

MANAGEMENT RESPONSE AND ACTION PLAN

**Evaluation of the European Union & Council of Europe Joint Project
Inclusive Schools: Making a Difference for Roma Children (INSCHOOL2)
16 June 2021 – 28 November 2021**

Name of Evaluation Report:	Evaluation of the European Union/Council of Europe Joint Project "Inclusive schools: Making a Difference for Roma Children (INSCHOOL2)		
Date of Evaluation Report:	28 November	Date of Action Plan:	01 February 2022

Overall management response to the evaluation:

The Roma and Travellers Team welcomes the positive evaluation of the EU/CoE Joint Project "Inclusive Schools: Making a Difference for Roma Children (INSCHOOL2)" in relation to the criteria of effectiveness, efficiency, and sustainability. The specific recommendations of the evaluation report are useful and have been almost entirely taken into consideration and incorporated into the third cycle of the INSCHOOL project, which is currently under implementation until August 2023. Given that the new project proposal was in the process of negotiations during the second half of 2021, the draft findings of the report were instrumental in the design of the specific immediate and intermediate outcomes of the project, including several of its specific activities. Additional fine-tuning will have to be further considered, particularly in relation to the systemic collection and assessment of data about the project and its impact. Some actions in this regard have been introduced in the DoA of INSCHOOL 3.

[FOR DECENTRALISED EVALUATIONS] Dissemination plan for the evaluation: please briefly explain how the report will be shared (internally, other CoE entities, donors, beneficiaries etc.), methods (email, events, website etc.), resources, timeframe and person responsible.

The final evaluation report was shared among the following colleagues and external partners:

- *Internal email distribution, January 2022:*

- Thorsten Afflerbach, Head of Roma and Travellers Team and Marcos Andrade, Deputy Head of Roma and Travellers Team. Both have provided valuable comments and guidance during the process of evaluation
- Nedim Vrabac, JUSTROM Project Manager, Ana Oprisan, ROMACT Programme Manager, Marina Vasic ROMACTED Programme manager and Lejla Hadzimesic, ROMACTED Programme Officer (all members of the Roma and Travellers Team)

- External email distribution, January 2022:

- Hristina Petkova, Policy Officer, DG Education, Youth, Sports and Culture, Strategy and Investments Unit
- Dora Husz, Team Leader, DG Education, Youth, Sports and Culture, Strategy and Investments Unit

Management Decision ¹	Entity in Charge	Planned Actions ² (determined by Entity)	Justification ³ for Non-Acceptance	Target Date for Action	Person Responsible for Action
Recommendation 1: Strengthen networking between participating schools within a country, but also between countries (and inviting new schools to join the networks), ensuring that networking is institutionalised;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	The recommendation is fully taken into consideration and incorporated as a specific objective within the third cycle of the project (INSCHOOL3). The new DoA incorporates the following components: in-country networking and capacity building; cross-country exchanges and thematic visits; and a multinational policy peer-platform. It is to be noted that the new cycle of the project focuses on policy interventions with fewer		August 2023	Denis Durmish - INSCHOOL Project Manager and INSCHOOL Project team

¹ The management decision is in relation to the Recommendation (Accept, Partially Accept, Reject, Consider).

² For implementing accepted recommendations.

³ For recommendations that are rejected or under consideration.

		activities dedicated to/for schools and education professionals.			
Recommendation 2: Establish a 'compendium' of successful inclusion practices, drawing on the many curricular and extra-curricular activities;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	The recommendation is fully taken into consideration. Two specific objectives of the new project focus on developing evidence-based solutions through the collection and distribution of information, data and publications about good and inspiring policy and education practices on Quality Inclusive Education and desegregation. In addition, a specific output is envisaged for the development and publication of an online education resource (hub) with materials/information/data about QIE and Roma inclusion.		Throughout the implementation of INSCHOOL3 2022-23	Denis Durmish - INSCHOOL Project Manager and INSCHOOL Project team
Recommendation 3: Expose policy makers to school experiences by inviting relevant policy makers to visit schools to experience successful approaches to inclusion;					

