# Structure and Main Focuses of the Country Reports

Country reports in our project are to serve as background materials for the partnership so partners can better understand the education system of the learning countries from the perspective of *inclusion* and *equity*.

Country reports - to be drafted for, and presented at the second partner meeting in Varazdin, and finalised right afterwards to be published on the project website - have various aims. It is important to make it clear that they are not research papers. They can, but do not necessarily refer to research with endnotes or footnotes. What we need to become aware of are our own learning needs, and also, we intend to familiarise other partners with policy level strategies and measures worth concentrating on in the STAIRS project.

The reports are to be comprised of six chapters, and we strongly recommend that each partner follow some basic rules when compiling each chapter:

- Introduce key data
- Focus on key issues regarding equity and inclusive education
- Focus on proven good practices on the policy level; briefly introduce recommended interventions and measures of your country
- Raise your own questions and identify learning needs *from a national perspective*

Main chapters:
    1 Education in the partner country
    2 National context and current research: key issues regarding social inclusion
    3 Terminology: integration, inclusion, social inclusion, special needs, equity vs. equality, etc.
    4 Identifying key local stakeholders: institutions and professionals
    5 Critical analysis of national indicators regarding social inclusions
    6 Recommendations: local focus
    Appendix – Statistics

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# Education System in [the name of the partner country]

## 1 Education in [the name of the partner country]

**Please add your national chart from the Eurydice database.**

https://eacea.ec.europa.eu/national-policies/eurydice/national-description_en

**Please, provide a brief introduction of the national education system based on the Eurydice chart from the viewpoint of inclusiveness which might be explained longer in the second chapter.**

| Level of education | Type of institution, main features, key data | Issues regarding the inclusiveness of the education system | Relevant measures in the past 10 years (successful or failed) |
|---|---|---|---|

## 1.1 Early childhood education and care (ECEC) (ISCED 0)

### ECEC 1 - Creche

**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

- 

### ECEC 2 - Pre-school programmes (ISCED 0)

**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

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## 1.2 Primary and secondary education (ISCED 1, 2, 3)

General issues on the inclusiveness of the education system of <mark>[your country]</mark>

### General education (ISCED 1)
**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

### Lower secondary education (ISCED 2)
**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

- 

### Upper secondary education (gymnasium, Lyceum) (ISCED 3)
**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

- 

### Vocational education 1

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**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

- 

## 1.3 Upper secondary non tertiary education

**Type of institution, main features, key data**

- 

**Specific issues on the inclusiveness on this level**

- 

**Relevant measures in the past 10 years (successful or failed)**

-

# 2 National context and current research: key issues regarding social inclusion

## 2.1 Characteristics by the level of education

Early childhood education and care (ECEC)

Pre-school and transition to the compulsory education

Primary school

Secondary education

## 2.2 Characteristics by the education system and governance

### 2.2.1 Features of the education legislation

Essential problems concerning the topic of the project

### 2.2.2 Teacher policy

Essential problems concerning the topic of the project

## 2.3 Social dimension

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# 3 Terminology and its national context

## 3.1 Terminology in [your country]

Please, add any glossary item that you think is essential here

Diversity

Equality

Equity

Inclusion

Inclusive educational environment

Special educational needs (SEN) or special educational needs and disabilities (SEND) etc.

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# 4 Identifying key local stakeholders: institutions and professionals

## Institutions and actors

**Please, introduce institutions and relevant actors of your national system (types and functions, maintenance, financing) if you consider them a potential learning opportunity regarding inclusive processes in your country!**

- **School governance: autonomy, etc. (e.g. maintenance organisations)**
- **Education and training institutions**
- **Educational support and guidance institutions**
- **National and local education authorities; education councils**
- **Civil society organisations related to education and social inclusion**
- **Actors (tasks, responsibilities, professional skills, value preferences and attitudes)**
  - **Children and young people, families, parents and carers**
  - **Teachers, specialist teachers and school-based specialists helping and supporting children:** community paediatrician / designated medical officer; health visitor / qualified nurse; educational psychologist; learning support teacher; occupational therapist; physiotherapist; SENCO (Special educational needs co-ordinator); social worker; school-based assistants such as classroom assistants, general assistants, supervisory assistants, learning support assistants; speech and language therapist
  - **Educational institution leaders**
  - **Learning and educational support professionals**
  - **Central and local government actors relevant to education**
  - **NGOs and other non-state actors relevant to education and social inclusion**

## Interconnections

**Please, introduce the systemic collaboration and networks between stakeholders through a few examples that focus on the issue of equity and social inclusion (if possible, describe the typical treatment components of a specific case step by step).**

## Role of identified stakeholders in the whole school approach

**How are the following actors involved in tackling disparities in your country? Are there central or local programmes to support their cooperation in a systematic way?**

Please use this scale to describe the involvement level of each stakeholder:
*missing - 1          low - 2          relevant - 3          strong and effective - 4*

- **social workers**                              1          2          3          4
  - *their main role, if they are involved:*
- **youth services and organisations** 1          2          3          4
  - *their main role, if they are involved:*
- **outreach care workers**                  1          2          3          4
  - *their main role, if they are involved:*

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- **psychologists**          1    2    3    4
  - *their main role, if they are involved:*
- **nurses and other therapists** (speech and language)    1    2    3    4
  - *their main role, if they are involved:*
- **child protection services**    1    2    3    4
  - *their main role, if they are involved:*
- **guidance specialists**    1    2    3    4
  - *their main role, if they are involved:*
- **police**    1    2    3    4
  - *their main role, if they are involved:*
- **unions**    1    2    3    4
  - *their main role, if they are involved:*
- **business**    1    2    3    4
  - *their main role, if they are involved:*
- **intercultural mediators**    1    2    3    4
  - *their main role, if they are involved:*
- **migrants associations**    1    2    3    4
  - *their main role, if they are involved:*
- **NGOs and other community based organisations** from sports, cultural environment and active citizenship sectors    1    2    3    4
  - *their main role, if they are involved:*

# Student, parent, family, community involvement

**How are students, their families and the community around them involved in the developing of programmes on local and school level? Do you have examples of listening to the students' and parents' voices?**

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# 5 Critical analysis of national indicators regarding social inclusions

## 5.1 Reflection on the international comparable databases in the partner countries own context

In the appendix, we collected a few indicators used in an international comparative analysis. (Early school leaving, NEET, PISA results etc.) Data from partner countries might as well draw trends. If you are aware of any important changes based on the figures, please describe any policy-level intervention that can be interpreted as best practice regarding data displayed in the graph.

