

FINANCING POLICIES FOR INCLUSIVE EDUCATION SYSTEMS

Policy Guidance Framework – Glossary



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DESCRIPTION AND AIMS

The Glossary of Terms below was developed for the Financing Policies for Inclusive Education Systems (FPIES) project. It aims to provide a shared language for all those using the FPIES [Policy Guidance Framework](#) and [other project outputs](#).

The glossary provides working definitions of the key terms used in the field of financing inclusive education and complements other documents and outputs. It contains terms related specifically to the context of financing policies for inclusive education systems.

Unless otherwise stated, the definitions provided are from the European Agency for Special Needs and Inclusive Education (the Agency) [online glossary](#). Definitions also come from national, European and international literature and key documents and from English dictionaries. In addition, a number of Agency working definitions are included.

A list of the [references](#) of main sources is provided at the end of the document.

GLOSSARY OF TERMS

Term used	Definition
Access	<p>‘The right or opportunity to use or benefit from something’ (Oxford Dictionaries, no date).</p> <p>Within an educational context, physical access to educational settings (schools and classes) is important, as well as access to a range of financial, human and technical resources.</p>
Accessibility	<p>Article 9 of the United Nations (UN) <i>Convention on the Rights of Persons with Disabilities</i> defines ‘accessibility’ as:</p> <p><i>To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas</i> (UN, 2006, p. 9).</p> <p>Accessibility is a right to be ensured in all areas. These include education and the right to appropriate education and active citizenship through access to a flexible curriculum through personalised learning approaches.</p>
Accountability	<p>‘The fact or condition of being accountable; responsibility’ (Oxford Dictionaries, no date).</p> <p><i>In the field of education there are three main types of accountability system: (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven. School accountability systems operate according to a set of principles and use a variety of implementation strategies</i> (UNESCO Institute for Educational Planning, 2005, p. 1).</p> <p>Accountability can be defined as a process by which actors provide reasons for their actions against the backdrop of possible negative (or positive) consequences (Hooge, Burns and Wilkoszewski, 2012). The concept of accountability is particularly important in the context of decentralised education systems that encourage school autonomy, including decisions concerning the curriculum.</p>

Term used	Definition
Autonomy	<p>The right of an organisation, country or region to be independent and govern itself (Oxford Dictionaries, no date).</p> <p>In the field of education, the degrees of autonomy different professionals within educational organisations have for decision-making is important. Another aspect of autonomy for consideration is the degree of autonomy learners have over their learning environments and programmes.</p>
Barriers to learning	<p>Obstacles that prevent learners from accessing a full range of learning opportunities and limit their participation in society. Disability is often considered to be due to ‘disabling barriers’ which can be addressed by designing enabling, accessible environments. Barriers can be due to attitudes, language, culture, organisation of support services, power relations and structures within society (European Agency, no date).</p>
Capacity-building	<p>The process of building the capacity of mainstream schools to meet the needs of all learners, rather than distributing additional resources for learners with additional support needs. This process involves increasing the knowledge and skills of all education professionals (i.e. leaders, teachers and specialist staff), as well as enhancing the collaborative practices within schools and across the local communities, with the ultimate aim of transforming learning and teaching and improving learner outcomes (European Agency, 2014; UNESCO, 2011).</p>
Community-based approach	<p><i>Community-based approach motivates women, girls, boys and men in the community to participate in a process which allows them to express their needs and to decide their own future with a view to their empowerment. It requires recognition that they are active participants in decision-making. It also seeks to understand the community’s concerns and priorities, mobilizing community members and engaging them in protection and programming (Defined Term, no date).</i></p>