<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	<p>Fully taken into consideration through the design of project components within the new cycle of the project. The new project focuses on technical support to public authorities to support the design and implementation of policy actions in line with European standards and education practices. Study visits, production of policy and education materials, policy guidance and recommendations are all envisaged.</p>		August 2023/throughout the project implementation	Denis Durmish, INSCHOOL Project Manager and INSCHOOL Project team
<p>Recommendation 4: Produce information, data and research from the practice/school level, as similarly done with the self-evaluation/country reports, by assessing the most pressing challenges and trends within education, and to offer those experiences to the relevant education authorities;</p>					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	<p>The second intermedia outcome of the new project focuses on "supporting national level evidence-based solutions, promoting changes in inclusive education policy and practice, and acting to reduce and prevent further segregation of children in educational settings". This</p>		August 2023	Denis Durmish, INSCHOOL Project Manager

		will entail developing research, data, and education (and policy) materials to support national level policy making.			
Recommendation 5: Explore the possibilities and impact of the Index methodology has on addressing education and systemic inequalities and countering segregation practices in education;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT DG EAC/ EU funding Authorities	The Index for Inclusion will still be the primary methodology to be promoted, together with other relevant methodologies of the CoE. The strategic directions in which the Index will be used will be decided during the inception phase of the third cycle of the project. For example, in the Czech Republic, public authorities have specifically expressed interest in teacher training based on the Index. The index will be promoted as an inspirational practice to address inequalities in educational settings.		August 2023	Denis Durmish, INSCHOOL Project Manager / Steering Board of INSCHOOL 3 (including DGEAC and other relevant DG's)

Recommendation 6: Maintain, and if possible, further strengthen work with Roma and non-Roma parents to overcome barriers experienced by some of the participating schools in terms of Roma parents not engaging with the schools and non-Roma parents moving their children to other schools with no or more reduced numbers of Roma children;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	<p>The participation of Roma (parents) and other groups at risk of marginalisation in policy and consultative processes is now an immediate outcome of the new cycle of the project.</p> <p>Representatives of NGOs, education professionals, representatives of groups at the risk of marginalisation will be supported to take proactive part in policy development processes.</p>		August 2023	Denis Durmish, INSCHOOL Project Manager and INSCHOOL National Teams
Recommendation 7: Prior to implementing INSCHOOL, carefully assess school capacities to ensure schools have not only the required commitment but also sufficient resources (e.g., staff, physical facilities) to implement key aspects of the Index - indeed, especially the survey findings pointed to limited school resources (staff shortages and limited budgets);					
<input type="checkbox"/> Accepted <input checked="" type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT		<p>The school level of interventions is no longer a priority of the project. However, schools, education institutions and teachers will participate in the consultation process with</p>		Denis Durmish, INSCHOOL Project Manager

			authorities and in the capacity building activities.		
Recommendation 8: Create or further develop the cooperation and coordination under national policy coordination mechanisms, as in the case of the National Working Groups;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT DG EAC	Recommendation is fully considered. One of the main focuses of the new project is the technical support to and cooperation with public authorities, policy coordination entities, EU funding managing authorities, etc.		August 2023	Denis Durmish, INSCHOOL Project Manager and Steering Board of INSCHOOL (involving EC DG EAC and other relevant DGs)
Recommendation 9: INSCHOOL's approach to assessing levels of inclusion at participating schools at the outset of implementing INSCHOOL in the schools can be considered exemplary (e.g., systematic use of baseline surveys / questionnaires). Whilst the performance of INSCHOOL can be assessed on the basis of qualitative methods, future monitoring and evaluation would benefit of complementary data via systematic quantification of outcomes, including the setting of targets, and corresponding systematic data collection;					
<input checked="" type="checkbox"/> Accepted <input type="checkbox"/> Rejected <input type="checkbox"/> Under consideration	RTT	During the inception phase of the project, a mapping of institutional needs will be carried out to produce a baseline report/data of human, institutional and organisational capacities in member States, which will consequently help to assess the level of impact and changes because of the project. A specific project component is dedicated to		May 2022	Denis Durmish, INSCHOOL Project Manager

		<p>the collection of data and research, which should support the monitoring of progress at the national level. In addition, a revision of the online reporting system designed for the project will be done to carefully assess the progress made in the achievements of the specific outcomes, outputs and indicators of the project.</p>			
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