## 5.2 National indicators (questions to all partners)

1. What kind of national indicators are collected on national / regional or local / school level regarding inclusive education in your country?

2. Who uses these national indicators for what purposes? How good are these for examining the level of inclusiveness?

3. Who is responsible for improving inclusiveness and equity in education in your country? Are measures built on evidence?

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# 6 Recommendations: local focus

## 6.1 [your country] learning needs

## 6.2 European learning perspectives

Do you have any suggestions for measures or using structural indicators for inclusive systems in and around schools

- at national level, to be implemented by governments through strategic and cross-sector initiatives;
- at school level, to be implemented by schools and/or local authorities, in line with national strategic initiatives?

Do you have any recommendations for improving school climate towards more of a learner-centred, safe and caring environment as part of inclusive education?

Do you have any suggestions addressing teachers' preparation for better understanding the holistic needs of students (emotional, physical, cognitive or social) and recognising their individual talents and ways of support?

Do you have any suggestions for preventing discrimination, school bullying and violence at the system level with a particular focus on the differentiated needs of marginalised and vulnerable groups?
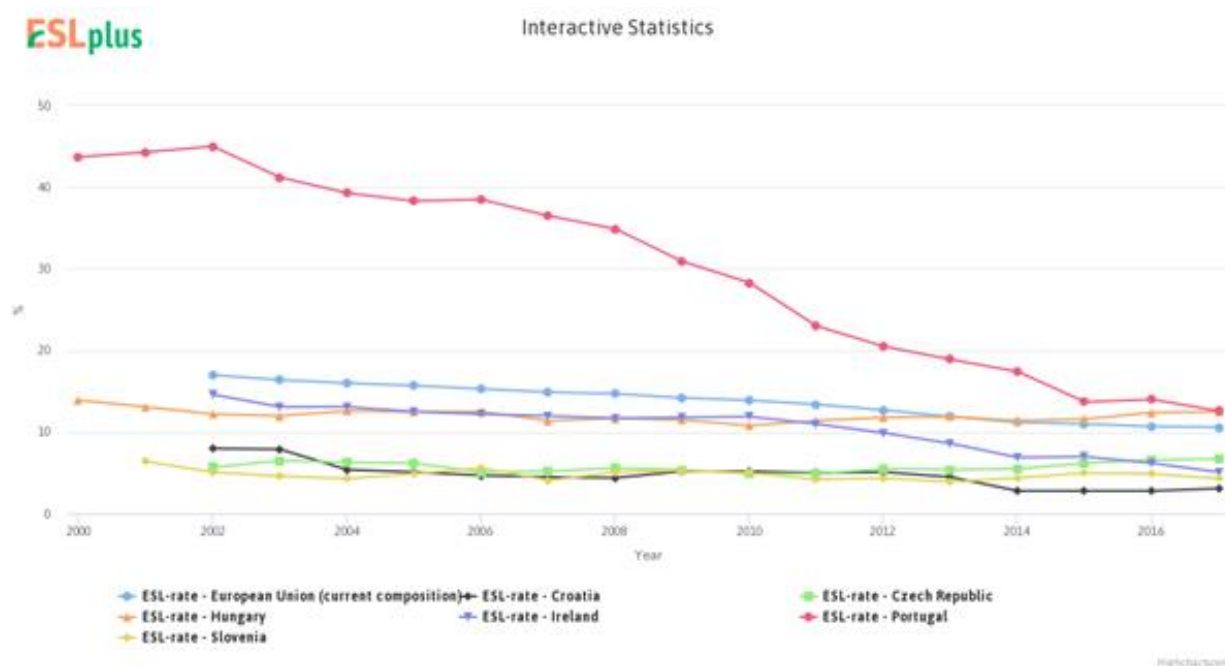
Do you have system-wide experience of taking into consideration children's voices or the active participation of parents in schools including marginalised families?

Do you have any suggestions for strengthening the range of actively collaborating professionals to address the complex, multifaceted needs of marginalised groups?