Term used	Definition
<p>Competences</p>	<p>Competences:</p> <p><i>... are conceptualised as a combination of knowledge, skills and attitudes and the definition of each key competence states the knowledge, skills and attitudes relevant for it. This approach supported the definition of learning outcomes and its translation into curricula or learning programmes.</i></p> <ul style="list-style-type: none"> • <i>Knowledge – facts and figures, concepts, ideas and theories which are already established ... [and] support the understanding of a certain area or subject;</i> • <i>Skills – ability and capacity to carry out processes and use the existing knowledge to achieve results;</i> • <i>Attitudes – disposition and mind-sets to act/react to ideas, persons or situations; in the European Framework of Key Competences also including values, thoughts and beliefs.</i> <p><i>The definition of the individual competences and their related knowledge, skills and attitudes overlap and interlock; they reinforce each other (European Commission, 2018a, p. 7).</i></p>
<p>Continuing professional development (CPD)</p>	<p><i>A professional development programme is likely to involve many activities designed to sustain and embed practice, including, but not limited to: individual and collaborative teacher activity; well-designed formative assessment and evaluation; whole-school leadership; and expert input (Department for Education, 2016, p. 5).</i></p> <p>CPD is based on the following:</p> <ol style="list-style-type: none"> 1. A focus on improving and evaluating learner outcomes 2. Robust evidence and expertise 3. Collaboration and expert challenge 4. Continuance – is sustained over time <p>All this is underpinned by, and requires that:</p> <ol style="list-style-type: none"> 5. Continuing ‘professional development must be prioritised by school leadership’ (Department for Education, 2016, p. 6).
<p>Co-operation / cross-sectoral working</p>	<p>Cross-sectoral policies (e.g. for youth) should be: ‘formulated and implemented with the participation of the authorities in charge of all important domains for the life of young people’ (European Commission, 2018b).</p>

Term used	Definition
Disability	<p>The United Nations <i>Convention on the Rights of Persons with Disabilities</i> states that:</p> <p><i>Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others</i> (UN, 2016, Article 1).</p>
Disadvantaged / disadvantage	<p>Refers to those who are more likely to experience low levels of well-being (OECD, 2017b).</p> <p><i>“Disadvantaged youth” in many countries is used as an umbrella category which embraces all young people with fewer opportunities than their peers and in some countries other terms like youth-at-risk, vulnerable youth, disconnected youth or social excluded youth are preferred to describe social inequality among young people</i> (Bendit & Stokes, 2003). [...]</p> <p><i>Empirically, access to education and transitions in the life course are structured by categories of social inequality such as socio-economic status and class, gender and “ethnicity”. These categories impact the educational and career options available for a young person in an inter-sectional way and lead to different forms of social inclusion and exclusion</i> (GOETE, no date).</p>
Discrimination	<p>To act on the basis of a difference between people, make an unjust distinction on the basis of, for example, gender, disability, ethnic background, etc. Legislation is in place in many countries to ensure the right of individuals to be treated equally, for example in education and employment (European Agency, no date).</p>
Disparity	<p>Disparity refers to inequality or difference that may result from different outcomes or differential treatment of people with distinct characteristics (European Agency, no date).</p>
Distributed leadership	<p><i>Distributed leadership is primarily concerned with the practice of leadership, rather than specific leadership roles or responsibilities.</i> [...]</p> <p><i>The distributed leadership approach goes beyond traditional leadership that focuses on top-down hierarchical styles. In particular, distributed leadership does not only refer to the head teacher or principal. It extends to the role of other teacher-leaders</i> (Liasidou and Svensson, 2013) and, in general, to any other staff member, learner or parent who takes on a leading role within the school (European Agency, 2018a, p. 13).</p>

Term used	Definition
Diversity	<p>A multi-faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, class, gender, physical abilities, race, sexual orientation, religious status, educational background, geographical location, income, marital status, parental status and work experiences. The OECD defines diversity as:</p> <p><i>... characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences</i> (OECD, 2010, p. 21).</p>
Equality	<p>Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth (European Agency, no date).</p>
Equity	<p>Defining equity, the European Commission states that it is:</p> <p><i>... viewed as the extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes</i> (2006, p. 2).</p> <p>The OECD, in the publication No More Failures: Ten Steps to Equity in Education, highlighted two dimensions of equity in education: ‘fairness, which implies ensuring that personal and social circumstances [...] should not be an obstacle to achieving educational potential’, and ‘inclusion, which implies ensuring a basic minimum standard of education for all’ (Field, Kuczera and Pont, 2007, p. 11). Fair and inclusive education is one of the most powerful levers available to make society more equitable.</p> <p>According to the Council of the European Union:</p> <p><i>... equality and equity are not identical and [...] education systems must move away from the traditional ‘one-size-fits all’ mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue ‘equity’ in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all</i> (2017, p. 4).</p>

