



Index for Inclusion

The OSCE Mission to Bosnia and Herzegovina implements the *Index for Inclusion* to assist schools in removing all barriers to learning and to encourage the full participation of all children in their education system.

Developed as a methodological tool by two British educators, the *Index for Inclusion* helps schools reduce barriers to learning and encourages the participation of all children and young people. The core goal of implementing the *Index for Inclusion* is for education authorities, education professionals and municipal counterparts to become increasingly engaged to ensure education systems are participatory, accountable, transparent and inclusive.

The Mission currently implements the *Index for Inclusion* in 40 municipalities in BiH with the following objectives:

- To develop local level mechanisms to continuously advance inclusive equality education;
- To ensure that schools design and implement annual school development plans;
- To encourage municipalities to design and implement their municipal action plan to complement the school development plans; and
- To integrate the *Index for Inclusion* methodology into mainstream education systems.

How it works?

The *Index for Inclusion* helps schools develop themselves in a way that values all students equally. Project materials guide schools through a process of development that draws on the knowledge and experience of staff, young people, their families and their community. The materials encourage a self-review of school **cultures, policies and practices**. To do this, schools use a pre-established planning framework and a set of indicators and questions that involve detailed engagement with all aspects of a school in classrooms, playgrounds and staff rooms. Their responses are analysed and through this process, priorities for development are determined and plans for inclusive change are put into action by the school.

INDEX FOR INCLUSION

is a set of materials that assist SELF-EVALUATION in all aspects of schooling, including activities at the playground, in the teachers' room and in classrooms!

INDEX FOR INCLUSION

ENCOURAGES ALL school staff, parents/guardians and children to contribute to inclusive developmental planning and its application in practice!



The process

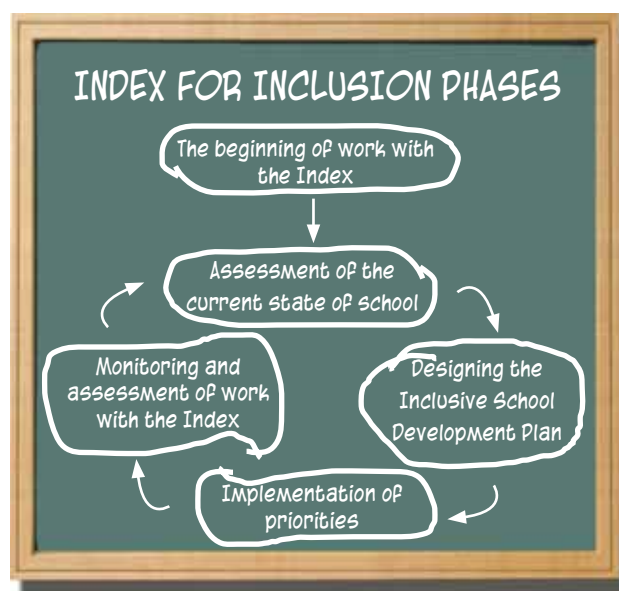
- Assess the school's existing status
- Create a school development plan
- Implement priorities
- Monitor and evaluate in relation to the *Index for Inclusion*

Role of the School

Each individual school is responsible for performing its own self-assessment and then writing a development plan based on the results. The self-assessment includes inputs from all local stakeholders and is evaluated on the three core dimensions of inclusion: culture, policy, and practice. Based on the information, an assessment is prepared (by the director or other school administrator in charge of school planning) which lays the groundwork and roadmap for the school development plan. Implementation of the plan follows, with a review of the assessment process and a new assessment after one year of implementation. The planning cycle is then repeated, with school inclusiveness indicators re-evaluated and a new set of goals set for the following year. Focus is placed on the development of one-year plans, which allows for frequent re-assessment and adjustment of goals and objectives

Role of the Community and Municipality

Since schools play an important role in a community and are intimately connected to local governance, economy and the social structure, it is important to harmonize the development of inclusion in schools to the development of the community as a whole. Feedback gathered from schools in their school development plans



are a good indicator of community level inclusiveness. This information helps and encourages municipalities to actively participate, improve their planning and include education more comprehensively in municipal development plans and strategies. Municipalities can also help schools with action plan implementation and provide, in some areas, financial and/or administrative support.

Role of the OSCE

The role of the Mission is to provide guidance, support and assistance to both schools and municipalities in the process of creating school development plans and municipal action plans for the advancement of education. Once plans are developed, the Mission monitors their progress, lending further support to schools and municipalities during the implementation and assessment process.

The OSCE Mission to Bosnia and Herzegovina assists BiH in meeting its OSCE commitments and in progressing towards its stated goal of Euro-Atlantic integration by strengthening security and stability through completion of peace-building within the Dayton framework and developing inclusive political discourse and democratically accountable institutions that respect diversity, promote consensus and respect the rule of law. The Mission takes a comprehensive and integrated approach through its field presence, reflecting an emphasis on developing cohesive communities and on the timely identification of obstacles to progress.