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# Appendix - Statistics

## [ESLplus](#) database

### ESL-rate



### Neet-rate

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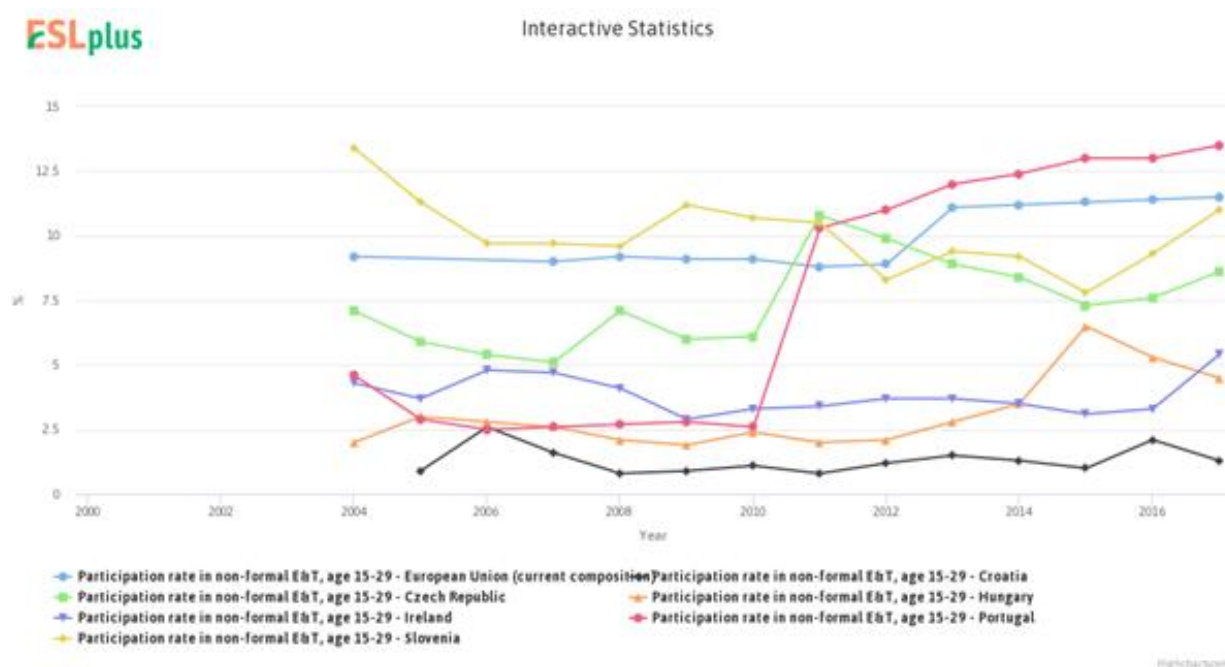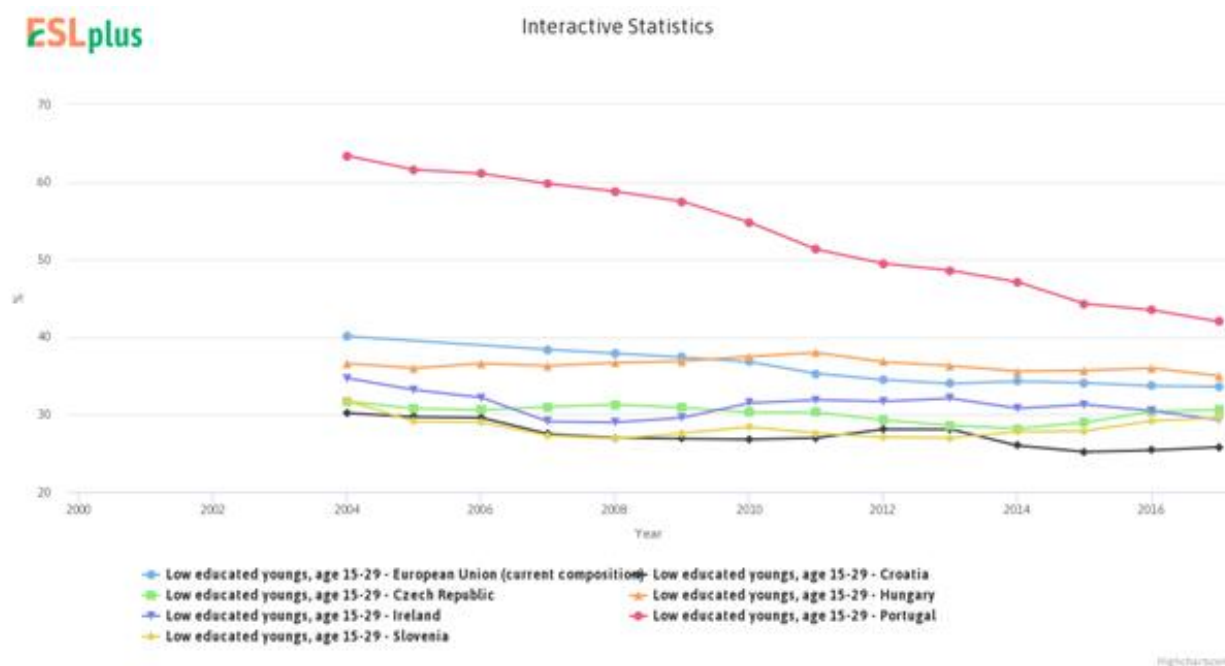of the European Union

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## Participation rate in non-formal education and training



## Low educated youngs age 15-19



## Low achievers in reading (PISA)

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ESLplus

Interactive Statistics



Legend:
- Low achievers - reading - European Union (current composition)
- Low achievers - reading - Croatia
- Low achievers - reading - Czech Republic
- Low achievers - reading - Hungary
- Low achievers - reading - Ireland
- Low achievers - reading - Portugal
- Low achievers - reading - Slovenia

