

Cross-country analysis of Inclusive Reforms

Policy frameworks in many countries increasingly focus on education systems that aim to meet all learners' rights to an inclusive education with their peers in their local communities. All learners, including those from vulnerable groups (for example, children with special educational needs and/or disability, Roma children, children with a migrant background, etc.), have recognized rights to inclusive education. (Council of the European Union, 2018; European Agency, 2015).

Therefore, European countries are actively developing a policy to reconceptualize and re-organize schools towards inclusive education. The main policy reforms related to the reorganization of education systems include: promoting a rights-based approach, reshaping the relationship between mainstream and specialist provision, developing new support systems etc.

The aims of inclusive reforms is to improve design, consistency in policy implementation at national and regional level, and the quality of inclusive education policies and practice across the country. It is done by conducting in-depth analysis of the education system, engaging key national and regional education stakeholders in dialogue, formulating recommendations, supporting monitoring and evaluation, and building stakeholder capacity.

References

Council of the European Union, 2018. Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching. (2018/C 195/01)

European Agency for Special Needs and Inclusive Education, 2015. Agency Position on Inclusive Education Systems. Odense, Denmark