

# Publications Order Form



This form presents the most recent Agency publications which can be freely downloaded from the Agency website [www.european-agency.org](http://www.european-agency.org)

The publications are available in up to 23 European languages in electronic format at the links listed.

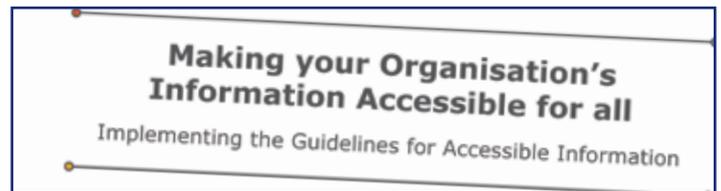
Some publications are available in print. To order free printed versions of these publications, please contact the Agency Secretariat: [secretariat@european-agency.org](mailto:secretariat@european-agency.org)



## Guidelines for Accessible Information

The Guidelines for Accessible Information have been developed by the ICT for Information Accessibility in Learning (ICT4IAL) project, which is a multi-disciplinary network of European and international partners that represent both learning and ICT communities. This document is an open educational resource to support the creation of accessible information in general and for learning in particular.

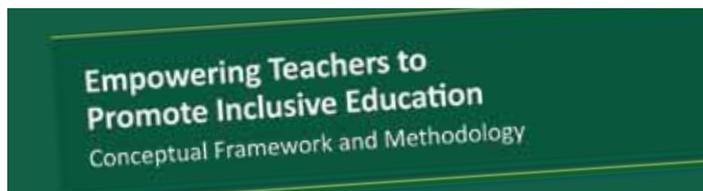
Available in 26 languages  
Format: electronic (PDF and Word)  
<https://www.european-agency.org/publications/ereports/guidelines-for-accessible-information>  
2015



## Making Your Organisation's Information Accessible For All

This report is an output of the ICT for Information Accessibility in Learning project, aimed at organisations. It contains recommendations for organisations that wish to provide accessible information in the education sector in particular, but also more widely, as the processes are universal. This document contains details of each recommendation, along with a model of how your organisation could implement the Guidelines for Accessible Information.

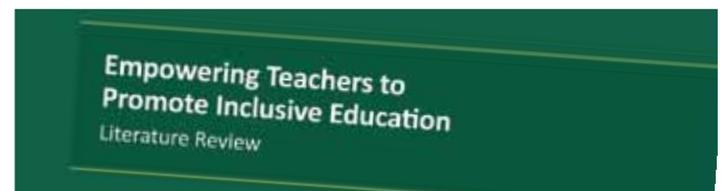
Available in 23 languages  
Format: electronic  
<https://www.european-agency.org/publications/ereports/making-your-organisations-information-accessible-for-all>  
2015



## Empowering Teachers to Promote Inclusive Education – Case study; Conceptual Framework and Methodology

The Agency worked on behalf of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to provide a suite of materials on empowering teachers. The case study looks at practice examples from thirteen member countries, considering implications for wider policy development, teacher education and professional development and the development of teacher educators. The methodology outlines the conceptual framework for this work, as well as the purpose of and the relationship between the case study documents.

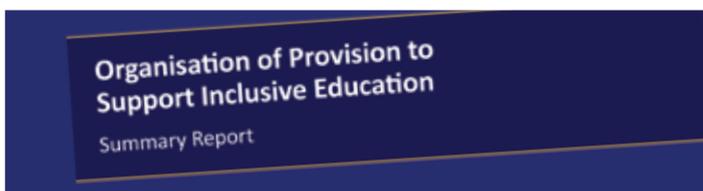
Available in English  
Format: electronic  
<https://www.european-agency.org/publications/ereports/empowering-teachers-to-promote-inclusive-education>  
2015



## Empowering Teachers to Promote Inclusive Education – Literature Review

This literature review discusses policy and practice in initial teacher education, continuing professional development and on-going support for teachers and also considers teacher educators' development. It supports the case study analysis of country policy and practice for teacher education and identifies key challenges. The literature review includes worldwide examples and ensures that the issues addressed by the case study (which draws on European examples) also have global application.