Highcharts.com

## Income below 60% of median

ESLplus

Interactive Statistics



Legend:
- Income - below 60% of median - European Union (current composition)
- Income - below 60% of median - Croatia
- Income - below 60% of median - Czech Republic
- Income - below 60% of median - Hungary
- Income - below 60% of median - Ireland
- Income - below 60% of median - Portugal
- Income - below 60% of median - Slovenia
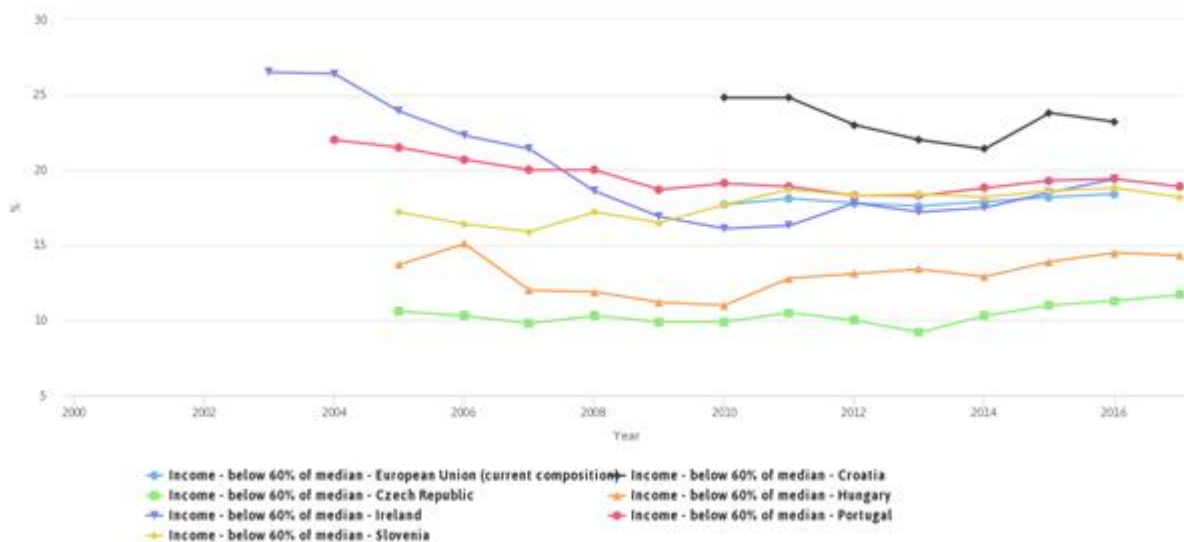
Highcharts.com

## Change in expenditure per student (2008=100%)

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ESLplus                    Interactive Statistics



- Change in expenditure per student (2008=100) - European Union (current composition)
- Change in expenditure per student (2008=100) - Croatia
- Change in expenditure per student (2008=100) - Czech Republic
- Change in expenditure per student (2008=100) - Hungary
- Change in expenditure per student (2008=100) - Ireland
- Change in expenditure per student (2008=100) - Portugal
- Change in expenditure per student (2008=100) - Slovenia

# Society at a Glance



**5.1. Large differences in levels of income inequality**
*Gini coefficient of household disposable income and gap between richest and poorest 10%, in 2014 (or nearest year)*

StatLink http://dx.doi.org/10.1787/888933405418

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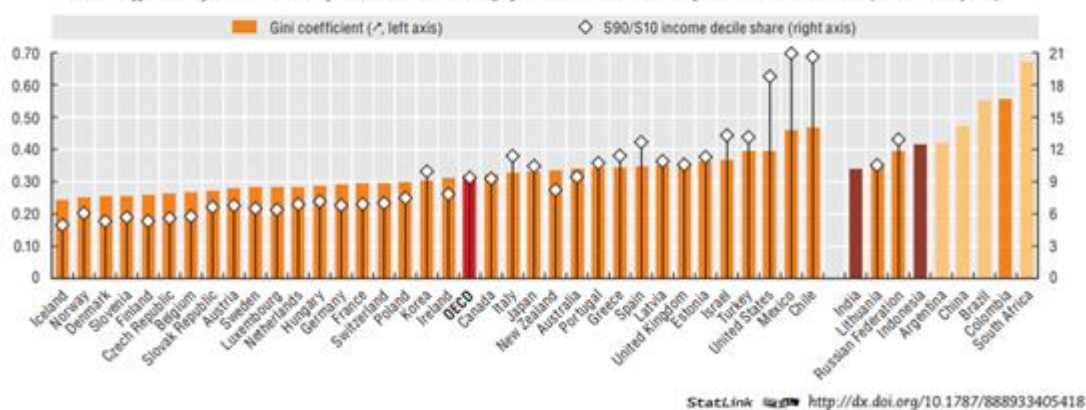
### 5.4. Large differences in levels of relative poverty

*Percentage of persons living with less than 50% of median equivalised disposable income, in 2014 (or nearest year)*



StatLink http://dx.doi.org/10.1787/888933405446
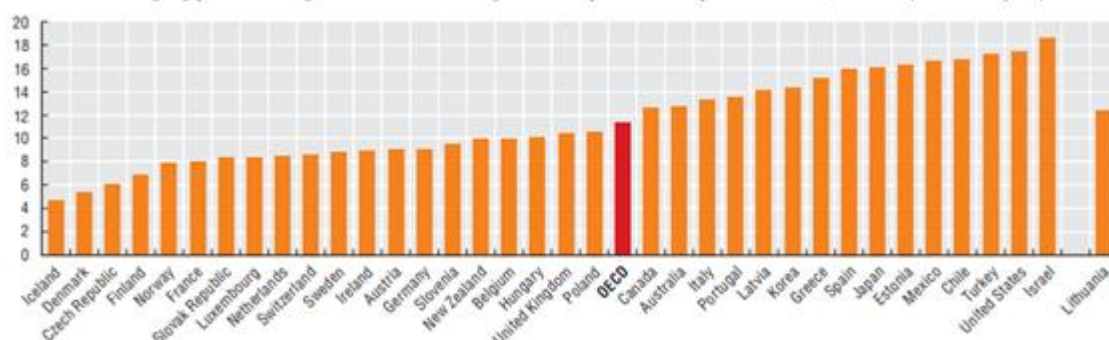
### 5.6. In 2014, poverty was highest among youth and children and lowest among adults and elderly

