

**European Agency for Development in Special  
Needs Education**

**PUBLICATIONS**



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## Preface

The European Agency for Development in Special Needs Education produces a variety of information resources: print and electronic publications as well as web based materials.

The aim of all these resources is to present a reliable reflection of the reality of special needs education across Europe with consistent information that can be related to individual countries' national contexts. The main target groups for all Agency products are the policy makers, experts and professionals who influence policy and practice in special needs education.

From the Agency website – [www.european-agency.org](http://www.european-agency.org) - users can access text only and full graphics versions of EuroNews on Special Needs Education, the Agency's newsletter ([www.european-agency.org/site/info/publications/euronews/index.html](http://www.european-agency.org/site/info/publications/euronews/index.html)) as well as access information databases focusing upon, for example, higher education ([www.heagnet.org](http://www.heagnet.org)) support for special needs education within European support programmes and activities ([www.european-agency.org/sneinfodesk](http://www.european-agency.org/sneinfodesk)) or resources for special needs education ([www.european-agency.org/rg](http://www.european-agency.org/rg)).

All Agency publications are made available in print and electronic formats. Agency users can download all of the Agency's publications in MSWord text only or Adobe pdf graphics versions free of charge from the publications section of the website: [www.european-agency.org/site/info/publications/agency/index.html](http://www.european-agency.org/site/info/publications/agency/index.html)

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This short publication provides an overview of recent Agency publications with descriptions as well as availability information.

More information on these publications and the Agency work in general can be obtained from the Agency Secretariat: [secretariat@european-agency.org](mailto:secretariat@european-agency.org)



## Individual Transition Plans Supporting the Move from School to Employment

This report provides a continuation of an earlier study on *Transition from School to Employment for Young People with Special Educational Needs*, published by the Agency in 2002.

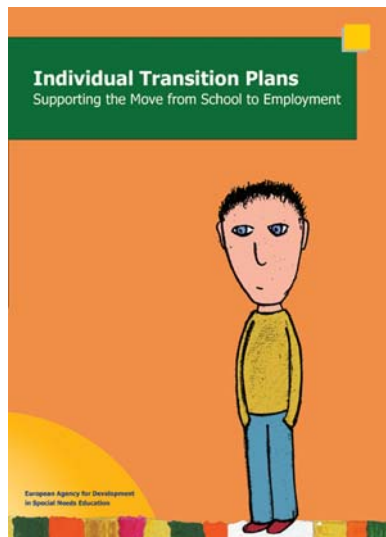
This report and the accompanying interactive CD is the result of extensive collaborative work amongst experts on transition from 19 European countries, representatives from the employment sector as well as young people with special educational needs and their families.

The report is mainly addressed to professionals working in this field. The interactive CD is a tool designed for young people with special educational needs who are planning to find a job, but will also be of interest to 'un-initiated' professionals working with these young people.

More information regarding Individual Transition Plans and Transition from School to Employment is available from the Agency Transition database: [www.european-agency.org/transit/](http://www.european-agency.org/transit/)

**2006**

**Available in these languages:**  
CS, DA, DE, ET, EL, EN,  
ES, FI, FR, HU, IS, IT, LT,  
LV, NL, NO, PT, SV



# Early Childhood Intervention Analysis of Situations in Europe Key Aspects and Recommendations

Early Childhood Intervention (ECI) is an important area both at policy and professional levels. It relates to the right of very young children and their families to receive the support they might need. ECI aims to support and empower the child, the family and the services involved. It helps to build an inclusive and cohesive society that is aware of the rights of children and their families.

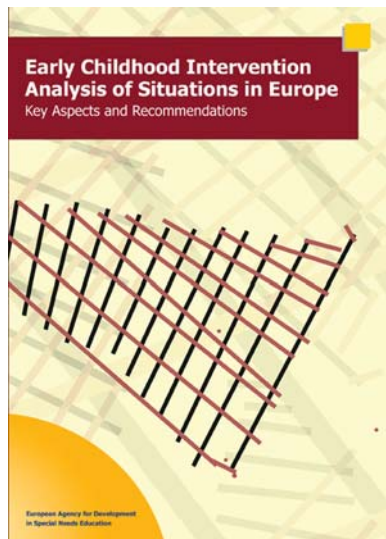
This report aims to summarise the project analysis of key aspects of Early Childhood Intervention in 19 European countries, conducted by the Agency during 2003 - 2004. It also provides a list of recommendations, mainly addressed towards professionals working in this field, offering them practical ideas for reflection and improvement of their practice.