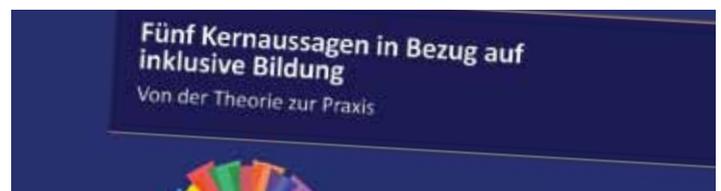
Available in English  
Format: electronic  
<https://www.european-agency.org/publications/reviews/empowering-teachers-to-promote-inclusive-education-literature-review>  
2015



## Organisation of Provision to Support Inclusive Education – Summary Report

This report draws together the key issues examined during the project activities and presents a series of recommendations for the organisation of provision and practice to improve support for all learners in mainstream schools and, in particular, those with disabilities.

Available in 22 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/organisation-of-provision-to-support-inclusive-education-summary-report>  
2014



## Five Key Messages for Inclusive Education

This document presents five relevant messages presented by the Agency and debated in groups during the International Conference in November 2013.

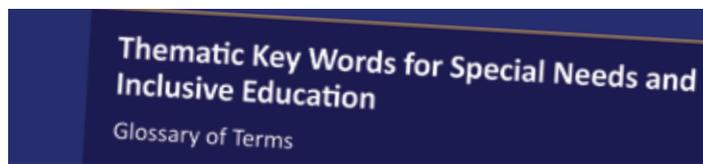
Available in 23 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/five-key-messages-for-inclusive-education>  
2014



### International Conference: Reflections from Researchers

This report compiles reflections from researchers on early intervention, initial teacher education for inclusion, support systems and funding mechanisms, data collection, main challenges of inclusion and the evolution of human rights and its implications for inclusive education. These reflections were presented at the International Conference in Brussels, in November 2013. The messages and statements provided by the stakeholders at this conference are available in the First results from the International Conference report.

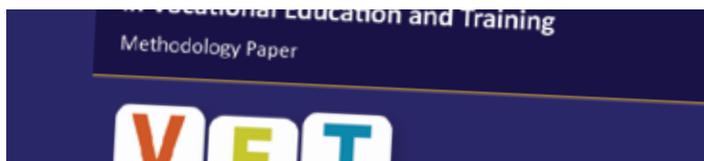
Available in English  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/international-conference-reflections-from-researchers>  
**2014**



### Thematic Key Words for Special Needs and Inclusive Education

This is a multilingual glossary of over 300 terms in 22 languages, containing key words and expressions from Agency thematic and project work.

Multilingual publication  
Format: electronic  
<http://www.european-agency.org/publications/ereports/thematic-key-words-for-special-needs-and-inclusive-education>  
**2014**



### European Patterns of Successful Practice in Vocational Education and Training – Methodology Paper

This paper is concerned with the methodology applied to identify patterns in complex settings, such as vocational education and training, and with the implications of this approach for policy makers and practitioners.

Available in English  
Format: electronic  
<http://www.european-agency.org/sites/default/files/publications/ereports/european-patterns-of-successful-practice-in-vet/VET-Methodology-paper-EN.pdf>  
**2014**



### Vocational Education and Training – Summary of Country Information

This document aims to provide a brief synthesis of 28 country reports regarding policies and practices in the area of vocational education and training (VET) in the field of special needs and inclusive education. It is based on information and data collected through a questionnaire that country experts completed for the Agency project 'Vocational Education and Training: Policy and Practice in the field of Special Needs Education' (2009–2013).

Available in English  
Format: electronic  
<http://www.european-agency.org/vocational-education-and-training-summary-of-country-information>  
**2013**



### Information and Communication Technology for Inclusion – Developments and Opportunities for European Countries

This report presents the main findings from the Agency Information and Communication Technology for Inclusion (ICT4I) project and draws upon all sources of project information developed during project activities. The report attempts to identify the critical factors that underpin the effective use of information and communication technology (ICT) in inclusive settings for all learners, but pays specific attention to learners with disabilities and special educational needs.

Available in 22 languages  
Format: electronic  
<http://www.european-agency.org/publications/ereports/ict-for-inclusion-development-and-opportunities-for-european-countries>  
**2013**



### Information and Communication Technology for Inclusion – Research Literature Review

This research literature review is one of the information collection activities within the Agency Information and Communication Technology for Inclusion (ICT4I) project. The main focus of the project is upon country policy and practice for ICT in inclusive education settings in the compulsory school sector.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/reviews/ict4i-research-literature-review/ict4i-research-literature-review/>  
**2013**



### European Patterns of Successful Practice in Vocational Education and Training – Participation of Learners with SEN/Disabilities in VET

This report was developed as a result of a coherent and comprehensive analysis of 28 Vocational Education and Training (VET) practices. The report identifies similarities and differences in successful VET examples and provides recommendations to improve the performance of countries' VET systems in particular areas.