*Percentage of persons living with less than 50% of median equivalised income, by age group, in 2014 (or nearest year)*
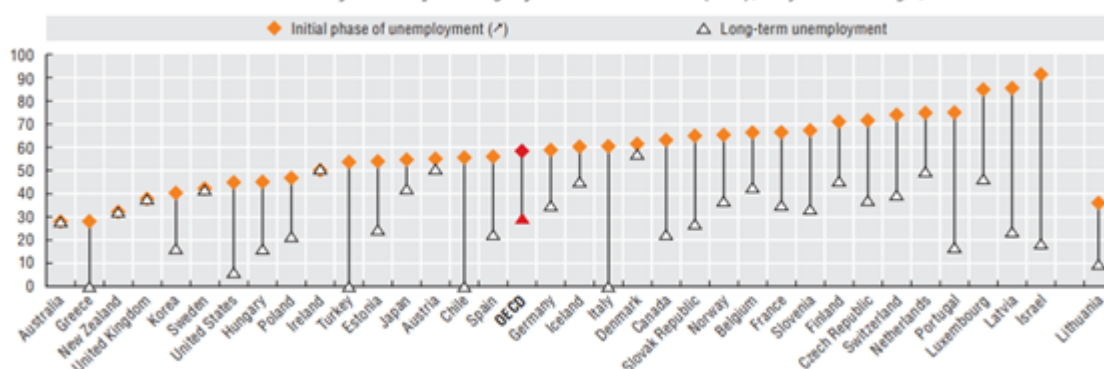
Young (18-25) (↗)  ◇ Child (under 18)  ▲ Adult (26-65)  ◎ Elderly (over 65)
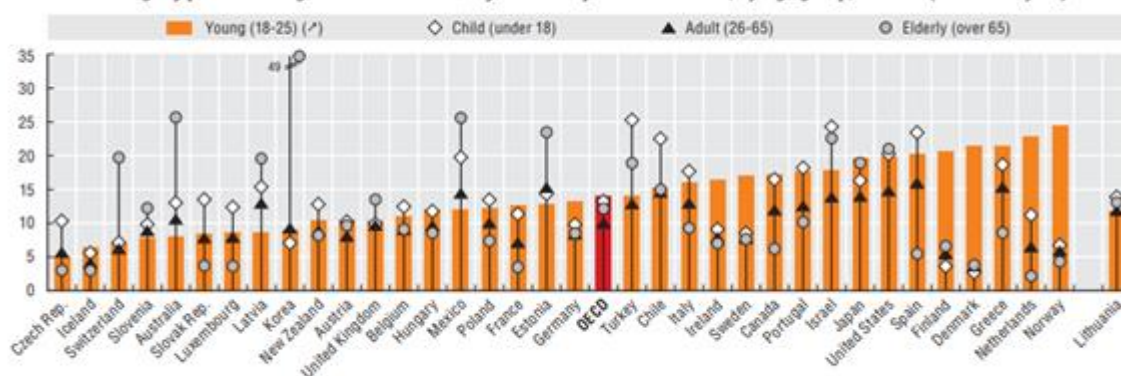


Source: Provisional data from OECD Income Distribution Database (http://oe.cd/idd).

StatLink http://dx.doi.org/10.1787/888933405464

### 5.7. In most countries, benefit incomes decline significantly for people with long unemployment spells

*Net income while out of work in percentage of net income in work (NRR), 40 years-old single, 2014*
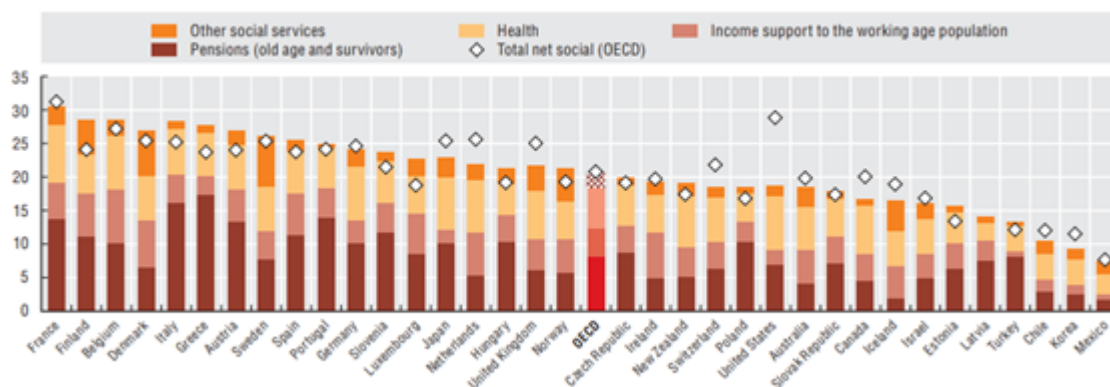
◆ Initial phase of unemployment (↗)  △ Long-term unemployment



StatLink http://dx.doi.org/10.1787/888933405479

## 5.10. Most spending goes to pensions and health

*Public social spending by broad policy area and total net social spending, 2013/14, in percentage of GDP*



StatLink http://dx.doi.org/10.1787/888933405505

## 6.2. People with highest level of education can expect to live six years more than people with lowest level of education

