perception of safety
LOCAL AUTHORITY			
REGIONAL LEVEL			
NATIONAL LEVEL (sector)			Quantitative indicators *Pathway*: The Ministry to the Inspectorate Annual Education Report *Source*: Education Report inspections *Pathway*: The Inspectorate to the Parliament and the Ministry (public)
NATIONAL LEVEL (inter-sector)			

8.3. New Zealand

Institutional frame for Supervision/Evaluation

The Education Review Office (ERO) is the main institution of external evaluation obliged to monitor the quality of education in public schools. Monitoring of inclusive education is a constitutive part of monitoring of quality of education. This institution provides guidelines for use of resources in schools and creates plans for use of resources in phases. The main areas of resource use are preparation of school for the next external evaluation and improving educational performance of students. The main indicator of the quality of teaching and learning practices as well as school policies and management is the educational achievement of students. The decentralized educational system in New Zealand creates educational standards for the desired educational outcomes for students and schools have freedom to choose methods and school programmes for realization of outcomes, which demands systematic and deep external evaluation of different educational processes and one main indicator of quality assessed through educational performance of students. The decentralized governing and managing of educational system in New Zealand requires a high level of individualization and adaptation of school programmes in order to realize educational standards in the local educational context. ERO evaluates those ways of realization of educational standards and promoting learning in schools and pedagogical added value. The ERO reports give information to the schools about effectiveness and efficacy of school practices related to the student achievement.

Procedural aspects of inspection/evaluation

ERO is specialized in giving instructions and comments about teaching and learning and school practices and policies. Criticism and suggestions are based on learning and student achievements. ERO's supervision is concentrated on developing school's competencies to develop self-evaluation procedures (e.g. concerning inclusion).

International research shows that there is an effective link between external and internal evaluation when advisors organize discussions with school staff and teachers, when there is agreement on the nature, quality and meaning of data, when there is agreement on the quality of information regarding student achievement and on criteria of evaluation. It is also important that there is some kind of assurance about the processes that are about to be implemented and that the school's view about external evaluation is positive. ERO tries to perform and present external evaluation rather as support than control. ERO takes into account the school's capacity and resources when suggesting actions and reporting their evaluations. In some cases, ERO becomes a part of school community. ERO also checks ways of spending finances that school accepts from the Government and creates plans of spending money according to the developmental needs of the specific school. The ERO reports are public.

External evaluation is viewed as a process that is aimed at developing two roles in schools: responsibility and student achievements. The help prescribed to schools is based on aims of developing student achievements. In accordance with that aim, specific help to schools is provided by ERO.

ERO estimates the level in which "school curriculum provides lessons that are interesting and challenging, that promote inclusive education and New Zealand as a unique entity".

In ERO's approach to the schools, ERO tries to provide information and make review criteria clear to each school. ERO defines the review process as cooperation and support rather than control and

evaluation. ERO expects the school to make all relevant information available to ERO including self-review results and its analysis of student achievement, complete the *Board Assurance Statement and Self-Audit Checklists*, complete and return the *Pre-review Information Sheet* and statistical and other information about the school, work constructively with the review team to give access to information on site and facilitate discussions with members of the board, school management, staff and students. School is obliged to share results of external evaluation to the broader community and to the school employees.

Framework for evaluation

Evaluation of ERO is based on developed indicators for different aspects of education. Some indicators are concerned with student engagement, quality of teaching and student achievement, successful leading and managing the school, governing of the school, safe and inclusive school culture and participation and engaging parents of students with different social and ethnic background. The next table shows the indicators concerning monitoring and evaluation of inclusive education. In the left column the indicators are listed and in the right column there are the description of school practices that illustrate the indicators of inclusive education.

Table 9. Framework for evaluation of inclusive education: indicators (left column) and description of inclusive school practices (right column):

INDICATORS FOR EVALUATION OF INCLUSIVE EDUCATION OF CHILDREN WITH DEVELOPMENTAL AND PHYSICAL DISABILITIES	
PRESENCE	
Enrolment and induction	- The school welcomes students with high needs - The school is prepared to make appropriate changes to support a student with high needs (i.e. has not suggested to parents that children would be better off elsewhere) - The school's induction process is organized and welcoming for students with high needs and their families - The induction programme works well at all times through the year
Identifying student needs and strengths	- The school has high quality processes in place for identifying the educational needs of students with high needs - The school has sought and used the student's point of view with regard to what supports their inclusion and learning (decision-making) - The school has used valid and reliable methods to identify the interests and strengths of students with high needs in order to fully support their learning and development - The school has processes in place for identifying the needs of students in relation to any physical, sensory, neurological, psychiatric, behavioural or intellectual impairments - School personnel understand that it is their role to adapt to the needs presented by a student – rather than 'fit' the student to their school

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INDICATORS FOR EVALUATION OF INCLUSIVE EDUCATION OF CHILDREN WITH DEVELOPMENTAL AND PHYSICAL DISABILITIES	
PARTICIPATION AND ENGAGEMENT	
Links with families	- The school respects and values the knowledge parents have of their child's learning, development and achievement - Relationships are focused on building a constructive partnership between families and the school, and supporting the ongoing inclusion of students with high needs - The school is proactive in creating positive links with families (i.e. regular home/school contact) - Feedback to families includes a celebration of success and is not (deficit) focused on negatives or a sense of 'failure' - Parents are included in IEP processes and provided with regular feedback about their child's progress and how they might complement school-based learning at home
INDICATORS OF EVALUATION OF INCLUSIVE EVALUATION OF MAORI	
How well do transitions ensure the continuing wellbeing, learning, and development of children with moderate to severe special needs?	***Knowing the child's strengths and needs*** - What foundation information is available to parents/whānau about how the service includes children with special needs? - What does the service do to let parents/whānau know that children with special needs are welcome? - How did the service find out about the child's special needs? E.g. parents/whānau; other professionals; notice, recognise, and respond - How is support sought and is it available? Knowledge, funding, Special Education, specialist help - How does the service work with parents, other agencies and educational institutions at key transition points? - In what ways are parents involved in transitions? In, within, and out. - How are whānau of Māori children involved in transitions, how are cultural protocols observed? - In what ways are key professionals involved in and consulted about transitions? - How are schools and other educational institutions involved in transitions? Who is involved? ***Relationships with the child*** - In what ways do educators, and other parents and children at the service get to know and understand the child? - What does the service know about the other agencies that are involved with the child and their whānau?

INDICATORS FOR EVALUATION OF INCLUSIVE EDUCATION OF CHILDREN WITH DEVELOPMENTAL AND PHYSICAL DISABILITIES	
	Environment • Is the social environment inclusive and welcoming? In what ways? • Is the physical environment inclusive and welcoming? In what ways? *Self review* • Does self review of transitions investigate outcomes for the child and their whānau? Who is involved?
To what extent are children with moderate to severe special needs supported as confident and competent learners?	*Access to programme* • In what ways is there equitable access to experiences and opportunities? What does the service do to ensure this? • How is attendance decided? Days, hours, support? • How does the physical environment support the child's learning? • In what ways are excursions and other events inclusive of the child? *Individual Programme* • In what ways are Individual Programmes developed? Collaboratively? Is the service involved? • Are Individual Programmes in place, of good quality, and include assessment and outcomes? Do they link to Te Whāriki?

Besides this framework for evaluation of inclusive education, the main goal of external evaluation is to improve quality of teaching and learning in schools and inclusive education is an indicator of high quality education. The main aspects of external evaluation in New Zealand are the orientation to the outcomes of education, the teaching-learning processes, and, most important for the purposes of this review, special needs provision and guidance that ERO suggests school to develop and assure.

a.   Outcomes

The main outcome of the quality of education is student achievement. Student achievement is conceptualized through measurement of literacy and numeracy competencies. ERO's evaluation indicators of achievement are linked with those that are oriented towards learning engagement. Measuring student achievement implies taking into account previous achievements in previous evaluations and is always concerned with development rather than with relative achievement related to the achievements of other schools. The evaluation considers what the schools have done since the last review in order to increase students' presence and engagement in learning, and to involve parents and communities more closely. ERO, therefore, seeks data on the achievement of students from Years 1 to 10 as evidence of the effect of improvement initiatives undertaken in each school. ERO makes judgements related to progress on a five-point continuum, i.e. achievement is *higher, mostly higher, the same, mostly lower, lower* than the last ERO review. An additional category of *don't know* is also included.

Bearing in mind a very close relationship between student achievement and student engagement, a list of indicators of student engagement has been developed. The term 'engagement' encompasses a web

of closely connected factors and processes that combine to produce conditions where students are motivated to learn and achieve. Indicators of student engagement relate to factors associated with high quality teaching and assessment, students' involvement in their learning, student morale, perceptions about school, participation in decision-making, attitudes and behaviour. The level of absenteeism, truancy, and stand-downs and suspensions may also indicate the degree of engagement.

b   Teaching - learning process

Effective teaching is potentially the largest single school influence on student achievement. Effective teachers have high expectations that all their students will achieve their potentials and are committed to providing a high quality education for all their learners. They treat children and young people as individuals, positively acknowledging their differences and building collaborative learning relationships. Effective teachers are approachable, communicate clearly with parents and whānau, and listen to the aspirations and concerns that parents and whānau have for their children. They are responsive and take appropriate actions.