Term used	Definition
Exclusion	<p><i>Social exclusion occurs when people cannot fully participate or contribute to society because of “the denial of civil, political, social, economic and cultural rights”.</i></p> <p>[Definitions indicate that] <i>exclusion results from “a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, bad health and family breakdown”.</i></p> <p><i>... Groups, communities and individuals who because of deprivation, poverty or discrimination are unable to realise their potential and participate and contribute to society are excluded (UNESCO, no date).</i></p>
Financing	<p>Education financing:</p> <p><i>... refers to governmental and organizational processes by which revenues are generated (through taxation, tuition, fees, and philanthropy), distributed, and expended for the operational and capital support of formal schooling (Oxford Bibliographies, no date).</i></p>
Financing system	<p><i>A financial system consists of institutional units and markets that interact, typically in a complex manner, for the purpose of mobilizing funds for investment, and providing facilities, including payment systems, for the financing of commercial activity (OECD, 2005).</i></p>
Funding	<p>Funding refers to ‘money provided, especially by an organization or government, for a particular purpose’ (Oxford Dictionaries, no date).</p> <p>Within an educational context, financing is most often the responsibility of different ministries and/or sectors and funding is therefore provided in different ways.</p>

Term used	Definition
Governance	<p>‘The exercise of political, economic and administrative authority’ (OECD, 2017a, p. 275).</p> <p>Governance refers to ‘the way that organizations or countries are managed at the highest level, and the systems for doing this’ (Cambridge Dictionary, no date). It also refers to measures ensuring effective planning intending to develop appropriate and sustainable provision.</p> <p>The governance of system-level budgeting deals with: the role and responsibilities of the different actors involved in the budget process; the distribution of authority, particularly between the ministry of finance, line ministries and agencies; and the institutional arrangements and relationships between these actors. Governance also touches upon the question of distribution of power between regional and central government, as well between the executive and legislature (Fakharzadeh, 2016).</p>
Incentive	<p>‘A thing that motivates or encourages someone to do something’ (Oxford Dictionaries, no date).</p> <p>Within the education field, financing and/or funding mechanisms may be incentives or disincentives to inclusive education. Such mechanisms may also act as incentives for unwanted (so-called) strategic behaviours, such as the over-referral of learners for official labels of special needs that are associated with funding.</p>
Inclusion	<p>Inclusion is both a principle and a process:</p> <p><i>Inclusion and equity in and through education is the cornerstone of a transformative education agenda [...] No education target should be considered met unless met by all</i> (UNESCO, 2015, p. 14).</p> <p>Inclusion can be seen as: ‘A process that helps to overcome barriers limiting the presence, participation and achievement of learners’ (UNESCO, 2017, p. 7).</p> <p>Originally used in relation to disability, the concept of ‘inclusion’ goes far beyond. It can be considered:</p> <p><i>... a response to increasingly complex and diverse societies. It treats diversity as an asset which helps prepare individuals for life and active citizenship in increasingly complex, demanding, multi-cultural and integrated societies</i> (European Agency, 2017, p. 7).</p>

Term used	Definition
Inclusive education	<p>The UNESCO International Bureau of Education definition states that inclusive education is:</p> <p><i>... an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (2008, p. 3).</i></p> <p>The Agency views inclusive education as:</p> <p><i>... a systemic approach to providing high quality education in mainstream schools that effectively meets the academic and social learning needs of all the learners from the school's local community (European Agency, 2015a, p. 2).</i></p> <p><i>Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the centre of a system that needs to be able to recognise, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset. Learners also need to be prepared to engage in society, to access meaningful citizenship and to acknowledge the values of human rights, freedom, tolerance and non-discrimination (European Agency, 2017, p. 6).</i></p>
Inclusive education setting	<p><i>An inclusive setting refers to education where the child/learner with SEN [special educational needs] follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week (European Agency, 2018b, p. 13).</i></p>