*Gap in life expectancy at age 30 between the tertiary and below upper secondary level of education, by sex, 2013 (or nearest year)*
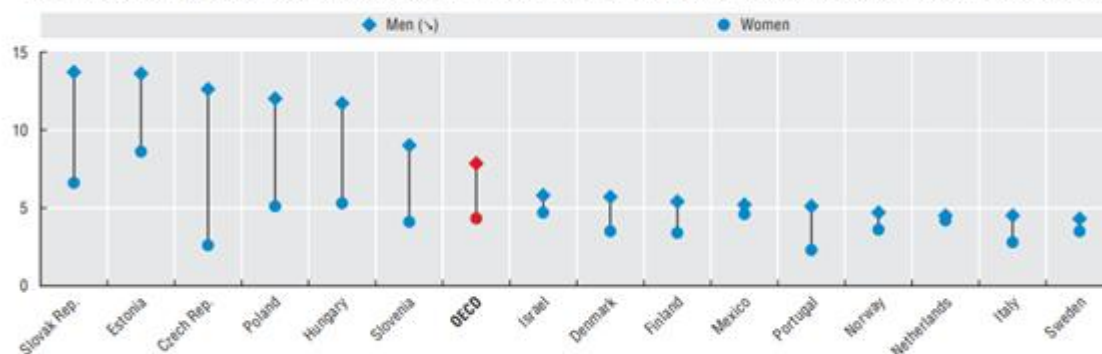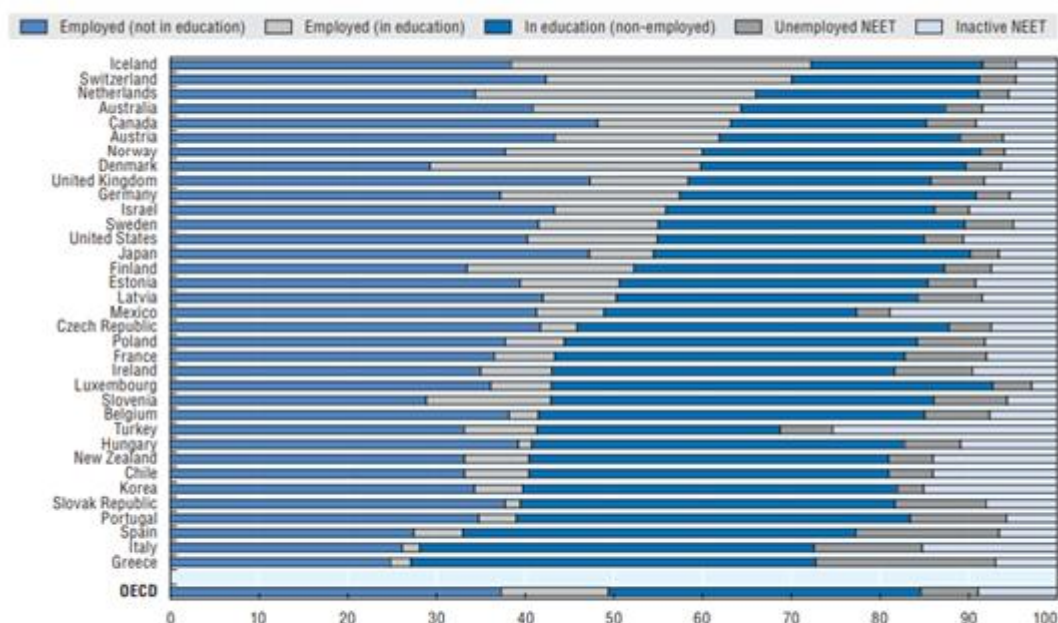


Source: Eurostat database complemented with national data for Israel, Mexico and the Netherlands.

StatLink http://dx.doi.org/10.1787/888933405552

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Figure 1.4. **In the best-performing countries, many young people combine work with education**

Labour market status of young people, percentages, 2014

Legend: Employed (not in education) ▪ Employed (in education) ▪ In education (non-employed) ▪ Unemployed NEET ▪ Inactive NEET



*Note:* Countries are ranked, from top to bottom, in order of youth employment rates. Data for Chile, Korea, New Zealand and Turkey relate to 2013.
*Source:* OECD calculations based on national Labour Force Surveys and the OECD Education Database (Australia, Germany, Israel and New Zealand).
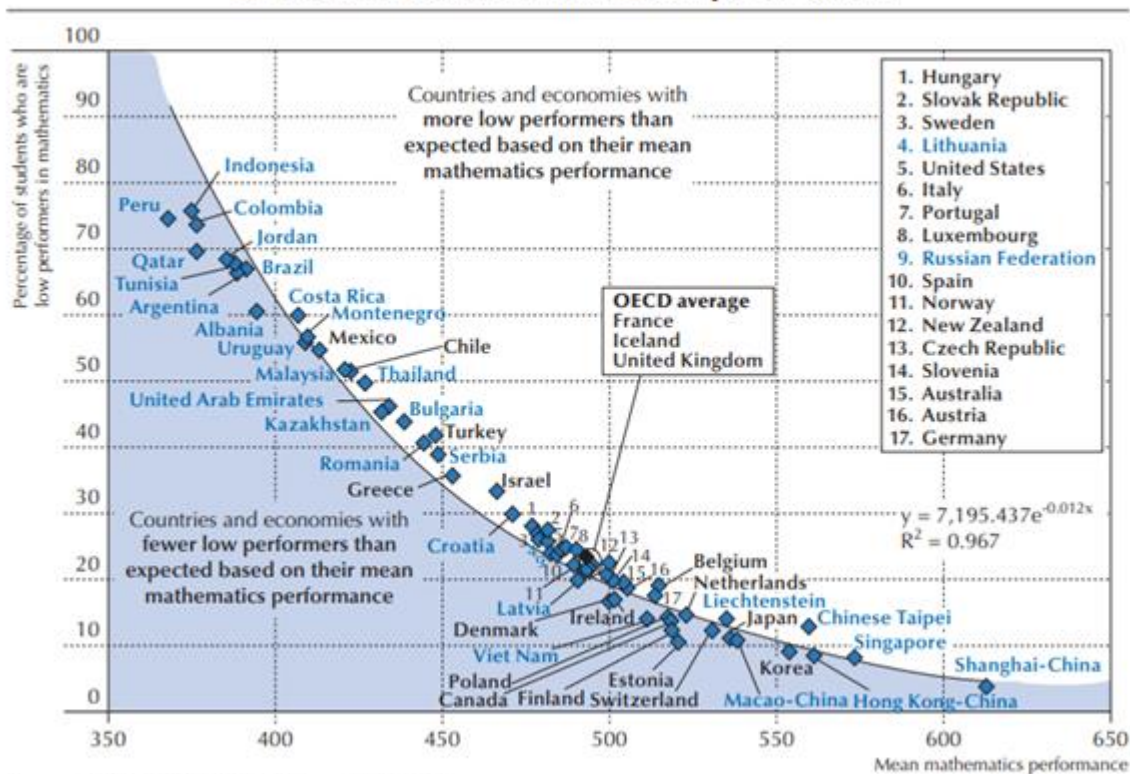
StatLink ᔥᕿᔭ http://dx.doi.org/10.1787/888933404835