More information about Early Childhood Intervention in Europe is available from the Agency web area: [www.european-agency.org/eci/eci.html](http://www.european-agency.org/eci/eci.html)

**2005**

**Available in these languages:**

**CS, DA, DE, ET, EL, EN,  
ES, FI, FR, HU, IS, IT, LT,  
LV, NL, NO, PT, SV**



# Inclusive Education and Classroom Practice in Secondary Education

The Inclusive Education and Classroom Practice in Secondary Education project is an extension of the work already completed in relation to primary education. The focus of this study is effective classroom practice within inclusive secondary education.

Based on an international literature review, case studies in 14 European countries, expert visits in five countries as well as various discussions involving experts and Agency National Co-ordinators, a number of features regarding the development of inclusive classrooms within secondary schools have been identified. These findings could be regarded as possible strategies for improving inclusion within secondary education settings.

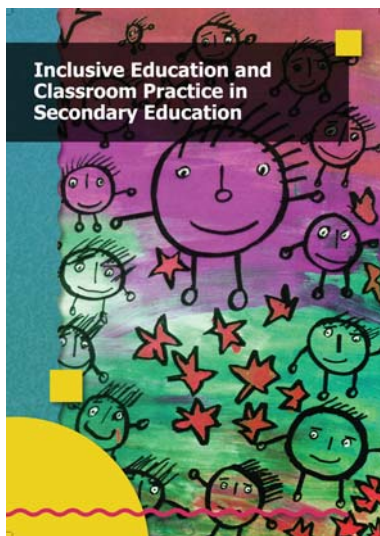
The main conclusion of the study is that within secondary education *what is good for students with special educational needs (SEN) is good for all students.*

More information about Inclusive Education and Classroom Practice across Europe is available from the Agency web area:  
[www.european-agency.org/iecp/iecp\\_intro.htm](http://www.european-agency.org/iecp/iecp_intro.htm)

2005

Available in these languages:

CS, DA, DE, ET, EL, EN,  
ES, FI, FR, HU, IS, IT, LT,  
LV, NL, NO, PT, SV



# Young Views on Special Needs Education

## Results of the Hearing in the European Parliament

The European Parliament Hearing of Young People with Special Needs Education took place in Brussels on 3<sup>rd</sup> November 2003. It was organised by the Agency with the support of the Ministries of Education in Agency member countries and the European Commission as one of the major events within the framework of the European Year of People with Disabilities.

Participating in this event were 146 representatives from 23 country delegations including 72 young people with special educational needs. The young people were nominated by their respective Ministries of Education in order to present their opinions regarding special needs education.

The whole event was recorded and this publication presents a synthesis of the main ideas and issues raised by the young people during the event. Each chapter presents the synthesis in a different language.

**2005**

**Multilingual publication  
with information in:  
CS, DA, DE, ET, EL, EN,  
ES, FI, FR, IS, IT, LT, LV,  
NL, NO, PT, SV**



## Special Needs Education Thematic Key Words

This document presents a glossary of key terms in 20 languages. All of the terms included in this glossary are taken from Agency thematic and project work. It covers general terms as well as the areas of inclusion, early childhood intervention, teacher support, transition, ICT and assessment.

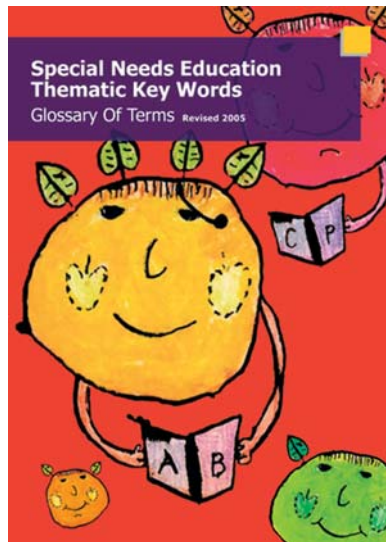
The original 2003 edition of the glossary was prepared by the Agency with the contribution of the Agency Representative Board members, National Co-ordinators and the country Documentalists working within the remit of a project supported by the DG Information Society of the European Commission: [http://europa.eu.int/information\\_society/text\\_en.htm](http://europa.eu.int/information_society/text_en.htm)

This revised and extended version has been prepared in co-operation with Agency Representative Board Members and National Co-ordinators as well as Agency thematic project experts.