Term used	Definition
<p>Inclusive education system</p>	<p>UNESCO stresses the need for a systemic, capacity-building approach to developing inclusive education systems:</p> <p><i>Implementing changes effectively and monitoring them for impact, recognizing that building inclusion and equity in education is an on-going process, rather than a one-time effort (UNESCO, 2017, p. 13, cited by European Agency, 2017, p. 13).</i></p> <p><i>All European countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.</i></p> <p><i>The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers (European Agency, 2015b, p. 1).</i></p>
<p>Initial teacher education / training</p>	<p><i>Pre-service training provided to student teachers before they have undertaken any teaching, eventually leading to a teaching qualification. It usually takes place in higher education institutions (European Agency, 2015c, p. 8).</i></p>
<p>Interdisciplinary framework</p>	<p>Interdisciplinary framework refers to professionals from more than one academic discipline working together to examine a theme, issue, question or topic (Pedagogy in Action, no date).</p>
<p>Learners with additional support needs</p>	<p>The term ‘learners with additional support needs’ refers to learners from pre-primary up to higher education and lifelong learning who experience barriers to learning resulting from learner-environment interaction.</p> <p>These learners fall behind in their education for a wide variety of reasons and require additional support and adaptive pedagogical methods in order to participate and meet learning objectives. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.</p> <p>This term has a much wider definition of support needs, including not only learners with special educational needs, but also gifted learners and learners who are economically or culturally disadvantaged (European Agency working definition).</p>

Term used	Definition
Learning community	<p><i>In a general sense, a learning community could be described as a group of people who share common values and beliefs and who are actively engaged in learning together from each other. Where schools are concerned, both teachers and pupils are at the core of the school as a learning community (Irish National Teachers' Organisation, 2010, p. 11).</i></p>
Lifelong learning	<p>Lifelong learning describes the possibility for all 'individuals at all stages of their lives to pursue stimulating learning opportunities' (European Union, 2012, p. 7).</p> <p><i>Lifelong learning encompasses all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives. The intention or aim to learn is the critical point that distinguishes these activities from non-learning activities, such as cultural or sporting activities (Eurostat, no date).</i></p>
Local level / government	<p>Authorities responsible for territorial units below regional level. Local authorities may comprise elected representatives or they may be administrative divisions of central authorities (European Commission/EACEA/Eurydice, 2014).</p>
Marginalisation	<p>Barely provided for or able to access services or participate in society. Generally understood as a social process by which vulnerable groups are moved out of the mainstream to a powerless position in society (European Agency, no date).</p>
Measure	<p>'A plan or course of action taken to achieve a particular purpose' (Oxford Dictionaries, no date).</p> <p>Within education, measures may be policy- or practice-oriented.</p>
Mechanism	<p>'A natural or established process by which something takes place or is brought about' (Oxford Dictionaries, no date).</p> <p>Within education, mechanisms are most often implemented as strategies linked to specified policy goals or objectives.</p>

