

# Including INCLUSION

**Report** on promoting INCLUSION across all components and activities in the EU Education SWAp project (Part A)

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## Requested service

The **main purpose** of this mission, as set out in the Request for Administrative Order (RAO) was “to raise awareness about, and promote the inclusion **across all components and activities in the project** of relevant cross-cutting issues relating to gender, minorities, the inclusion of persons with disabilities, environment and age. The dimension of minority inclusion, equal opportunity and gender equality, in particular, will be integrated in all levels of the project and will be a joint responsibility of the Contractor and the beneficiary. This will contribute to establishing a suitable foundation for the mainstream of cross-cutting issues, especially gender equality, in the future” (EU SWAp for Education, 2010). The full RAO / Terms of Reference and specific mission objectives can be seen in **Annex 4**.

## INCLUSION Reports and annexes ‘Part A’ and ‘Part B’

This mission was conducted jointly by both the international and the local expert. Because of the requirement to submit separate reports, the main areas to be reported on have been split between the two. This is not ideal when discussing cross-cutting issues, which by definition cut across each other; however, divisions were made based on the specialist areas of the two experts. The annexes of **Part A** covers key concepts, an overview of policies and strategies related to inclusion in education, and two of the main disadvantaged groups (**girls and women**, and to a lesser extent, those from **minority communities**) and a review of the new **National Curriculum Framework** from an inclusion perspective. It also contains details of the **action plans** and **recommendations**, and a description of the inclusion training materials. **Part B** focuses on those with **disabilities** and related **special needs**, and Vocational Education and Training. **The two documents should be read jointly.**

### What is not covered in this report

It should be noted that both time and space limitations meant that certain areas had to be prioritised over others. This has led to a restriction of analysis of certain sub-sectors, the most notable exclusions in these joint reports being detailed coverage of areas such as **pre-primary education** and **adult and non-formal education**. It is hoped that these areas can be given the attention they deserve in subsequent inputs. The former is especially important given that the new curriculum framework envisages the introduction of a year of compulsory pre-primary education in the near future, and because it is highly likely that the children not currently enrolled in pre-school education are largely from disadvantaged groups. The latter is important because it continues to be a ‘poor relation’ in comparison with other subsectors, with little attention and an almost insignificant budget, and in which disadvantaged groups are even more marginalised. Both are particularly relevant from an INCLUSION point of view in terms of giving equitable ‘head-start’ or ‘catch-up’ opportunities to those from disadvantaged groups.

There is also no coverage of the currently emerging problem of the education of the children of **returnees**. There are estimates from Unicef that among the families recently repatriated, half the children who have returned are not in school – especially those from Roma, Ashkali and Egyptian (RAE) groups. Many only speak languages (e.g. German) for which there is no provision in schools.

Also missing from this report is an analysis of **environment** issues in relation to education. While it can be reported that this is adequately provided for in the new Curriculum Framework, and is given as part of one of the key competencies (life-, work-, and environment-related competencies) and

one of the broad learning areas (society and environment) (MEST, 2010a), it remains to be seen how effectively such issues are addressed in the classroom.

## Main recommendations

These are taken from Annex 3.2, where suggested indicators are also given. Detailed recommendations for planned EU SWAp project activities can be found in the Action Plan in **Annex 3.1**, which gives a breakdown of proposed actions against project components and results. Here, broad recommendations are summarised, along with the rationale for them. Several of the recommendations in the annex include an estimation of the *minimum* number of *extra* STE days would be needed to address this; while it is understood that this number of days is simply not available, they are given to indicate the scale of additional activity that would be needed for impact to be significant. It is up to ECLO, MEST and the project to prioritise, and perhaps to coordinate with other donors / development partners to reach an effective sector-wide focus on inclusion.

- In order to mainstream inclusion, almost **all capacity building, awareness-raising, mentoring or training related to inclusion is to piggy-back on other planned activities.**
- But to enable this, the project should **make provision for support to non-inclusion experts** involved in the delivery of that training. Specialists in other fields cannot be also be expected to be experts on inclusion
- Because the project **TOR Special Requirements** apply to everyone working on the project, they should be **included in all RAOs, with a general competency / skill added to all TORs** such as 'Ability to address 'inclusion' in its broadest sense, as appropriate to the assignment', and / or specific competencies relevant to the task.
- In order to reach national and EFA goals and MDGs, and because of the planned extension of compulsory education to the end of Upper Secondary school, **support MEST in re-focussing on gender**, including in relation to other cross-cutting issues.
- **Support the curriculum working groups** in the inclusion of inclusion and cross-cutting issues in learning areas as appropriate
- Because of the lack of rigorous analysis and information on disadvantaged groups, work with institutions (Faculty of Education, KPI, KEC etc) to **strengthen research** focus and capacity on inclusion.
- Strengthen capacity in the **analysis of data** (trends, gaps etc) and the formulation / budgeting / implementation of municipal and school-level plans. This should include a focus on out-of-school students.
- Because of the weakness in the implementation of policies and strategies related to inclusion, and because of the devolution of responsibility to municipalities, and because each municipality has a different profile of disadvantaged groups, **focus on capacity-building for inclusion in municipalities.** As there is more stability of staff at this level, this helps provide for more sustainability, and gives a much-needed emphasis on implementation
- The texts of the training materials and 'Inclusion one-pagers' have been prepared, but final formatting is pending the agreement on a project-wide template for materials. Once this has been done, **arrange for the final formatting, and dissemination.**

- **Support MEST and MEDs in the implementation of existing plans and strategies related to inclusion.** While because of a general lack of inclusion capacity, many of the existing planned and strategies are weak on inclusion. However, even attention to implementation of the plans that exist could bring about significant positive change.
- **Engage, or encourage other development partners to engage, short-term experts to carry out situation analyses of disadvantaged groups not covered in this report.** These are highlighted in the introduction to Part A of this report, and it is important that these are not lost sight of.