In the area that is mainly focused on the quality of teaching process there are indicators that are sensitive to the teaching practice that affects children from specific groups and children who have a need for specific and highly individualized educational support. Here are some examples of such indicators:

- Teachers demonstrate the belief that all students can achieve regardless of their ethnicity, social background, gender, ability or needs

- How knowledgeable and confident are teachers about teaching students from diverse groups?

- Teachers recognize students' identities, languages, abilities and talents and ensure their learning needs are addressed

- Teachers use their knowledge of their students and their achievement information and interests to decide on the teaching content and approach that will motivate and challenge them

- Teachers develop clear learning goals based on knowledge of individual students

- Students' learning activities and content are relevant, authentic and interesting.

- Students' learning is carefully sequenced to build on their prior knowledge

- Students who have special needs or abilities are effectively provided for.

- IEPs are prepared for high needs students in consultation with parents/whānau, specialist and support staff.

- Teachers provide sufficient and effective opportunities for all students to engage in purposeful learning.

c   Special needs provision and guidance

The initiative most often put in place since ERO's last review of the school involved closer monitoring of attendance and prompt follow-up with students causing concern. Other common

responses included the on-going development of strong home-school partnerships and the instigation of home visits.

Some schools implemented one or a combination of the following initiatives:

- introducing a school social worker;

- designating a staff member with specific responsibility for students' wellbeing, progress and/or attendance;

- introducing hearing tests ;

- communicating high expectations (e.g. attendance at external exams);

- introducing Individual Education Plan (IEP) meetings in homes;

- making 'Ready for School' kits for all new students and their families;

- establishing school playgroups, 'kids' café';

- establishing bilingual options/classes;

- offering prizes for attendance;

- minimizing perceived barriers (e.g. no fees, stationery provided, and food where needed);

- communicating regularly with parents via newsletters, email, and mobile phone;

- introducing programmes designed to increase confidence, self-respect and self-awareness;

- implementing a transition programme for contributing schools;

- encouraging parental involvement in clubs and performance groups;

- establishing community and parent liaison networks;

- developing close liaison with sponsors;

- setting, communicating and reporting attendance targets.

Sources of information

ERO gathers information from multiple sources. It uses qualitative methodology, and the above indicators are bases for developing questions for interviews and guidelines for focus groups. Advisors from ERO interview teachers, parents, children, school councillors and principals. They conduct interviews with whānau (members of local community), principals, teachers, parents and Maori students and non-Maori students. Advisors use a check list for class observations, as well as desk analysis of school documents and already collected data. The school is supposed to gather data permanently from parents and students, as part of their consultancy process with the local community. Advisors are supposed to collect data directly from parents and students. Advisors make judgments independently from the same data and then they check the inter-subjective consensus.

Reporting arrangements

ERO's reports are public and schools are expected to share them with the wider community and teachers and parents of the school. The reports contain suggestions aiming to improve students'

performance and educational achievements. Based on these, schools endorse new developmental goals and developmental plan of action for the next external evaluation period of three to five years. In agreement with the school, ERO can give directions on using funds for developmental needs and can assure supplementary resources from government if needed. Every part of action is public and Special part of report is concerned with the relationship with Maori students. ERO might suggests promoting the success of Maori students and children with difficulties in development, develop practices of monitoring of school attendance and its analysis, improving relationship with the whanau, raise expectation from Maori students and improve sensitivity for cultural diversity.

Table 10. New Zealand: Indicators relevant for inclusive education in Serbia

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
CHILD	SES, ethnic origin	Cognitive activation	Student achievement: a) numeracy competencies b) literacy competencies Student engagement
CLASS/TEACHER	Teachers beliefs that all students can achieve regardless of their ethnicity, social background, gender, ability or needs	Cultural sensitivity Clear learning goals Estimation of prior knowledge of students IEPs Purposeful learning	
SCHOOL	School curriculum based on standards	Implementation of school curriculum Cooperation with other local institutions	Parents' and students' satisfaction Self-evaluation reviews, School developmental plan
LOCAL AUTHORITY		Cooperation of local institutions and schools	
REGIONAL LEVEL	Comparison of achievements between regions		Results of comparison after five year period
NATIONAL LEVEL (sectorial)			
NATIONAL LEVEL (inter-sectorial)			ERO's publication about quality of education Monitoring of school development and progress according to the previous accomplishments

8.4. Scotland

Institutional Frame for Supervision/Evaluation

Inspection in Scotland is carried out by Her Majesty's Inspectorate of Education (HMIE). The Standards in Scotland's Schools etc (2000) Act provided Minister with the opportunity to request inspection of an educational institution, including residential special schools and secure care services, as well as local educational authorities in order to determine their responsibility for the quality of school provision.

The staffs, recruited as HM Inspectors, are highly qualified, have successful professional experience in education and a proven track record in a significant leadership role. New inspectors undergo a comprehensive and systematic induction programme which provides a sound foundation for all aspects of their deployment. The probationary period last a minimum of 9 months, during which new inspectors shadow experienced colleagues, take part in intensive training courses run by HMIE's Human Resources team and complete an induction project which culminates in a presentation to the Senior Management Group. Ongoing programmes of continuous professional development ensure that inspectors remain at the forefront of educational developments, both nationally and internationally.

Procedural Aspects of External Evaluation

Scotland is the one of 18 EU countries that has a "full inspection system", i.e. inspection is performed on a regular basis in determined time intervals, against School Inspection Framework indicators. Primary functions of inspection in Scotland are counseling and fostering school self-evaluation.

School inspection is conducted by teams, led by managing inspector (MI), which may include inspectors who are permanent members of Education Scotland staff, health and nutrition inspectors (HNI), assistant inspectors or associate assessors. Teams often include lay members who are members of the public, selected and trained by Education Scotland staff, who have an interest but no professional involvement in education.

Schools receive written notification and questionnaires for distribution to stakeholders at least two weeks before the start of the inspection. School-based inspection activity normally last no more than four days and could be less. The inspection starts with a scoping meeting, chaired by the MI, which is based on the school's completed self-evaluation summary. Namely, the inspection team cannot and does not cover all aspects of a school's work, so during this meeting the team discuss with a school about 'areas for focused attention' in order to prioritise their activities over the week. Plan of inspection and areas identified as priority are shared with all staff so that they are aware of key areas of focus during the inspection.

HMI use a range of approaches and sources of information in order to collect evidence about areas for focused attention. During the inspection, there are various opportunities for staff, pupils and parents to engage with the inspection team in professional dialogue.

Based on evidence gathered, HMI create draft report suggesting further activities of HMIE, aimed at providing the best support for improvement to a school (No further inspection activity, Additional support for improvement, Continued inspection and Innovative practice).

HMI strives to operate in a transparent, fair and respectful manner embracing support to school self-evaluation as one of its aims. It follows Code of Practice and PRAISE framework that states principles of its work: 1) professionalism, privacy and politeness; 2) evaluation that is based on

objective evidence; 3) openness, demystifying inspection procedures; 4) reporting and publicizing with the reports consisting of strong aspects, together with recommendations for improvement is timely; 5) promoting race equality and diversity in all aspects of its work including HMI employment and HR management; 6) striving to operate in a manner that is as less as possible overloading the school or other type of educational institution evaluated. Head teachers and staff from inspected schools are entitled to complaint if they object any of these principles are offended. Complaints are tried first to be resolved through constructive dispute resolution, and if these failed, they are preceded formally. HMIE also routinely gathers the views of the managing inspector, lay member and associate assessors at the conclusion of inspections. Internal evaluation of HMI effectiveness is conducted through post-inspection questionnaires completed by heads of establishments.

Evaluation Framework

In Scotland, like in many other countries, monitoring of inclusion is incorporated into general School Inspection Framework[72] used for assessment of a range of educational institutions across all sectors and stages, from public, private schools, to a range of alternative and less formal educational settings. Sometimes it is referred to as Quality Framework or Quality Indicators (QIs) that assesses universal support assisted by a diversity of other frameworks aimed to assessment and improvement of targeted support of specific groups of children or stakeholders.

General framework is based on principles of accessibility, equity and fairness and diversity, which are main principles of inclusive education. It is consisted of 3 broad areas operationalised by 5 key questions, and developed in 9 standards with 31 indicators. Here are some of indicators that are more obviously targeting inclusiveness of a school:

Area: Successes and achievements

1.1 Improvements in performance*

- School conducts regular self-evaluation against high performance standards using it to identify areas of need to improve.

2.1 Learners' experiences*

- School provide an appropriate curriculum and learning experience for all learners, including those with additional support needs.

- Data are collected so to identify factors of underachievement by children coming from vulnerable groups.

2.2 Success on involving parents, carers and families

- Attendance at parents meetings, how well parents are informed on curriculum, teaching and learning.

Involving parents and learners well in reviewing learners' needs and learning plans.

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[72] Annex 1: Quality Framework

* Starred quality indicators feed into the Government National Performance Framework – Scottish Government's measures of county progress

Area: Work and Life of the School

5.3 Meeting learning needs*

- Identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.

- Matching learning activities to the needs of individual learners and groups with differing abilities or aptitudes.

- Tasks, activities and resources provide appropriate support and challenge to enable all learners to maximise their progress. Courses and programmes meet the varying needs of learners. The pace of learning is appropriate for individuals.

- Matching learning activities to the needs of individual learners and groups with differing abilities or aptitudes.

5.4 Assessment for learning

- Needs assessment is used to continuous re-examining coherence and relevance of curriculum, as well as its responsiveness to children's needs.

- Assessment is individualized so to measure individual child's advancement compared to initial point.