Term used	Definition
Monitoring	<p>The process of systematically tracking aspects of education/school ‘implementation, with a view toward data collection, accountability and/or enhancing effectiveness and/or quality’ (OECD, 2015, p. 235).</p> <p><i>Monitoring consists of tracking process, such as actions taken, inputs and expenditures, as well as outputs, such as teachers trained or schools built, and outcomes, such as the experience of children in school</i> (UNICEF, 2014, p. 19).</p>
Monitoring mechanism	<p>Monitoring mechanisms refer to the process of systematic approaches and techniques used for collecting and storing data to ensure that the education process ‘is actually running in accordance to the planned objectives and complying with relevant laws and regulations, e.g. internal policies’ (S-CUBE, 2012).</p>
National level	<p>National level is referred to as ‘the top tier in a ranking of administrative divisions within a country’ (Find Me Here, no date).</p> <p>The top level of authority with responsibility for education in a given country, usually located at national (state) level. However, in Belgium, Germany, Spain and the United Kingdom, the ‘regions’ (<i>Communautés, Länder, Comunidades Autónomas</i> and devolved administrations, respectively) are responsible for all or most areas relating to education. They are therefore considered the top level of authority (European Commission/EACEA/Eurydice, 2014).</p>
Needs-based funding	<p>Needs-based funding (also sometimes referred to as ‘input funding’; see Meijer, 1999; European Agency, 2016) is when the funding is based, for example, on the identified need of each of the destination levels, such as the number of learners with special needs in a school, municipality or region. Inputs may also be defined in terms of referral rates, low achievement scores, the number of disadvantaged learners and so on. The key point is that funding is based on the (expressed or measured) needs (European Agency, 2018c).</p>

Term used	Definition
Official decision / statement of special educational needs (SEN)	<p><i>An official decision leads to a child/learner being recognised as eligible for additional educational support to meet their learning needs. An official decision meets the following criteria:</i></p> <ul style="list-style-type: none"> • <i>There has been an educational assessment procedure involving a multi-disciplinary team.</i> • <i>The multi-disciplinary team includes members from within and external to the child’s/learner’s (pre)school.</i> • <i>There is a legal document which describes the support the child/learner is eligible to receive and which is used as the basis for planning.</i> • <i>The official decision is subject to a formal, regular review process (European Agency, 2018b, p. 13).</i>
Participation	<p>UNICEF describes participation as:</p> <p><i>... an ongoing process of children’s expression and active involvement in decision-making at different levels in matters that concern them, requiring information-sharing and dialogue between children/adolescents and adults based on mutual respect, and [requiring] ... that full consideration of their views be given, taking into account the child’s age and maturity (2013, p. 7).</i></p> <p>In education, being physically present is not enough. Learners need to be continually and meaningfully involved in relevant activities (in terms of social, developmental and educational goals) that are comparable to those that their peers engage in (European Agency, 2011). Universal design is an important resource for participation in education.</p> <p>Participation is ‘the means by which a democracy is built and is a standard against which democracies should be measured’ (Hart, 1992, p. 5). Like educational inclusion, it is often seen as a human rights issue and an essential component of social justice (European Agency, 2011).</p>

Term used	Definition
<p>P-I-C (Prevention-Intervention-Compensation) model</p>	<p>Inclusive education systems are most effectively supported by a complementary combination of prevention, intervention and compensation policy actions. The goal of inclusive education systems is supported by policy actions that are aimed at:</p> <ul style="list-style-type: none"> • <i>Prevention – policy initiatives that aim to avoid educational exclusion and longer-term social exclusion, before these issues emerge (for example, anti-discrimination legislation promoting a rights approach, avoidance of disabling policies that lead to gaps in provision, lack of qualifications, etc.).</i> • <i>Intervention – policy initiatives that support the effective implementation of inclusive education (for example, the existence of clear policies leading to high-quality flexible support systems for mainstream education).</i> • <i>Compensation – policy initiatives that address the inability of legislation and/or provision to support meaningful inclusive education for all learners (for example, separate educational programmes or provision, support for failing schools, second-chance educational programmes) (European Agency, 2018d, p. 19).</i>
<p>Policy</p>	<p>Policy refers to a stated course or principle of action that is either adopted or proposed in order to meet goals, aims and objectives. It is written in official documents to direct the implementation of agreed actions.</p> <p>Policy and legislation are connected, but distinct. Legislation outlines the requirements and policy then details the framework for ensuring that the requirements are put into action. The implementation of actions then needs to be guided by supporting policy documents (rules, guidelines, guidance materials, etc.) (European Agency working definition).</p>
<p>Policy framework</p>	<p>A policy framework brings together policies/policy elements that set out the requirements and processes for reaching policy goals in line with national/organisational values and principles. A policy framework outlines roles and responsibilities for policy development, stakeholder engagement, implementation, dissemination, monitoring/evaluation, governance and operational processes (European Agency working definition).</p>