Available in 22 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/european-patterns-of-successful-practice-in-vet/european-patterns-of-successful-practice-in-vet>  
**2013**



### Organisation of Provision to Support Inclusive Education – Literature Review

This literature review draws on recent literature to examine effective ways to organise systems of provision to meet the needs of learners with disabilities in mainstream education.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/reviews/organisation-of-provision-to-support-inclusive-education-2013-literature-review/organisation-of-provision-to-support-inclusive-education-2013-literature-review>  
**2013**



### European and International Policy Supporting ICT for Inclusion

An in-depth review and analysis of the past 13 years' policies is now available in this policy review, which is an outcome of the ICT for Inclusion Agency project.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/reviews/european-and-international-policy-supporting-ict-for-inclusion/european-and-international-policy-supporting-ict-for-inclusion>  
**2013**



### Raising Achievement for All Learners – Quality in Inclusive Education

This report provides a synthesis of all activities carried out during the one-year project – including desktop research covering past work by the Agency and the project conference held in Odense, Denmark in June 2012.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/ereports/ra4al-synthesis-report/ra4al-synthesis-report>  
**2012**



### Promoting Accessible Information for Lifelong Learning: Recommendations and findings of the i-access project

The collective results of the i-access project led to guiding principles and key areas for recommendations to support accessible information provision for lifelong learning agreed at the European level by the key stakeholders in the field.

This report presents these guiding principles and key areas for recommendations, as well as an overview of the information sources collected and analysed throughout the project activities.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/ereports/i-access/promoting-accessible-information-for-lifelong-learning>  
**2012**

### Special Needs Education Country Data 2012

### Special Needs Education Country Data 2012

The Agency SNE data collection is a biennial exercise with data provided by the Representatives of the Agency. In all cases this data is from official ministerial sources. All data refers to pupils officially identified as having special educational needs (SEN) as defined in the country in question and all the data presented in this document has been collected in line with each country's own legal definition of SEN.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/ereports/sne-country-data-2012/sne-country-data-2012>  
**2012**

### Teacher Education for Inclusion PROFILE OF INCLUSIVE TEACHERS

### Teacher Education for Inclusion – Profile of Inclusive Teachers

The Profile of Inclusive Teachers has been developed as one of the main outputs of the Teacher Education for Inclusion (TE4I) project. TE4I as a goal for all Initial Teacher Education (ITE) students was a key recommendation outlined in the project synthesis report; the Profile builds on this and the other findings presented in the synthesis report and links them to a framework of values and the areas of competence necessary for all teachers to be effective in inclusive classrooms.

Available in 22 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/te4i-profile/te4i-profile-of-inclusive-teachers>  
**2012**



### Vocational Education and Training – Policy and Practice in the field of Special Needs Education – Literature Review

This report contains a critical review of the literature on field studies of Vocational Education and Training (VET) related issues for learners with special educational needs, covering two priority areas: the key factors that facilitate vocational educational and training for learners with special education needs, and the relationship with the labour market and key challenges.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/reviews/vet-policy-and-practice-in-the-field-of-sne-literature-review/vocational-education-and-training-policy-and-practice-in-the-field-of-special-needs-education-literature-review>  
**2012**

### Názory mladých lidí na inkluzivní vzdělávání Slyšení v Evropském parlamentu Brusel listopad 2011

### Young Views on Inclusive Education – European Parliament Hearing, Brussels, November 2011

In November 2011, the Agency hosted a Hearing at the European Parliament in Brussels. The Agency's member countries nominated 88 young people, both with and without special educational needs and/or disabilities, from secondary and vocational education, to discuss what inclusive education means to them. This report summarises the ideas and proposals the young people presented at this event.

Available in 22 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/young-views-on-inclusive-education/>  
**2012**



### Mapping the Implementation of Policy for Inclusive Education: An exploration of challenges and opportunities for developing indicators

This report presents the final results of the Mapping the Implementation of Policy for Inclusive Education (MIPiE) project. The project recommendations presented here provide a detailed agenda for the future short, mid and long-term data collection required at national and European levels in relation to mapping the implementation of policy for inclusive education.