5.5 High expectations from all learners and promoting (respective) achievement

- Progress made by individual pupils compared with their previous performance.

- Evidence of decrease of the differences between the highest and lowest achievers with the overall school result improved.

- High successfulness of ASL through attainment of individually set goals and their educational accomplishment (whether qualification acquired or next level proceeded).

- Success in as many school subjects as possible evidencing progress in different areas of capacities and talents.

- Achievement is broadly defined so to include socio-emotional advancement, personality development, creativity, entrepreneurship, positive attitude to learning – all towards maximum of a child's potentials.

5.6 Equality and fairness

- Diversity in the school community and beyond is valued. School promotes equality of opportunity and encourage the celebration of diversity and it is visible across the documents.

- Awareness on diversity of children needs is used to plan for diverse curricular content, teaching strategies and resources.

- Steps are taken by the school to promote and ensure a strong sense of equality and fairness through the curriculum and across all aspects of its work.

5.7 Partnership with learners and parents

- School works together with parents to improve learning.

- Staff encourage parents to take active roles in their child's learning, and pay due attention to parents' knowledge of their child's strengths, difficulties and learning styles.

5.8 Care, welfare and development

- The school supports children/young people to develop and learn.

- The curriculum is agreed with parents and has a strong focus on developing literacy, numeracy and health and wellbeing.

Area: Vision and leadership

9.1 Vision, values and aims

- Together, staff, parents and children participate in formulating set of aims and objectives for the school based on respecting the cultural and needs diversity.

Evaluations made according HMIE quality indicators use the following scale:

- *Excellent*: outstanding, sector leading
- *Very good*: major strengths
- *Good*: strengths outweigh weaknesses
- *Fair*: some important weaknesses
- *Unsatisfactory*: major weaknesses

Recently, inclusiveness of a school became one of the important criteria of a school excellence with key indicators being: a) decrease in achievement differences between the least and most successful learners, with overall achievement increased and b) quality of provision offered to individual children and groups of children in accordance to their needs. Thus, general framework is further developed into specific HMI guidelines for self-evaluating *targeted support* and quality of provision that facilitate inclusion of different groups of children (e.g. children with dyslexia, hearing impairment, bilingual learners, asylum seekers).

Sources of evidence

Since close connection between external and self-evaluation is fostered, pre-visit data collection is done together with school which is also a part of establishing a partnership based on honesty and kindness. These include school policy documentation analysis like School Improvement Plan (every 4 years), Self-evaluation Report, Curricular plans. Pre-inspection data are mostly quantitative provided by a range of resources (from STACS to school) and are related to stakeholders' characteristics, "discipline" indicators, pupils advancement, parents participation, finance...

During inspection, HM inspection teams continue to use a range of approaches to collect evidence: a) quantitative data (surveys results, STACS, quantitative school indicators of progress – from individual children to school as a hole), b) personal views collected by a range of methods (surveys, interviews, discussions, focus groups) from a range of stakeholders (staff, parents, pupils, school teams...) and c) direct observations (from class observations, shadowing individual pupils, up to pupils products, teacher evidence of use pupils progress for self-evaluation etc). The evidence is captured from more than one source of information in order to provide a robust basis for evaluations.

Reporting

The Standards in Scotland's Schools etc Act 2000 requires schools to produce an annual self-evaluation report and a plan for improvement and to report to their local authority against a range of indicators. As for inspections reports, they are meant to promote and disseminate good practice examples. Before publishing, HMI send a confidential copy of the draft inspection report to the headteacher, education authority and the chairperson of the Parent Council in order for them to provide feedback. Copies of final reports on individual schools are distributed to all staff, parents, local councilors and members of the Scottish Parliament.

HMIE rather frequently publishes thematic/aspect reports based on evidence collected during inspection process. Inspection activities relating to aspect reports are tailored to the needs of the particular context. The HMIE is currently undertaking a range of tasks that put services for particular groups of pupils under the microscope and as a result produced series of reports on inclusion – *Count us in* (e.g. *Count us in: Achieving success for deaf pupils, Count Us In: We're still here: Successful Transitions from Secondary School*). The aim of these publications is to report on the quality of education currently experienced by particular groups of pupils in Scottish schools, to provide examples of good practice and to identify signposts for improvement which schools can use when planning for excellence. Furthermore, HMIE publishes a national report about the state of education in Scotland every three years.

Table 11. Scotland: Indicators relevant for inclusive education in Serbia

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
	INDICATOR	INDICATOR	INDICATOR
CHILD			Pupil attendance Pupil exclusion rates, Progression rates and leavers' destinations
TEACHER/ CLASS	High expectations from all children Challenging and individually relevant curriculum	Needs-oriented teaching Alternative assessment methods Extracurricular activities viewed as important as academic ones	Attainment goals met Advancement of all pupils evidence Extracurricular activities viewed as important as academic ones
SCHOOL	Accessibility and participation of children and parents in school and community life	Student wellbeing, i.e. their non-academic advancement, i.e. holistic approach to students' needs	Analysis of other key performance data, such as finance All students achievements and advancement is important
LSG		Use of other services	
REGION			
NATIONAL (line ministry)	Additional Support for Learning Act, the Scottish Schools Act, The Race Relations Amendment Act, The Disability Discrimination Act, The Regulation of Care Standard 3 for Initial Teacher Education: 3.1 Value and demonstrate a commitment to social justice, inclusion and protecting and caring for children		
NACIONAL (inter-sectorial)		Standard Tables and Charts (STACs)[73]	

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[73] **STACs** is a benchmarking and self-evaluation publication, allowing internal and external benchmarking of SQA attainment data across schools and local education authorities. The system provides information which compares a range of measures on educational services and includes flexible tools to support investigation to all stakeholders.

8.5. Wales

Institutional Frame for Inspection of Education and Training

Estyn is the office of Her Majesty's Chief Inspectorate of Education and Training in Wales. It employs Her Majesty's Inspectors (HMI) and independent inspectors. Inspection work is aimed directly at raising standards and quality in education and training across Wales through quality inspection and advice service in a number of sectors (from nursery settings to adult and community-based learning), on a six-year cycle. The purpose of inspection is to identify good features and areas for development in order that schools may improve the quality of education they provide and raise the standards achieved by their pupils. The inspection of all schools is also designed to give parents information about the performance of their child's school. All schools receive a core inspection, which lasts from two to four days depending on the size of the school.

Procedural aspects of inspection

Inspection is carried out by HMI's and additional inspectors. Sometimes different practitioners are invited as peer inspectors to join inspection teams.

Taking into account the school's self-evaluation report and any information already held by the Inspectorate, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team. The Inspectorate will also arrange to obtain information about the school from the local authority.

The reporting inspector will analyse a range of performance data, provided by the Welsh Government for each school, including comparing the performance of the school to a family group as well as other similar schools and against local and national averages. He/she will complete a pre-inspection commentary (PIC). This will include hypotheses based on the self-evaluation report and other information that inspectors will use to direct lines of inquiry during the inspection. The PIC will be available to the nominee/school and the inspection team before the on-site part of the inspection.

Schools are expected to send the lead inspector a full plan of all the intended activities during the inspection week, based on which the inspectors will select a small sample of sessions to observe and to evaluate. The sample will reflect the range of the school's work and support the investigation of lines of inquiry suggested by inspectors' initial hypotheses.

In the initial meeting of the inspection team the team discusses information about the school and the strategy for the inspection. This discussion starts with the school's self-evaluation report and the PIC.

Inspectors will sample, test and validate the evaluations made by the school. The discussions centre on the evidence that needs to be reviewed.

Evaluation Framework

Common Inspection Framework[74] is based on three questions relating to:

1. The standards of learners and their wellbeing

- How good are outcomes?

2. The quality of education and training (learning experiences, teaching, care, support and guidance, learning environment)

- How good is provision?

3. Leadership, improving quality, partnership working, resource management

- How good are leadership and management?

The Common Inspection Framework is based on inclusive policy which aims at good quality education for all. Therefore it incorporates indicators for inclusive education in the majority of aspects that are inspected. However, indicators in the area of care, support and guidance are clearly singled out for additional learning needs. Indicators closely related to inclusion of pupils belonging to vulnerable groups across aspects that are inspected are the following:

Area: Outcomes

Standards of groups of learners

- Performance of particular groups of pupils: entitled to free school meals; boys in relation to girls; looked-after children; pupils from minority ethnic groups; and pupils with ALN or belonging to a vulnerable group.

Achievement and progress in learning

- Evidence in individual education plans that ensures that all learners make progress in relation to their needs and ability.

Skills

- Identification of specific difficulties in accessing the curriculum within particular groups of students.

Participation and enjoyment in learning

- Extent to which pupils with a history of exclusion, in their current or previous school/PRU, demonstrate good behaviour and attitudes to learning.

Community involvement and decision-making

- Extent to which all pupils, including those from different groups, are involved in making decisions about their life in school.

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[74]Annex 1: Common Inspection Framework

Area: Provision

Meeting the needs of learners and employers/community

- the planning of learning experiences is successful in engaging the full range of pupils

- teachers collaborate to plan flexible, responsive and innovative programmes

- pupils for whom all or parts of the National Curriculum have been disapplied, have access to an appropriately broad and balanced curriculum

Provision for skills

- How well schools adapt programmes of study when pupils are working significantly below expected levels

- How well schools ensure that work is suitably challenging and demanding for more able and talented pupils

Range and quality of teaching approaches

Inspectors should evaluate the extent to which teachers:

- Have high expectations of all pupils

- Manage pupils' behaviour positively, safely and effectively, especially in a PRU or a special school for pupils with social, emotional and behavioural difficulties

- Use learning support staff effectively

- Are successful in providing demanding work to meet the needs of all pupils, for example those with ALN and those who are more able and talented.