**2005**

**Multilingual publication  
with information in:**

**CS, DA, DE, ET, EL, EN,  
ES, FI, FR, HU, IS, IT, LI,  
LV, NL, NO, PO, PT, SK, SV**



## Special Education across Europe in 2003 Trends in provision in 18 European countries

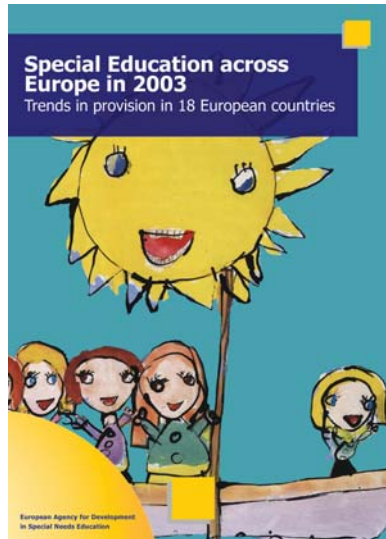
This is an update of the Agency's report on provision for special needs education from 1998. This report focussed upon the state of the art of special education policies and practices in European countries.

The goal of this study was to re-assess the situation of special education in the Member States compared with the findings as described in the 1998 report. The findings refer to the situation in 18 countries up until 2002.

The study is oriented towards qualitative trends and developments in the provision for pupils with special needs in the countries involved and is relevant to all organisations and actors involved in (inter)national policy-making.

**2003**

**English only**



## Key Principles for Special Needs Education Recommendations for Policy Makers

This document has been prepared by educational policy makers for policy makers. It aims to highlight in a clear and concise way the key aspects of special needs education policy that seem to be effective in supporting the inclusion of learners with special educational needs within mainstream provision.

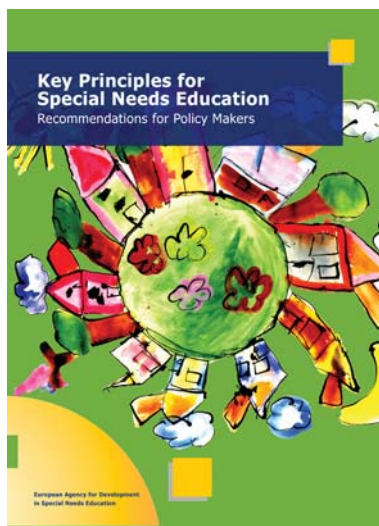
The key principles of inclusive policies highlighted in this document are all evidenced based: this synthesis of policy findings has emerged from the thematic work to date of the European Agency for Development in Special Needs Education and covers a number of thematic areas: provision, financing, teacher support, early intervention, ICT, transition from school to employment and classroom practice.

It is the intention of this publication to support the process of developing inclusive education by presenting those responsible for the formation and implementation of special needs education policy with recommendations that are specifically relevant to their work.

**2003**

**Available in these languages:**

**DA, DE, EL, EN, ES, FI,  
FR, IS, IT, NL, NO, PT, SV**



## **Special Needs Education in Europe**

**A thematic publication produced in co-operation with Eurydice,  
the information network on education in Europe.**

This document is a thematic publication providing a summary of relevant information in five priority areas of special needs education - Inclusive Education, Financing, Teacher Support, ICT and Early Intervention.

The main purpose of this document is to develop the scope of existing information on the five areas in order to cover more countries. This publication does not look at special needs education issues with any one particular definition or philosophy in mind. The approach taken here is to consider all definitions and perspectives within the debates around special needs education practice in the five key areas.

Information has been collected through the provision of national reports per topic, prepared by the Agency via questionnaires and, in some cases, practical examples. The document has been edited by the Agency, with contributions mainly from the Eurydice National Units in those countries not represented in the Agency. However, contributions and comments from all Eurydice national units were included.