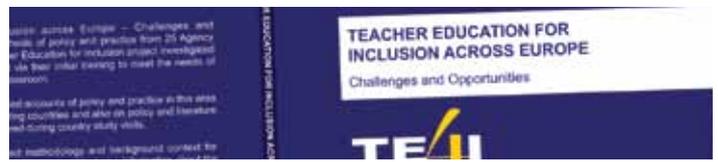
Available in English  
Format: electronic  
<http://www.european-agency.org/publications/ereports/mipie-report/mipie-report>  
**2011**



### ICTs in Education for People with Disabilities – Review of Innovative Practice

This Review presents examples of practice in the use of information and communication technologies for people with disabilities in different educational contexts and settings worldwide, including Europe, Asia, Latin America, CIS and Baltic States. The goal of the review is to highlight key messages and recommendations for policy and practice in this area.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/ereports/ICTs-in-Education-for-People-With-Disabilities/Review-of-Innovative-Practice>  
2011



### Teacher Education for Inclusion Across Europe – Challenges and Opportunities

The report presents a synthesis of policy and practice from 25 Agency member countries. The Teacher Education for Inclusion project investigated how all teachers are prepared via their initial training to meet the needs of more diverse learners in the classroom.

Available in 22 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/te4i-challenges-and-opportunities/te4i-challenges-and-opportunities>  
2011



### Key Principles for Promoting Quality in Inclusive Education – Recommendations for Practice

This third document in the *Key Principles* series draws on Agency thematic work carried out since 2003, but focuses upon Key Principles for Practice that support quality in inclusive education. It has been prepared by education policy makers and practitioners for policy makers and other professionals providing leadership in education. The aim of the document is to provide a summary of the main principles for practice that appear to be crucial in providing quality support to learners with diverse needs in mainstream settings.

Available in 21 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/key-principles-for-promoting-quality-in-inclusive-education-1/key-principles-for-promoting-quality-in-inclusive-education-recommendations-for-practice>  
2011



### Participation in Inclusive Education – A Framework for Developing Indicators

The report presents the main findings from the second phase of an Agency project on the topic of indicators in the area of inclusive education in Europe.

The aim of the second phase was to build upon the work of the first phase and to develop a model for understanding participation within the context of inclusive education. A systematic approach was taken by developing a framework for participation, analysing existing indicator systems and identifying ways to link various data or information generated at the individual, classroom, school, local and national levels.

Available in English  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/participation-in-inclusive-education-a-framework-for-developing-indicators/participation-in-inclusive-education-a-framework-for-developing-indicators>  
2011

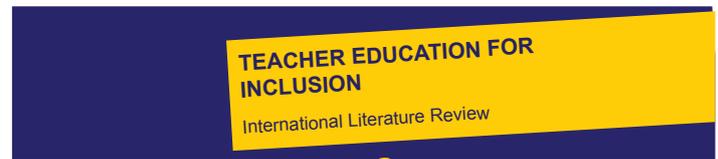


### Early Childhood Intervention – Progress and Developments 2005–2010

The current project work was an update to the analysis in the area of ECI conducted by the Agency in 2003–2004.

The objective of the project update was to build upon the main outcomes and recommendations of the first Agency analysis. The main focus was upon the progress and main changes that have been made in the participating countries since 2005 in the area of ECI. These developments are general and are also in relation to five key elements – availability, proximity, affordability, interdisciplinary working and diversity – identified as essential factors within the model of ECI proposed in the first Agency study.

Available in 21 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/early-childhood-intervention-progress-and-developments/early-childhood-intervention-progress-and-developments>  
2010



### Teacher Education for Inclusion – International Literature Review

The review has been developed with input from representatives of the European Commission, DG Education and Culture, UNESCO International Bureau of Education and OECD-CERI. Most importantly, a review of research information has been conducted by experts from 18 countries participating in the Agency project and this is also included in the review document.

Available in English  
Format: electronic  
<http://www.european-agency.org/publications/reviews/teacher-education-for-inclusion-international-literature-review/te4i-international-literature-review>  
2010



### Inclusive Education in Action – Project Framework and Rationale

This document provides information on the conceptual basis for the Inclusive Education in Action project (changing conceptions of inclusion, inclusion and the quality debate and inclusive education – a common understanding), the rationale for the development of the framework of criteria and also the project methodology.