Assessment of and for learning

Inspectors should evaluate the extent to which the school and teachers:

- Help parents and carers to understand procedures and have access to records and reports relating to their children

- Encourage parents and carers to respond to reports on progress

- Where relevant, make appropriate arrangements for carrying out and recording outcomes of annual reviews for pupils with statements of SEN

Specialist services, information and guidance

Inspectors should evaluate:

- how well the school provides individual support on educational and other issues;

- how well the school provides access to a wide range of information for pupils;

- how well teachers fulfil their responsibilities for guidance

- whether pupils are able to make good use of professional support both from within the school and from specialist services

- the effectiveness of the school's links with specialist agencies such as the police, health, psychological, counselling and social services

Additional learning needs (ALN)

Inspectors should consider:

- the extent to which the school offers pupils with ALN access to all areas of the curriculum, including the subjects of the National Curriculum unless disapplication is specified in individual statements

- whether grouping and support systems meet the range of needs without adversely affecting the breadth, balance and continuity of the pupils' curriculum

- how well the school integrates, supports and provides for pupils with ALN within mainstream classes and in special groups, so that they can achieve appropriate standards of achievement

- the quality of support, including the appropriateness of 'time out' arrangements, for pupils with emotional and behavioural difficulties so that they can achieve the objectives set in individual education plans and, where appropriate, develop their independence as learners

- how consistently the school conducts regular reviews of progress, including annual reviews

- whether assessment, recording and reporting procedures satisfy statutory requirements

- whether the school consults parents regularly

- the adequacy and usefulness of contributions from learning support assistants, support teachers, educational psychologists, medical, paramedical and nursing specialists and other external agencies

Ethos, equality and diversity

Inspectors should judge how well the school:

- establishes a school ethos that is inclusive

- takes into account and values the diversity of pupils' backgrounds and acts appropriately on this information

- offers equal access to the curriculum and challenges stereotypes in pupils' attitudes, choices, expectations and achievements

- analyzes and where appropriate addresses gender gaps in subject and option choices

- develops tolerant attitudes and ensures that all pupils and staff are free from harassment

- has taken reasonable steps to ensure that current and prospective pupils with disabilities do not suffer less favourable treatment in school or in respect of admissions and exclusions.

Physical environment

- there are enough resources that are well matched to pupils' needs
- accommodation provides a stimulating and well-maintained learning environment to support teaching and learning
- toilet and changing facilities are appropriate

Sources of information

Sources of information:

- briefings from local authorities;
- documentary evidence, including data on pupils' performance and progress;
- observation of teaching or training sessions and other activities;
- samples of pupils' work;
- the views of pupils and stakeholders; and
- discussion with staff, leaders and managers, governors and others.

Target groups at school level i.e. respondents are all children and their parents, teachers and school leaders. Often, if the school chooses a nominee who is a member of staff, this person is the main source of pre-inspection information and is in charge of inspection organization within the school.

Techniques for inspection: data and documents analysis; interviews with teachers and leaders; observations of teaching and learning; scrutiny of the work of pupils; pupil and parent questionnaires and meetings with parents and pupils before and during inspections.

The inspectorate will also request the following information from schools:

- key background information on the school
- a copy of the school's most recent self-evaluation report and improvement plan;

from local authorities and Welsh Government:

- Government statisticians collect, analyse and report on a range of data relating to educational support and achievement. Data are collected by the national census (most recent 2011) and annual census returns from individual schools. Data are analysed by local authority and across the country to establish norms and make comparisons.
- performance data for each school including comparing the performance of the school to family group as well as other similar schools and against local and national averages

Much of the inspection evidence is stored in electronic form in a virtual inspection room (VIR) for each school inspection, with protected access to different sections for schools, inspectors and members of Estyn.

Reporting

Reports about the quality of schools are published on Estyn's website and parents/carers receive a summary copy.

National reporting: Each January, HM Chief Inspector publishes an annual report based on inspection findings across the education system. Issues of inclusion and additional learning needs are embedded throughout the report and form the basis of particular sections e.g. *Poverty and disadvantage in schools*. The annual report includes the quantitative and qualitative data on which judgements are based.

Periodic thematic reports, some of which focus specifically on aspects of inclusion and good practice. The importance of sharing of good practice based on inspection evidence is emphasized. If a provider gains an excellent judgement for at least one quality indicator, then the inspection team will have identified one or possible more examples of sector-leading practice (SLP) - that is at the cutting edge of educational practice. SLP is capable of being adopted either by replication or through customization.

Table 12. Wales: Indicators relevant for inclusive education in Serbia

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
CHILD		1.2 Wellbeing 2.3 Care, support and guidance	Standards
	Sources of information: documentary evidence, including data on pupils' performance and progress; samples of pupils' work; the views of pupils and stakeholders		
CLASS/ TEACHER	2.4 Learning environment	2.2 Teaching (range and quality of teaching approaches and assessment of and for learning)	
	Sources of information: observation of teaching or training sessions and other activities, discussion with staff, documentary evidence		
SCHOOL	Self-evaluation report (based on the Common Inspection Framework) 2.4 Learning environment	1.2 Wellbeing 2.1 Learning experiences 2.3 Care, support and guidance 3.1 Leadership 3.2 Improving quality 3.3 Partnership working	1.1 Standards 2.3 Care, support and guidance

INDICATORS LEVEL	INPUT	PROCESS	OUTPUT/OUTCOME
		3.4 Resource management	
	Sources of information: briefings from local authorities, documentary evidence, including data on pupils' performance and progress; observation of teaching or training sessions and other activities; samples of pupils' work; the views of pupils and stakeholders; and discussion with staff, leaders and managers, governors and others		
LOCAL AUTHORITY			Range of data relating to educational support and achievement are analysed by local authority and across the country to establish norms and make comparisons.
REGIONAL LEVEL			
NATIONAL LEVEL (sector)			Performance data for each school including comparison to family group, other similar schools and against local and national averages; National reports
NATIONAL LEVEL (inter-sector)			

ANNEXES

Annex 1: Overview of Inclusive Education Support Projects[75]

A. Donor projects addressing pro-poor measures in education

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Delivery of Improved Local Services (DILS)	World bank	2009-2013	€12 m	Assisting the Government to increase the capacity of institutional actors in order to improve access to and the efficiency, equity and quality of local delivery of services. Activities and results of activities focused on vulnerable groups. Support to increase of coverage of students from vulnerable groups through grants for schools (364 grants- in 94% of municipalities there is a DILS covered school). Trainings for teachers, Intersectoral commissions, expert associates etc. Improving of social inclusion for 10.000 Roma students through grants for 56 municiaplities (140 schools, 54 preschools institutions, 55 of Roma NGOs and 56 LSG). This component was also in smaller part supported by the Roma Education Fund.
Inclusion through Education - Support to Roma and other Marginalized Groups- Joint Programme	UNICEF RED CROSS SDC	2009-2013	€8.0m	The program aims to put in place, in at least 60 municipalities, models of education and appropriate institutional frameworks, which effectively include marginalized children into the public education system. UNICEF established Development Education Centers in 10 municipalities in 15 Roma settlements. Centers activities include increasing Roma children's developmental and school readiness, and further encouraging their inclusion, retention and school achievements, parental counseling on child-rearing practices and support to the educational process. Local Plans of Action for Children have been developed in 21 municipalities as a framework for harmonizing local policies with national strategies and programs. The Red Cross provided support to inclusion into the education system for approximately 2,851 vulnerable Roma children, children and youth with disabilities and their peers in elementary schools on annual base. This

[75] Source: Analiza uticaja politika – Pružanje dodatne podrške učenicima iz osetljivih grupa u preduniverzitetskom obrazovanju. UNICEF, in press.