**2003**

**Available in these languages:**

**DA, DE, EL, EN, ES, FI,  
FR, IS, IT, NL, NO, PT, SV**



## Inclusive Education and Classroom Practice Primary education

This report contains an overview of the findings of the first phase of the Classroom and School Practice project. The project focused upon describing and disseminating information on classroom practice in inclusive settings in such a way that European teachers can implement inclusive practice on a wider scale.

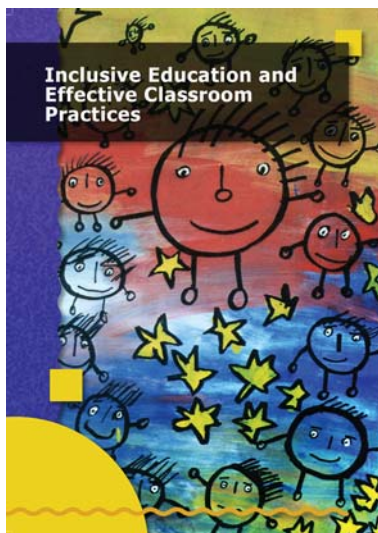
Two main questions formed the basis for the study: how can differences in the classroom be dealt with and how can mainstream schools be equipped and organised in order to deal with pupils with special educational needs?

The Classroom and School Practice project will be of particular interest for professionals working in the field of special needs education as it focuses directly on practical aspects of provision and classroom practice.

More information about Inclusive Education and Classroom Practice across Europe is available from the Agency IECF web area:  
[www.european-agency.org/iecp/iecp\\_intro.htm](http://www.european-agency.org/iecp/iecp_intro.htm)

**2003**

**Available in these languages:  
DA, DE, EL, EN, ES, FI,  
FR, HU, IS, IT, NL, NO, PT, SV**





## **Analysis of applications for SOCRATES support In terms of quality of intention in considering special educational needs (SEN)**

This report presents the main findings of the study that was conducted by the Agency on behalf of the European Commission, Directorate-General for Education and Culture:

[http://europa.eu.int/comm/dgs/education\\_culture/index\\_en.htm](http://europa.eu.int/comm/dgs/education_culture/index_en.htm)

The study is based on the analysis of a number of SOCRATES application forms dealing with SEN and the identification of those that clearly demonstrated a quality of intention and consideration of SEN.

The aim of the analysis was to identify parameters or criteria to improve the quantitative and qualitative participation of learners and educational staff with SEN within the different actions of the SOCRATES programme. The identified criteria provide input for the future selection of high quality applications and are of interest to the European Commission, the Technical Assistance Office (TAO) in Brussels, the National SOCRATES Agencies, as well as potential applicants to the SOCRATES programme

**2003**

**Available in these languages:  
EL, EN, ES, FI, FR, IS,  
IT, NL, PT, SV (the Swedish  
version is a summary only)**



# Transition from School to Employment

## Main problems, issues and options faced by students with special educational needs in 16 European countries

This topic was selected by Agency member countries as a result of the perceived problems related to training, qualifications and employment of young people with special educational needs.

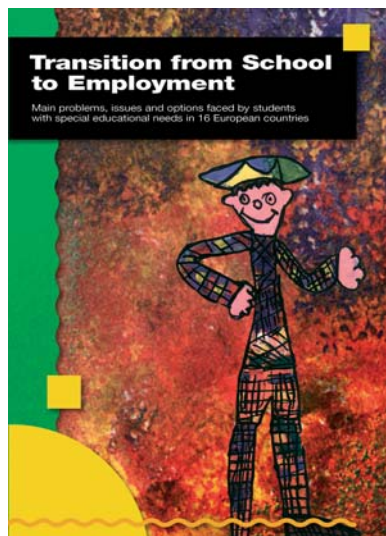
The report addresses three areas: main problems faced by students with special needs, their families and practitioners regarding transition from school to employment; key aspects that need to be considered in the field of transition, taking into account existing problems; main factors which seem to either facilitate or prevent the implementation of a successful transition process at the practical level.

The analysis resulted in the identification of recommendations for the future of transition addressed to policy makers and practitioners. These recommendations aim to provide guidance on how to improve the development and implementation of the process of transition.