Available in English  
Format: electronic  
[http://www.inclusive-education-in-action.org/iea/dokumente/upload/dae5a\\_iea-framework\\_and\\_rationale.pdf](http://www.inclusive-education-in-action.org/iea/dokumente/upload/dae5a_iea-framework_and_rationale.pdf)  
2010



### Key Principles for Promoting Quality in Inclusive Education – Recommendations for Policy Makers

The aim of this report is to highlight recommendations regarding key aspects of educational policy that seem to be effective in supporting the inclusion of learners with a diverse range of needs within mainstream provision.

A main message is that these key principle recommendations essentially underpin the principles of promoting quality education for all learners.

Available in 21 languages  
Format: electronic and print  
<http://www.european-agency.org/publications/ereports/key-principles-for-promoting-quality-in-inclusive-education/key-principles-for-promoting-quality-in-inclusive-education>  
2009

## Multikulturális sokszínűség és a sajátos nevelési igényű oktatás

### Multicultural Diversity and Special Needs Education

This report is a summary of the analysis conducted by the Agency, the aim of which has been to respond to three key questions:

1) to what extent second language learning issues are linked to and confused with learning difficulties, 2) how the abilities and needs of pupils with an immigrant background are assessed, and 3) how to support teachers, families and pupils in the best way.

Available in 21 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/multicultural-diversity-and-special-needs-education/multicultural-diversity-and-special-needs-education>

2009

## Young Voices Meeting Diversity in Education

### Young Voices – Meeting Diversity in Education

This document presents the results of the European Hearing of Young People with Special Educational Needs organised in co-operation with the Portuguese Ministry of Education. This report has been prepared by the Agency on the basis of the contributions from the young delegates.

The Lisbon Declaration ‘Young People’s Views on Inclusive Education’ is the main result of this event and accompanies this document as a separate flyer.

Available in 21 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/young-voices-meeting-diversity-in-education/young-voices-meeting-diversity-in-education>

2008

## Education des personnes présentant des besoins particuliers en Europe (Volume 2)

### Special Needs Education in Europe (Volume 2) – Provision in Post-Primary Education

Provision in Post-Primary Education provides a summary of relevant information collected by the Agency in co-operation with the Eurydice network, covering three priority areas within the field of special needs education: inclusive education and classroom practice in secondary education; access to and within higher education for students with special educational needs and transition from school to employment.

Available in 18 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/special-needs-education-in-europe-volume-2/special-needs-education-in-europe-volume-2-provision-in-post-primary-education>

2006

## Skjót afskipti Rannsókn á aðstæðum í Evrópu

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

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.

Available in 21 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/early-childhood-intervention/early-childhood-intervention-analysis-of-situations-in-europe-key-aspects-and-recommendations>

2005

## Indikatorer – för utveckling av inkluderande undervisning i Europa

### Development of a set of indicators – for inclusive education in Europe

The report presents the main findings of an Agency project involving 23 European countries.

The aim of the project was to develop a methodology that would lead to a set of indicators suitable for monitoring developments at the national level, but that could also be applied at the European level. Such a set of indicators requires a clear focus on the policy conditions that may support or hinder the development of inclusive education within schools. Several European and international institutions have undertaken work in developing indicators in specific policy areas and this project has built upon those experiences to develop indicators in the field of inclusive education.

Available in 21 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/development-of-a-set-of-indicators-for-inclusive-education-in-europe/development-of-a-set-of-indicators-for-inclusive-education-in-europe>

2009

## L'évaluation dans le cadre de l'inclusion Politique générale et mise en pratique

### Assessment in Inclusive Settings – Key Issues for Policy and Practice

This publication presents the main findings from the first phase of the Agency Assessment project. It is based on information describing assessment policy and practice provided by 23 countries.

The report considers how assessment in inclusive classrooms can inform decision-making about teaching and learning in the best possible way.

Available in 21 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/assessment-in-inclusive-settings-key-issues-for-policy-and-practice/assessment-in-inclusive-settings-key-issues-for-policy-and-practice>

2007

## Individuelle Förderpläne für den Übergang von der Schule in den Beruf

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

This report and the accompanying interactive CD are 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.

Available in 18 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/individual-transition-plans-supporting-the-move-from-school-to-employment/individual-transition-plans>

2006

## Inclusive Education and Classroom Practice in Secondary Education

### 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 and a number of features regarding the development of inclusive classrooms within secondary schools are identified. These findings could be regarded as possible strategies for improving inclusion within secondary education settings.

Available in 18 languages

Format: electronic and print

<http://www.european-agency.org/publications/ereports/inclusive-education-and-classroom-practice-in-secondary-education/inclusive-education-and-classroom-practice-in-secondary-education>

2005