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
				Program part operates in 64 municipalities through the institutional network of Red Cross branches in close cooperation with preschools, elementary schools and social welfare centers. "Pomocdeci" activities for improvement of Roma education in South Serbia operate in 6 municipalities. Support to preschool children is organized, a new building for preschool education in Bujanovac is built and equipped, 28 Roma assistants are trained and engaged, training for teachers, assistance in obtaining ID documents provided .
Improvement of pre-school education in Serbia (IMPRES project)	IPA 2009	2011-2014	€5.0m	Developing a tool-kit for local self-government (LSGs) to systematically organize their pre-school networks, to optimize pre-school capacity and increase access for vulnerable groups; Expanding access to pre-school education for children from vulnerable groups by providing vehicles, mobile preschool, prefabricated facilities, equipment and reconstruction; Improving the quality of pre-school programs in targeted municipalities to better respond to the needs of children, families and the local communities, with particular attention to vulnerable groups.
Education for All - Increasing the availability and quality of education for children from marginalised groups	IPA 2008	2010-2012	€3.0m	The project set up the system of pedagogical assistants, through Enhancing of the capacities of the Ministry Preparing basic materials and operational tools Facilitating the process of selection, training and deployment of pedagogical assistants Pedagogical, social-psychological and cultural empowerment of relevant pedagogical groups (school and kindergarten principals, schools' and pre-school institutions' employees and pedagogical advisors) supported by training for new pedagogical methods, development of adequate learning materials, and a catalogue on innovative ideas for extra-curricular activities.
Strengthening and extending the system of Roma Teacher Assistants/ Pedagogical Assistants.	OSCE REF	2007	$2.0m	The Roma Teaching Assistant Program started as a pilot in 2002, implemented by various NGOs and in 2007 OSCE took over the coordination and financing. In 2009 the program has been institutionalized and is now under the coordination of the Ministry of Education, Science and Technological development.
Inclusion of	REF	2007-2013	€0.85m	Stipends and mentorship programs for Roma Students

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Roma students in secondary schools in AP Vojvodina Secretariate for Education, Vojvodina				in secondary schools, with a special incentive-creating administering scheme
Inclusion of Roma students in secondary Education in AP Vojvodina	FOS	2010-2013	$ 1.0m	Stipends and mentorship programs for Roma Students in secondary schools.
Equal opportunities in secondary education NGO partners	FOS, The Pestalozzi Children's Foundation	2005-2013	$0.86 m	Support to Roma students in secondary education through assistance in learning and homework, preparation for final exam and capacity building for schools. Several local NGOs engaged: Center for Interactive Pedagogy, Roma Education Center, Stabloetc
Developmental-educational centers in South Serbia Association for improvement of Roma settlements	UNICEF	2002-2012	$0.67m	Project covered poor children and parents form 11 poorest municipalities. Activities covered support in school, preparation for school enrollment , afterschool activities, material support and work with school and teachers.
Kindergarten without borders CIP	UNICEF	2011-	$0.38m	Increase in coverage of children 3-5 years in 10 LSG. Free programs in facilities adapted by LSGs, in close cooperation with IMPRESS project. Non-formal parent groups are established and included in activities.
Registration of children UNHCR Praxis	UNICEF	2007-2012	$0.35m	Project has enabled registration and obtaining personal documents for children from vulnerable groups. 1000 children got registered and there was a change in legal acts that were an obstacle for accessing the education, social welfare and healthcare system.
Expanding access to Preschool Education in Serbia NGOs, LSGs	REF	2008-2009	€0.27m	The main project goal was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program and insure its institutional sustainability through active involvement of the LSG within the overall implementation process through coordination and cooperation with the NGO sector and Roma community. The project operated in the following localities: Arandjelovac, Bor, Kragujevac, Novi Bečej,

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
				Prokuplje, Smederevo, Surdulica, Subotica
Expanding Access to Preschool Education of Roma Children in Serbia NGOs, LSGs	REF	2008	€0.22m	Support for sustained participation in the preschool preparatory program for Roma children, through cooperative actions of Roma NGOs, LSGs and preschool institutions at selected localities (Subotica, Smederevo, Kragujevac, Arandjelovac, Bor,Niš,Braničevskicounti, Zrenjanin, Prokuplje, Nova Crnja)
Expanding Access to Preschool Education of Roma Children National Council of the Roma National Minority and Ministry of Education and Sport	REF	2008	€0.2m	The project targeted 1400 Roma children from 42 municipalities and ensured that they successfully attend the preschool preparatory program, with the objective that 95% of Roma children supported by the proposed project successfully enroll in primary schools. The objective has been closely reached, and the project initiated a series of further activities and projects.
Development of social centers in Southeastern Serbia Association for children development-OPEN CLUB	UNICEF	2012-	$0.1m	Support to activities of social centers focused on personal and professional development of children and youth in local communities of LSGs.
Mother-Child Education Program Consortium of Roma NGOs	REF	2011-2012	€ 0.1m	Improving access to Early Childhood Education for Roma children with special regard to the most disadvantaged, by developing the capacity of Roma NGOs to run community based education projects for mothers and children including a toy library project and to establish networks between stakeholders; empowering Roma mothers of preschool aged children both as mothers and as women through informal education projects to support their children in the process of education and schooling; drawing the attention of the public authorities to the importance of early childhood education and to their responsibilities

B. Civil society organisations' projects aimed at supporting education of vulnerable children

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Inclusion through Education - Support to Roma and other Marginalized Groups- Joint Programme Pomoć deci	UNICEF RED CROSS SDC	2009-2013	€8.0m	The programme aims to put in place, in at least 60 municipalities, models of education and appropriate institutional frameworks, which effectively include marginalised children into the public education system. This programme is conducted by UNICEF, Red Cross Movement (International Federation of Red Cross and Red Crescent Societies, Red Cross of Serbia, Red Cross of Montenegro, Danish Red Cross, Spanish Red Cross), and NGO Help for children (Pomoć deci), in collaboration with their local partners. Activities implemented by Pomoc deci are focused on improvement of Roma education in South Serbia, in 6 municipalities. Support to preschool children is organized, and a new building for preschool education in Bujanovac is built and equipped to provide space for about 120 Roma children on annual base. 28 Roma assistants (out of 178) are trained and engaged to work with preschool and elementary school teachers. Training for teachers, preschool teachers and assistants is developed and accredited by the Institute for Educational improvement. For more than 130 children and 80 parents late registration documents have been acquired. More than 50% of the eight-graders are enrolled into the secondary school. 70 Roma parents are enrolled into Functional Elementary education programme and 28 have obtained a full elementary school diploma so far. In 2009, this component received ERSTE Group Social Innovation Award for one of the best social inclusion program in South East Europe. Overall program results: Over 15 000 direct beneficiaries (Roma children and children from marginalized groups) got support. 97% of these children have been enrolled and remain in schools. Enrolment in secondary school has increased by 20%, over 500 teachers trained, more than 1000 adult Roma trained through functional education.
Developmental-educational centers in South Serbia Association for improvement of Roma settlements	UNICEF	2002-2012	$675.000	Project covered poor children and parents form 11 poorest municipalities. Activities covered support in school, preparation for enrollment , material support and work with school and teachers.
Development of social	UNICEF	2012-	$111.000	Support to activities of social centers focused on personal and professional development of children and

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
centers in Southeastern Serbia OPEN CLUB				youth in local communities of LSGs.
Kindergartens without borders CIP	UNICEF	2011-	$384.000	Increase in coverage of children 3-5 years in 10 LSG. Free programs in objects adapted by LSGs, in close cooperation with IMPRES project. Non-formal parent groups are established and included in activities.
Registration of children UNHCR Praxis	UNICEF	2007-2012	$346.800	Project has enabled registration and obtaining personal documents for children from vulnerable groups. 1000 children got registered an there was a change in legal acts that were an obstacle to education system.
Support to Network for inclusive education MOST	UNICEF	2011	$91.000	Capacity building for network members, grants, visibility and support through PD.
Network of organizations for children OPEN CLUB	UNICEF	2010	$37.000	Advocacy of children's rights, especially for those from vulnerable groups and actions for increase of child care payments.
Inclusion of Roma pupils in secondary schools in AP Vojvodina Provincial Department of Education and Culture, Council for Roma Integration in the Autonomous Province of Vojvodina and Roma Students Association	REF	2007-2011	$850,408	The main objective of this project was to expand access to secondary education for Roma students in Vojvodina, i.e. to increase the number of Roma pupils who enroll and finish secondary schools (especially the number of those enrolling in 4-years educational profiles), and to improve their achievements rate during secondary education. Providing financial and mentorship support to Roma pupils who attend secondary schools on the territory of Vojvodina. Guiding and motivate secondary school pupils to continue toward tertiary education. Motivation of primary school pupils and their parents to enroll in secondary schools, targeting grammar schools and other competitive school.
First step-preschool program for	REF	2008	€15.179	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Roma children in Zvezdara, Belgrade municipality, Serbia Roma NGO „Mali princ"				sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.
For better future - preschool program for Roma children in Surdulica municipality, Serbia NGO Association for Roma education	REF	2008	€15.000	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.
Preschool program for Roma children in Novi Sad, Serbia Ecumenical humanitarian organisation - Roma resource centre	REF	2008	€16.035	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education.
Education of Roma – Solutions for the Future (Novi Bečej, Valjevo, Sečanj) Roma Centre for Democracy	REF	2008	€57.357	The main goal of the projects was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program. Main outcomes: increased enrolment of Roma children in the compulsory preschool program; full participation of the enrolled Roma children in the preschool program; full enrolment of the Roma children from the program in mainstream primary education
Creating conditions for expanding of access to state scholarships and increasing success of	REF	2008-2009	€89.900	Objectives: The project's overall aim was to ensure expanded access of Roma children to the secondary education and to available scholarship programs (in targeting locations), their sustained participation in it and their successful start-up at secondary school level through provision of a comprehensive system of support. Specific objectives: Providing of support for up