# PISA Low-Performing Students



■ Figure 1.10 ■

**Relationship between the percentage of low performers and countries'/economies' mean performance**

Source: OECD, PISA 2012 Database, Table 1.13.
StatLink http://dx.doi.org/10.1787/888933315245

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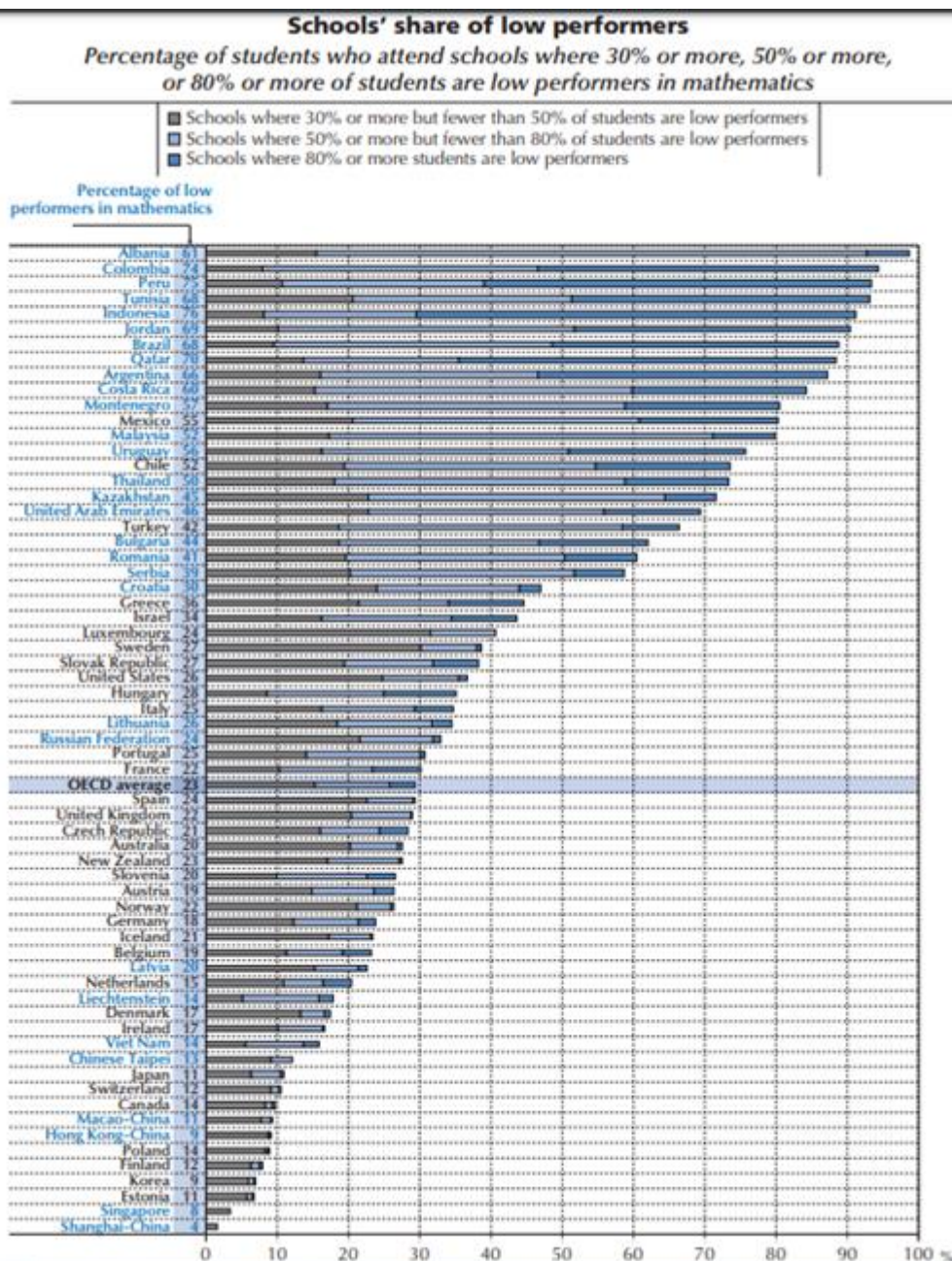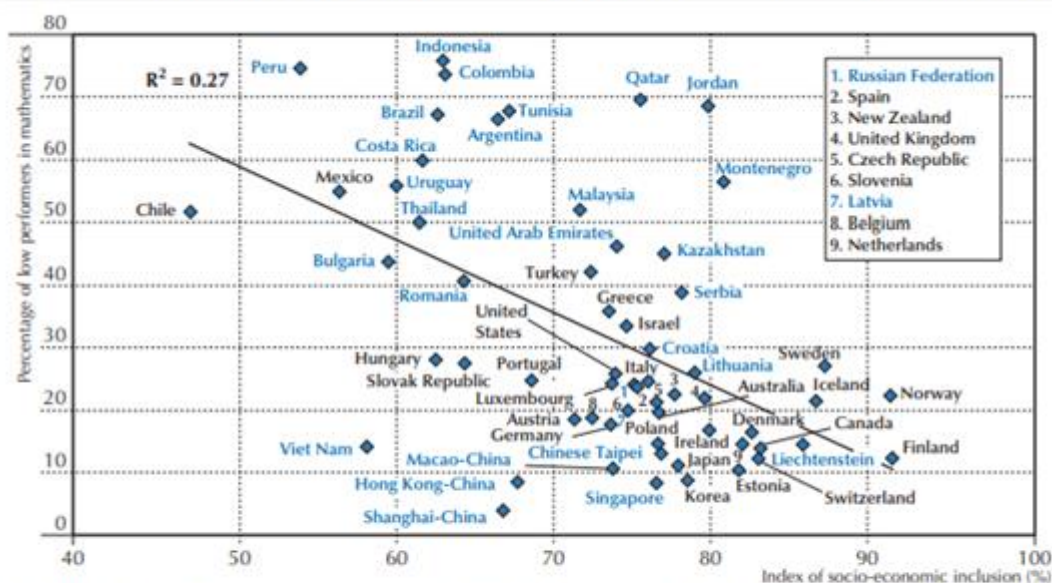
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Figure 4.4 Socio-economic profile of schools by proficiency levels in mathematics Schools' mean value on the PISA index of economic, social and cultural status