More extensive information regarding transition across Europe is available from the Agency Transition database: [www.european-agency.org/transit/](http://www.european-agency.org/transit/)

**2002**

**Available in these languages:  
DA, DE, EL, EN, ES, FI,  
FR, IS, IT, NL, NO, PT, SV**



# Information and Communication Technology and Special Needs Education

## Recent Developments in 17 European Countries

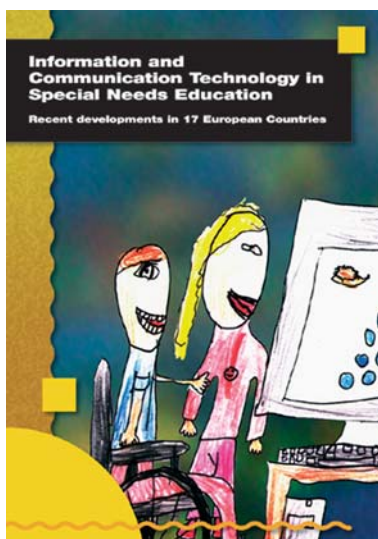
This report presents the main findings of a European wide investigation into the use of ICT in SNE across Europe. The report argues that despite the practical and political issues relating to the application of ICT in special education settings teachers and support professionals in SNE must be involved in the process of developing policy, provision structures and even the technology that influences their work with pupils with special educational needs cannot be stressed enough.

Information from the 17 countries suggests that users' concerns and requests are not always being accounted for at an international (specifically EU), national, regional and even school level and that more needs to be practically done to facilitate a dialogue between these various groups.

The Agency ICT in SNE database can be accessed from:  
[www.european-agency.org/ict\\_sen\\_db/](http://www.european-agency.org/ict_sen_db/)

**2001**

**Available in these languages:  
DA, DE, EL, EN, ES, FI,  
FR, IS, IT, NL, NO, PT, SV**





## **Financing of Special Needs Education**

### **A seventeen-country study of the relationship between financing of special needs education and inclusion**

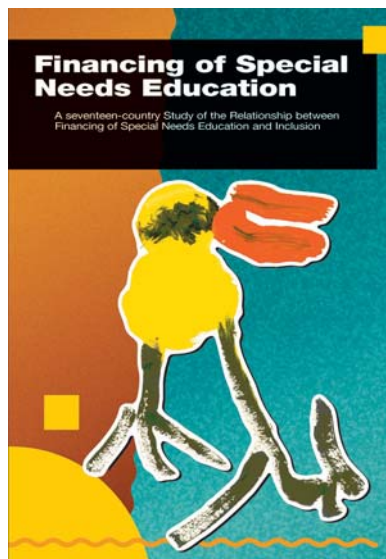
On the basis of data from 17 European countries, an analysis is made in this study of the different funding systems and of the impact of financing on inclusion. An attempt is made to develop the analysis of the relationship between funding and inclusion.

It is felt that this contribution can be achieved by firstly providing results of the analysis and secondly by providing an analytical framework that could be used in order to find new ways of re-structuring financial policies in order to stimulate inclusive practices.

The study reveals that financing of special needs education is one of the most significant factors determining inclusion. If funds are not allocated in line with an explicit policy, inclusion is unlikely to be realised in practice. The mechanisms of financing may explain discrepancies between policy and the practical implementation of inclusion.

**1999**

**Available in these languages:  
DE, EN and FR**





# **Teacher Support**

## **Organisation of Support for Teachers Working with Special Needs in Mainstream Education**

Teacher support is a key factor in the integration of pupils with special educational needs in the mainstream education system. This study report provides a comprehensive overview of the organisation of teacher support in 17 participating countries.

Within the report teacher support is considered to be above all concerned with working conditions and the consequent needs expressed by teachers, possible methods of support and the forms it might take, as well as teacher training. It pre-supposes that support is not solely focussed upon the pupil, but needs to be mainly addressed to teachers, helping them to improve their skills.

Conclusions are grouped around the two major aspects: support - when and how support is given, who it is delivered to, which professionals or services provide support - and teacher training - what are the different possibilities in the field of special education.

**1999**

**Available in these languages:  
EN and FR**