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Roma Children in secondary education" (phase two) Roma Education Center				to 350 Roma students in achieving better success in primary school, their successful enrolment into secondary schools and successful start-up; Creating conditions for expanding access, and increasing success of up to 40 Roma students in secondary education; Increasing of availability of information on scholarships intended for poor secondary school students and creation of conditions for successful application of Roma secondary school students; Raising motivation for education and raising trust of Roma community in educational institutions and suitability of secondary education.
Supporting anti-discriminative school environment for children of Roma nationality Minority Rights Center / MRC and Ministry of Education-Inspection Department	REF	2009-2011	€79.686	The project objective was to support the anti-discriminative school environment for children of Roma nationality: to build capacity of educational institutions to develop and promote anti-discriminative environment; to strengthen the role of Roma parents in the process of primary education of their children; to secure higher inclusion of Roma children in educational system and continuity in education; to strengthen the role of civil society organizations in advocating for implementation of measures against discrimination supported in the government strategic documents on education of Roma
Expanding access to preschool education Serbia (Arandjelovac, Bor, Kragujevac, Novi Bečej, Prokuplje, Smederevo, Surdulica, Subotica)	REF	2008-2009	€269.802	The main project goal was to ensure better preparation of Roma children for mainstream primary education through enrolment and support for sustained participation in the preschool preparatory program and insure its institutional sustainability through active involvement of the LSG within the overall implementation process through coordination and cooperation with the NGO sector and Roma community.
Education of Roma – Solutions for Future 2009 Roma Centre for Democracy	REF	2009-2011	€58.023	Long-term goal of the project : all Roma children age from 5,5 to 11 years are enrolled in preschool, enrolled in mixed elementary school, not into special school/classes, attend school regularly, achieve better academic success, because parents, school, local and regional authorities are supporting them as integral part of their legal and policy responsibility. Specific objectives: less than 2% of Roma students is enrolled in special schools and increased enrollment in

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
				mainstream elementary school, attending school regularly, achieve better academic success, stakeholders: the schools, parents and Municipalities are supporting Roma kids as integral part of their legal and policy responsibility
Support integration process of resettled children from Roma settlement Gazela Mali Princ	REF	2009-2011	€48.675	The main aim of the project was to initiate developing of new educational and social policy in Belgrade, so as relevant institutions' fully implementation of the government program and policy (such as Decade Action Plan for Education and Law on Foundations of Education).
Mother-Child Education Program Consortium of Roma NGOs	REF	2011-2012	€101.308	The overall objective of the proposed Mother-Child Education Program is to contribute to the social inclusion and poverty reduction of the Roma in Serbia by improving access to Early Childhood Education for Roma children with special regard to the most disadvantaged. The program objective is to increase the access to Early Childhood Education for Roma children by developing the capacity of Roma NGOs to run community based education projects for mothers and children including a toy library project and to establish networks between stakeholders; empowering Roma mothers of preschool aged children both as mothers and as women through informal education projects to support their children in the process of education and schooling; drawing the attention of the public authorities to the importance of early childhood education and to their responsibilities
Equal opportunities in secondary education Center for Interactive Pedagogy, Roma Education Center, Stablo...	OSFS, The Pestalozzi Children's Foundation	2005-2013	$ 860.000	Support to Roma students in secondary education and capacity building for schools.
Inclusion of Roma students in secondary Education in AP Vojvodina	OSFS	2010-2013	$1.043.174	Stipends and mentorship programs for Roma Students in secondary schools.

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Roma center for democracy from Vojvodina				
ERSTE foundation grants in area of education and social inclusion Organisation Centre for Youth Integration	ERSTE foundation	2007-		**1. Invisible children- Drop in centre for street children** "Drop in centre" is a unique space opened 7 days a week, for 24h,to serve children leaving on the street children (under the age of 18). Within it children receive variety of services: support/ intervention through the outreach work, place to satisfy basic needs for hygiene, food and change of clothes, safe and secure place to move from the street when they want, for some period of time , safe place for sleeping when they are ill, or afraid/ in crisis situation, basic health care intervention, program that increase their social and life skills, support in developing trust in adults, self respect, self awareness and self discipline, assistance in identifying their short term and long term personal goals, triggering the formation of attitude to increase their need for taking care of themselves, referring them to other institutions/ NGOs that offer assistance they might need, when possible, work on integration in the family/foster-family/youth home/school, providing information about resources within the local community, additional support to especially vulnerable children. **2. Aflatoun – "PomocDeci Training"** The project offers training in Serbia for teachers as well as new Aflatoun partners in the Western Balkan Region. The aim of this project is to refresh existing capacity in teaching for the Aflatoun programme of Child Social and Financial Education within Serbia. **3. Street Children** Since August 2007, there is a place in Belgrade which the street children consider a safe place. They can eat, wash, sleep and get medical check-ups there. Most importantly for them, they choose when to drop in and when to leave. Since the opening of the drop-in centre in 2007, the Centre's programme has expanded to include Public Sensitizing and Educational Development
All Different, All Equal Novi Sad Humanitarian	IPA 2010	2011		This project worked on creation of an inclusive culture, policy, and practice in primary schools in Vojvodina, thus enhancing equal participation of all children in education, regardless of their gender, disability, social or ethnic background. - Several trainings for teachers were held, including

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TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Centre				"Index for inclusion", "Forming individual educational plan (IOP) for gifted students", "Approach and support for children with difficulties in learning caused by dyslexia, dysgraphia, dyscalculia and hyperactivity", "Assumptions of a successful class", "Strategies for working with children with special needs", "The role of pedagogical assistant in class", "My child is special, too", at which over 209 school staff from Apatin, Novi Sad and Bečej participated. Index for Inclusion in schools has been promoted amongst additional 77 school staff members. - Over 100 parents participated at workshops on inclusion and parental capacities and over 150 students took part in several activities, including "Development of cooperation among students" workshop, "Communication skills" workshop for peer educators, "Playing through inclusion" workshops for younger children. "Persons with disabilities and inclusion workshop" that targeted both students peer educators and parents. - Inclusive development plans for three primary schools in Novi Sad, Bečej and Apatin were drafted, discussed at school boards and approved. Publication titled 'All different, all equal: Creating inclusive culture, policy and practice in schools' (published in Serbian, Hungarian, and English) is now used by the primary schools in Vojvodina as a tool for self-evaluation and development of the inclusive culture, policy and practice in their environment.
Clubs for Children and Youth Center for Quality Education	IPA 2010	2011		This project worked on establishment of mechanisms for provision of support to children and young from marginalized groups, strengthening the capacities of grassroots civil society organizations to provide innovative community based services for children, in an inclusive environment. • Clubs for children were organized and staff training in the implementation of this innovative community base social service. • The manual titled 'Club as inclusive service – one place, infinite number of possibilities' has been produced, to serve as guidance to future founders of the similar service. • Project worked on partnership building between the state institutions and CSOs, which resulted in several protocols, contract and partnerships

TITLE	PROGRAMME	TIMESCALE	BUDGET*	MAIN ACTIVITIES
Towards the Inclusion of Roma Children OPEN CLUB	The Royal Embassy of Netherlands	2010		Project targeted Roma children from 6-18 years old. Activities were focused on encouraging children to return to school and continue their education and visiting of social and cultural institutions. Project covered 65 Roma children and their parents in Niš.
Educational Services in Selected Schools in Southwestern Serbia OPEN CLUB	EUD SDC	2009		Project targeted Roma children, Roma adults who left schools and teachers. It provided assistance with enrollment in preschool institutions and schools, additional Serbian language courses for returning Roma children, organized meals, division of school supplies, shoes and clothing, accredited seminars for teachers etc. Number of beneficiaries was 300.
Educational and recreational programme for refugees, IDPs and Roma children in Serbia OPEN CLUB	UNHCR	2007-		Program targets children and youth from refugee centers, Roma children of the IDPs from Kosovo. It provides educational and recreational workshops for children and youth who are refugees and IDPs and live in collective centers, educational program for the pre-school preparation of Roma children, recreational activities such as excursions, travels, cultural programs etc. Yearly coverage is 200 beneficiaries.
Index of Inclusion MoE Novi Sad Humanitarian Centre	Save the Children	2003-2009		The Index for Inclusion is designed to support schools in a process of inclusive school. It provides a framework for school review and development on three dimensions: school culture, policy, and practice. Project was piloted in 30 schools, and in 2009 revision of the guidebook was done with contribution of about 500 teachers

Annex 2: List of Published Inclusive Education Handbooks

1. ZBIRKA PRIMERA INKLUZIVNE PRAKSE (A COLLECTION OF INCLUSIVE PRACTICES), compiled by Biljana Janjić, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2010

2. STRATEGIJE ZA PODUČAVANJE UČENIKA SA SMETNJAMA U RAZVOJU I INVALIDITETOM (STRATEGIES FOR TEACHING PUPILS/STUDENTS WITH DEVELOPMENTAL AND OTHER DISABILITIES), compiled by Raisa Venäläinen, Milena Jerotijević, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2010

3. PRIRUČNIK ZA RAD INTERRESORNE KOMISIJE ZA PROCENU POTREBA ZA PRUŽANJEM DODATNE OBRAZOVNE, ZDRAVSTVENE ILI SOCIJALNE PODRŠKE DETETU I UČENIKU (MANUAL FOR THE WORK OF INTER-SECTORAL COMMITTEES FOR THE ASSESSMENT OF THE NEEDS FOR ADDITIONAL EDUCATIONAL, HEALTH OR SOCIAL SUPPORT TO CHILDREN AND PUPILS/STUDENTS), Vladan Jovanović, Valentina Zavišić, Snežana Lazarević, Milena Jerotijević, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2010

4. VODIČ ZA RODITELJE DECE KOJOJ JE POTREBNA DODATNA PODRŠKA U OBLASTI OBRAZOVANJA, SOCIJALNE I ZDRAVSTVENE ZAŠTITE (GUIDE FOR THE PARENTS OF CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN THE AREAS OF EDUCATION, SOCIAL AND HEALTH CARE), Biljana Janjić, Kosana Beker, Nataša Milojević, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2010