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- Figure 5.1a -

## Socio-economic inclusion and percentage of low performers in mathematics



**Notes:** The *index of socio-economic inclusion* shows the extent to which students' socio-economic status varies within schools, measured as a percentage of the total variation in students' socio-economic status across the school system. The relationship is statistically significant (p < 0.10).
Only countries and economies with available data are included.
**Source:** OECD, PISA 2012 Database, Table 5.1.
**StatLink** http://dx.doi.org/10.1787/888933315796

Figure I.6.18 ▪ **Change between 2006 and 2015 in student resiliency[1]**
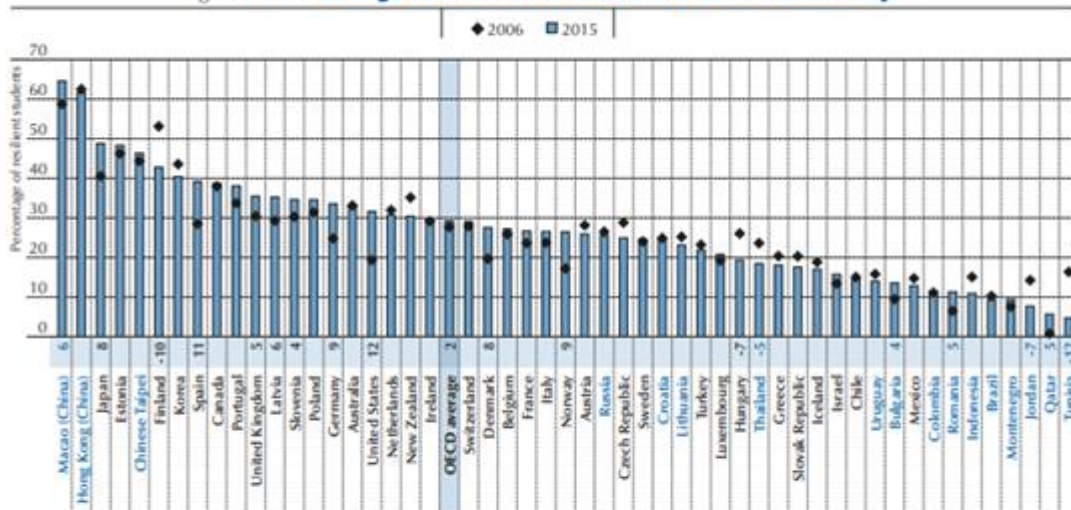


1. A student is classified as resilient if he or she is in the bottom quarter of the PISA index of economic, social and cultural status (ESCS) in the country/economy of assessment and performs in the top quarter of students among all countries/economies, after accounting for socio-economic status.
**Notes:** Only countries/economies with available data are shown. The percentage-point difference between 2006 and 2015 in the share of resilient students is shown next to the country/economy name. Only statistically significant differences are shown (see Annex A3).
Countries and economies are ranked in descending order of the percentage of resilient students in 2015.
**Source:** OECD, PISA 2015 Database, Table I.6.7.
**StatLink** http://dx.doi.org/10.1787/888933432860

Source: PISA 2015

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# Education at a Glance



**Figure 1.** Mathematics performance and gender, ESCS and location parity indices (2015)

*Indicator 4.1.1 - Proportion of 15-year-olds achieving at least a proficiency level 2 (PISA) in mathematics*
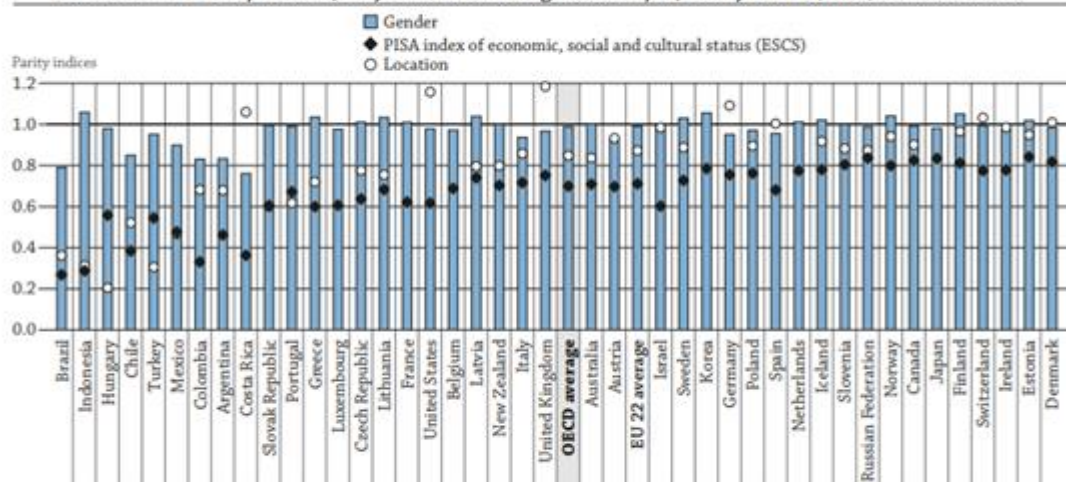
**How to read this figure**

In Denmark, the proportion of girls achieving at least PISA level 2 in mathematics is almost equal to that of boys (a parity index of 1 indicates perfect parity). The proportion of children from the bottom quartile of the PISA ESCS index achieving at least PISA level 2 in mathematics is 20% lower than that of children from the top ESCS quartile.