5. OSNOVNE INFORMACIJE ZA RODITELJE DECE KOJOJ JE POTREBNA DODATNA PODRŠKA U OBLASTI OBRAZOVANJA, SOCIJALNE I ZDRAVSTVENE ZAŠTITE (BASIC INFORMATION FOR THE PARENTS OF CHILDREN WITH ADDITIONAL SUPPORT NEEDS IN THE AREAS OF EDUCATION, SOCIAL AND HEALTH CARE), Biljana Janjić, Kosana Beker, Nataša Milojević, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2010

6. PRIRUČNIK ZA INKLUZIVNI RAZVOJ ŠKOLE – upotreba Indeksa za inkluziju za razvoj inkluzivne kulture, politike i prakse (Index for Inclusion: developing learning and participation in schools), Tony Booth & Mel Ainscow, adapted for use in the Republic of Serbia, Ministry of Education, Science and Technological Development of the Republic of Serbia, Save the Children, Institute for Education Quality and Evaluation, Belgrade, 2010

7. VODIČ ZA RODITELJE KROZ SISTEM OBRAZOVANJA I VASPITANJA (PARENTS' GUIDE TO THE EDUCATION SYSTEM), Zorica Trikić, Jelena Vranješević, Ljiljana Levkov, Ministry of Education, Science and Technological Development of the Republic of Serbia – DILS project, Belgrade, 2012

8. PRIRUČNIK ZA PLANIRANJE I PISANJE INDIVIDUALNOG OBRAZOVNOG PLANA (HANDBOOK FOR PLANNING AND DRAFTING INDIVIDUAL EDUCATION PLANS),

Snježana Mrše, Milena Jerotijević, Ministry of Education, Science and Technological Development – DILS project, Belgrade, 2012[76]

9. KOLIKO JE INKLUZIVNA NAŠA ŠKOLA? Priručnik za samoevaluaciju i spoljašnju evaluaciju inkluzivnosti škole (HOW INCLUSIVE IS OUR SCHOOL? A handbook for self-evaluation and external evaluation of school inclusiveness). Group of authors. Centre for Education Policy, Belgrade, 2013

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[76] This manual is available in the electronic form only.

Annex 3: Example Instruments

The defined indicators for monitoring the inclusiveness of education at the school level have been operationalised for measurement purposes and instruments have been developed against them. The present form of the instruments is a working version that will be subject to thorough changes before it is piloted, in terms of its structuring and further operationalisation against indicators and sub-indicators in order to enable the performance of certain measurements. The instruments suited to different data types and different variable types are presented below.

Instrument 1: Lesson observation protocol (qualitative methodology, entails a trained observer and pre-defined situations to be assessed and the assessment criteria)

Instrument 2: Pupil/student absence log template (overview of data collected in the school on a daily basis)

Instrument 3: Assessment scale for the measurement of high teacher expectations in terms of pupil/student achievement as a typical psychological construct

Instrument 4: Education quality (A composite instrument encompassing, in a shortened form, all indicators and areas of monitoring inclusiveness. Used for a rapid and cost-effective assessment of school inclusiveness, for self-evaluation or external evaluation purposes.)

A2 – OBS: Quality of instruction

Please fill in this section before lesson observation.

Date: _____

Grade and class: _____

Number of pupils/students in the class: _____

Number of pupils/students present in the lesson: _____

Number of pupils/students following:

a) individualisation _____

b) IEP1 _____

c) IEP2 _____

Place of the lesson in the timetable: _____

Subject: _____

Teacher: _____

Didactic unit: _____

Lesson type: _____

	Completely disagree	Mainly disagree	Mainly agree	Completely agree
The lesson plan contains a clear overview of the required adaptations.	1	2	3	4
Comment:				
The work plan for a student who follows an IEP enables the student to be included in class work.	1	2	3	4
Comment:				

While attending a lesson, you should take notes of its progress. After the lesson, the notes will help you analyse the important segments and formulate recommendations for improving the instruction/learning.

2.DURING OBSERVATION

Lesson progress:

_____
_____
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Upon completion of the lesson, fill in the lesson observation protocol together with the teacher. Try to substantiate each answer with observations from the lesson by writing them into the "Comment" field.

3.AFTER OBSERVATION

	Completely disagree	Mainly disagree	Mainly agree	Completely agree
1.The activities in the lesson rely on prior pupil/student knowledge and experiences.	1	2	3	4
Comment:				
2.The teacher encourages pupils/students to be actively involved in the learning/instruction process.	1	2	3	4
Comment:				
3.The teacher encourages pupils/students to link the contents in the lesson with the contents of other subjects and/or real-life phenomena.	1	2	3	4
Comment:				
4.The teacher uses different teaching aids and materials to enhance pupils/students' understanding of the contents.	1	2	3	4
Comment:				
5.Pupils/students formulate predictions, assessments and/or hypotheses and devise ways of verifying them.	1	2	3	4
Comment:				
6.The teacher encourages pupils/students to think about how they acquire new knowledge/skills.	1	2	3	4
Comment:				
7.Problems and questions are challenging to pupils/students.	1	2	3	4
Comment:				

8.The questions asked by the teacher encourage divergent thinking.	1	2	3	4
Comment:				
9.Exchange on the topic among pupils/students constitutes a significant part of the lesson.	1	2	3	4
Comment:				
10.Pupils/students' questions and comments often define the focus of the lesson.	1	2	3	4
Comment:				
11.Pupils/students actively listen to what other pupils/students have to say on the topic of the lesson.	1	2	3	4
Comment:				
12.The teacher gives time-bound and clear feedback.	1	2	3	4
Comment:				

In general, your assessment would be that the lesson has been organised in a way that:
a) ensures successful learning by all pupils/students
b) ensures successful learning by most pupils/students
c) ensures successful learning by a few students
d) does not ensure successful learning

Comment:

A6 – FORM: Absenteeism – absence log template

Pupil's/student's full name: _____   Class: _____

Authorised   Unauthorised

Number of periods of absence: _____   _____

Date of absence:

_____

REASON FOR OF ABSENCE:

- sickness

- sports practice

- participation in a competition

- death in the family

- travel

- religious holiday

- avoidance of an assessment

- work (agricultural work, recyclable materials collection, etc.)

- caring for a younger sibling

- transportation delay

- bullying by other pupils/students

- socialising with peers out of school during school hours

- other: _____

THE REASON FOR ABSENCE HAS BEEN IDENTIFIED ON THE BASIS OF:

- talk with the pupil/student

- telephone call with a parent/guardian

- visit by a parent/guardian

- written report by a parent/guardian

- text message/e-mail from a parent/guardian

- talk with a teaching assistant

- other: _____

-

Form completed by: _____   Date: _____

G1 – S: Quality assurance

SECTION A: CHARACTERISTICS OF EDUCATION WORK		
ENROLMENT POLICY AND PROCEDURES		
1.The school has been open for the enrolment of all children in the first grade since 2010.	Yes	No
2.We have referred some children to another school to enrol since 2010.	Yes	No
QUALITY OF TRANSITION		
3.Subject teachers deliver lessons (on their own/with class teachers) in fourth-grade classes that they will teach in the future.	Yes	No
4.Class teachers visit the lessons of their former class which has progressed to the fifth grade.	Yes	No
5.Parents of vulnerable children are additionally informed on how they can support their children on starting the fifth grade.	Yes	No
6.Class teachers have additional talks with vulnerable pupils about subjects, teachers, the organisation of instruction and their concerns about starting the fifth grade.	Yes	No
7.Professional associates provide vocational guidance to seventh- or eighth-grade pupils.	Yes	No
8.Teachers and/or professional associates from your school inform secondary school staff of the strengths and needs of the vulnerable students that have enrolled in that school.	Yes	No
ABSENTEEISM		
9.What measures have proved to be the most efficient in you school for preventing vulnerable pupils from dropping out of education? Name one or two measures: _____ _____ _____ _____		
10.How is assistance provided to pupils in your school who are absent frequently or for extended periods of time to reintegrate and compensate for what they have missed? Name one or two measures taken: _____ _____ _____ _____		

11. The following questions pertain to educational value-added for your school. In the table below, please enter the number of pupils for each of the foreseen categories at the end of the school year.

	A	B	C	ALL PUPILS IN THE SCHOOL
a) Average achievement in the school-leaving mathematics examination				
b) Average achievement in the school-leaving Serbian language/mother tongue examination				
c) Enrolled in secondary school				

12. The following statements pertain to educational value-added for your school.

What was the level of educational value-added for your school in last school year's school-leaving examination?	_____		
What was the level of educational value-added for your school relative to the municipal average?	lower	average	higher
What was the level of educational value-added for your school relative to the national average?	lower	average	higher

13. In the table below, please enter the number of pupils for each of the foreseen categories at the end of last school year. The questions pertain to all pupils in the school.

	A[77]	B	C	ALL PUPILS IN THE SCHOOL
1. Number of students who enrolled in the school				
2. Finished the grade				
3. Grade point average at the and of the grade				
4. Repeated the grade				
5. Transferred to another school				
6. Moved away				
7. Quit schooling				

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[77] A – pupils with developmental and other disabilities; B – pupils with specific learning difficulties (reading, writing and numeracy difficulties); C – pupils from socio-economically non-stimulating environments

HIGH EXPECTATIONS AND PUPIL/STUDENT MOTIVATION				
Please circle a number from 1 to 4 to indicate the extent to which you agree with the statements below.				
	Completely disagree	Mainly disagree	Mainly agree	Completely agree
In our school, teachers foster their pupils' confidence about achievements.	1	2	3	4
Teachers in our school believe that, with adequate support, all pupils can reach high school achievements.	1	2	3	4
The school and the teachers make efforts to get the best out of each pupil and ensure all are successful in terms of achievements.	1	2	3	4
All pupils' successes are promoted in the school.	1	2	3	4

SECTION B: SCHOOL ETHOS

PUPILS' INVOLVEMENT IN SCHOOL LIFE

1.The teachers in your school consult vulnerable pupils about activities that directly concern them, such as remedial and additional instruction, clubs and the like.	Yes	No

PARENTS' INVOLVEMENT IN SCHOOL LIFE

2.The school has clear procedures for informing vulnerable pupils' parents and involving them in the school's work.	Yes	No
3.The teachers consult vulnerable pupils' parents about activities that directly concern them, for instance about learning, working modalities and goals.	Yes	No

SCHOOL'S PROACTIVENESS

4.The school has teachers/teams in charge of identifying the ways to ensure all necessary prerequisites for the work of pupils with additional support needs.	Yes	No

SCHOOL'S INCLUSIVE POLICY

5.The school takes concrete measures aimed at enhancing the inclusiveness of education.	Yes	No
6.The school development plan includes the opinions of parents of children from marginalised groups.	Yes	No
7.The school development plan includes the opinions of children from marginalised groups.	Yes	No

SAFETY OF THE SCHOOL ENVIRONMENT

8.The school monitors the frequency of violence against vulnerable children.	Yes	No

ANTIDISCRIMINATION

9.How many disciplinary actions has your school taken in cases of discrimination against
vulnerable pupils in the past two years and what are those actions?

_____

_____

10.How frequently do cases of discrimination against the Roma (among children, parents, teachers) that require intervention by a teaching assistant or another party occur in the school?

   a) Never

   b) Once per year

   c) Once in six months

   d) Once per month

   e) Once per week

   f) Several times per week

SECTION C: SUPPORT FOR THE INCLUSIVENESS OF EDUCATION

PHYSICAL AND MATERIAL SUPPORT

1.The school has records of pupils' needs for physical and material support.	Yes	No
2.The school has provided all or almost all the necessary physical and material support for the children who need it.	Yes	No
3.The school informs parents of the possibilities for obtaining physical and material support for their children.	Yes	No

REMEDIAL AND ADDITIONAL INSTRUCTION

4.In our school, there are individuals/teams engaged in the quality and improvement of remedial, additional and preparatory instruction.	Yes	No
5.We report to the parents on the effects of remedial, additional and preparatory instruction at least once per year.	Yes	No

6.State the approximate percentage of the students that attend:

preparatory instruction for the school-leaving examination   _____

preparatory instruction for replacement and/or remedial examinations   _____

remedial instruction   _____

additional instruction   _____

TEACHING ASSISTANT

7.The school has a teaching assistant.	Yes	No

8. Are the effects of the teaching assistant's work present at the school level? If yes, describe them briefly

_____

_____

DEVELOPMENT AND IMPLEMENTATION OF IEPs

9.Teachers formulate goals and revise IEPs regularly.	Yes	No
10.The work with pupils who follow IEPs is always planned in cooperation with a parent.	Yes	No

11. Please indicate to what extent IEP implementation has contributed to:

AREAS	NOT AT ALL	TO A SMALL EXTENT	TO A GREAT EXTENT	I AM NOT ABLE TO ASSESS
reducing early school leaving by vulnerable pupils;	1	2	3	0
more regular attendance by vulnerable pupils;	1	2	3	0
greater academic progress by vulnerable pupils;	1	2	3	0
better integration of vulnerable pupils in the peer group;	1	2	3	0
increasing the number of vulnerable pupils who enrol secondary school;	1	2	3	0
increasing the number of vulnerable pupils in our school.	1	2	3	0

SCHOOL'S COOPERATION WITH OTHER INSTITUTIONS

12.Your school also contacts ISC members for reasons other than to request approval of an IEP2.	Yes	No
13.A staff member is an occasional member of the ISC for children from your school.	Yes	No
14. Does your school receive the list of children that should enrol the first grade from the municipality?	Yes	No

15. In the past year, municipal assistance aimed at improving inclusive education (professional development, material support, assistive technologies, transportation of pupils, free snacks etc.):

    a)   has been sought (how many times?)   _____

    b)   has been received in full (how many times?)   _____

    c)   has been received in part (how many times?)   _____

    d)   has not been received at all (how many times?)   _____

16. Have you cooperated with any of the inclusive education model schools?

a) No, because we are not aware of them.

b) We are aware of them, but we have not approached them.

c) We have approached an inclusive education model school.

17. Various organisations, associations and institutions that may exist and act within a local community are listed below. Please evaluate the cooperation aimed at enhancing your school's inclusiveness with:

	WE HAVE NOT COOPERATED	UNSATISFACTORY	FAIR	VERY GOOD
Parent associations	1	2	3	4
Associations of persons with disabilities	1	2	3	4
Roma associations	1	2	3	4
Organisations involved, amongst other things, in humanitarian work (UNICEF, the Red Cross, private foundations etc.)	1	2	3	4
Professional associations (Teachers' Alliance, Serbian Psychologists' Society etc.)	1	2	3	4
Trade unions in the education sector	1	2	3	4
School authority	1	2	3	4
Primary health care centre	1	2	3	4
Centre for social work	1	2	3	4
Ministry of the Interior	1	2	3	4
National Employment Service	1	2	3	4
Local business people	1	2	3	4

SECTION D: CHARACTERISTICS OF THE CONTEXT IN WHICH EDUCATION INCLUSIVENESS IS DEVELOPED AT THE SCHOOL LEVEL

	NO ONE OR ALMOST NO ONE	FEW	MOST	EVERYONE OR ALMOST EVERYONE
1.Our school's staff is aware what department/unit at the national level is responsible for inclusive education (IE).	1	2	3	4
2.Our school's staff is aware what strategies and policies on IE are implemented at the national level.	1	2	3	4
3.Our school's staff is aware what provisions of laws and bylaws apply in the area of IE.	1	2	3	4
4.Our school's staff is aware what teacher competencies are required for IE.	1	2	3	4
5.Our school's staff is aware that attending training in the competencies required for IE is a priority.	1	2	3	4
6.Our school's staff is aware what the ISC does and approach it.	1	2	3	4

7.Affirmative action for hiring members of marginalised groups (persons with disabilities, the Roma) has been implemented in our school:

                                    YES   NO

If yes, how many individuals have been hired on these grounds?_____

8.Our school receives instructions on how to collect data on IE:

a) Yes, every year (twice so far)

b) Yes, once so far

c) No, we have received no such instructions so far

A4 – T: High EXPECTATIONS and pupil/student motivation

Dear Sir or Madam,

Please circle a number from 1 to 4 to indicate the extent to which you agree with the statements below.

1. HIGH EXPECTATIONS OF PUPILS/STUDENTS WITH REGARD TO SCHOOL ACHIEVEMENT				
	Completely disagree	Mainly disagree	Mainly agree	Completely agree
1.I believe that, with adequate support, all pupils/students can reach high school achievements.	1	2	3	4
2.I attribute pupils/students' learning failures more to the circumstances in which they develop and learn than to their abilities.	1	2	3	4
3.I attribute pupils/students' learning failures more to their abilities than to the conditions in which they develop and learn.	1	2	3	4
4.I have high expectations of all children with regard to their educational achievements.	1	2	3	4
5.I encourage all pupils/students to make progress.	1	2	3	4
6. Through different methods and techniques, I ensure that pupils/students with lower educational achievements improve their achievements.	1	2	3	4

How and by what techniques do you encourage pupils/students with lower educational achievements to make progress? Give one or two examples:

1._____

2._____

2. HIGH EXPECTATIONS OF PUPILS/STUDENTS WITH REGARD TO SCHOOL OBLIGATIONS				
	Completely disagree	Mainly disagree	Mainly agree	Completely agree
1.I know how to get the best out of pupils/students in terms of learning and conduct.	1	2	3	4
2.I require all pupils/students to adhere to the school rules of conduct.	1	2	3	4
3.I require all pupils/students to fulfil their school obligations.	1	2	3	4
4.I am willing to turn a blind eye to pupils/students who skip school to avoid getting a bad mark.	1	2	3	4
5.I punish cheating more strictly than ignorance.	1	2	3	4

3. PUPIL/STUDENT MOTIVATION				
	Completely disagree	Mainly disagree	Mainly agree	Completely agree
1.It is my role to strengthen my pupils/students' confidence in achieving educational goals.	1	2	3	4
2.As a teacher, I am responsible for pupils/students' motivation for learning.	1	2	3	4
3.I succeed in sparking interest even in uninterested pupils/students.	1	2	3	4
4.I try to motivate all children.	1	2	3	4
5.How I try to make a pupil/student interested in learning depends on him/her.	1	2	3	4
6.It is good if pupils/students are afraid of the teacher to a certain extent, because it ensures attention and order in class.	1	2	3	4
7.It is good if pupils/students are afraid of the teacher to a certain extent, because in that case they try harder to learn.	1	2	3	4

How do you stimulate your pupils/students' confidence? Give one or two examples:

1._____

2._____

How do you motivate pupils/students to learn? Give one or two successful examples:

1._____

2._____

Do you use any strategies to help pupils/students overcome performance anxiety during assessment (oral assessment, written examinations and assessments)?

                                               Yes   No

If yes, give an example of a strategy that yields results:

1._____

2._____

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