Term used	Definition
Procedural control mechanism	Monitoring and accountability mechanisms that take a procedural approach encourage stakeholders to only follow prescribed administrative procedures and bureaucratic rules. Such control mechanisms can be seen as a barrier to, or disincentive for, innovation and school-led development (European Agency working definition).
Professional learning community (PLC)	A professional learning community refers to collaborations of education stakeholders around clusters of schools involving ‘school and community personnel, together with researchers, local area leaders and policy-makers’ (European Agency, 2015d, p. 7). In such a community, the education professionals are committed to working actively in teams and sharing their practice around the curriculum, instruction and assessment to reach the same goal: to improve the learning of every learner and raise their achievement (Humada-Ludeke, 2013).
Provision	The term ‘provision’ includes all forms of support that may help the process of participation in education for learners: curriculum, assessment procedures, forms of pedagogy, organisation and management and resources that contribute to the development of supportive systems that promote inclusive education (European Agency, no date).
Quality assurance	A programme for the systematic monitoring and evaluation of the various aspects of a project, service or facility to ensure that standards of quality are being met (European Agency, no date).
Quality education	<p><i>There is no one definition, list of criteria, a definitive curriculum, or list of topics for a quality education. Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world (UNESCO, 2005, p. 2).</i></p> <p><i>Quality education is an effective means to fight poverty, build democracies, and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization, and broadens perspectives to open minds to a pluralist world (ibid.).</i></p>

Term used	Definition
Regional level	Regional level is used to describe that which relates to a particular administrative area of a country (European Agency working definition).
Resource centre	A ‘resource centre’ is a transformed special school, which redefines itself as a dynamic, plural space which assembles both human and material resources, mobilising the knowledge and skills of the school for inclusion, valuing the knowledge and experiences of all (European Agency working definition).
Resources	Resources can be divided into three categories: human resources, material resources and financial resources. Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Material resources include textbooks and other learning materials and the availability of classrooms, libraries, school facilities and other infrastructure. Financial resources are the funds that are allocated to schools (UNESCO, 2004).
Resourcing	Resourcing refers to the ‘act or practice of providing’ what is needed to complete a task. <i>For example, if a constructions company hires a worker, it may provide him/her with a hammer and nails. On the other hand, if a company hires a technical writer, resourcing involves giving him/her the information required to do the work (Farlex Financial Dictionary, 2009).</i>
School development approach	<i>As a strategic planning device, school development planning is concerned with long-term goals (the mission) to be translated into planned and prioritized short-term objectives and improvement actions (development planning), after careful analysis of the strength [sic] and weaknesses of the school (audit) (UNESCO Institute for Educational Planning, no date).</i>
Social responsibility	Social responsibility refers to ‘the obligation of an organization’s management towards the welfare and interests of the society in which it operates’ (Business Dictionary, no date).

Term used	Definition
Special educational needs (SEN)	SEN is a construct that countries usually define within their legislation. These definitions are then used to identify, assess and make provision for learners with different needs – including recognised disabilities – in different ways (Watkins, Ebersold and Lénárt, 2014). Special or ‘additional’ needs should not be seen as the result of ‘in-child’ factors, but rather ‘a discrepancy between what a system of schooling ordinarily provides and what the child needs to support their learning’ (Rouse, 2008 , p. 6, cited by European Agency, 2017, p. 22).
Special needs education	The International Standard Classification of Education (ISCED) defines special needs education as: <i>Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Education programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered to individual students within already-existing education programmes or as a separate class in the same or separate educational institutions</i> (UNESCO/UNESCO Institute for Statistics, 2011, p. 83).
Special setting	Special settings refer to special classes or special schools where learners are educated outside the mainstream education setting (Understood, no date).
Strategy	‘A plan of action designed to achieve a long-term or overall aim’ (Oxford Dictionaries, no date).
Sustainable	Sustainable means that something can ‘be maintained at a certain rate or level’ (Oxford Dictionaries, no date).
System of support	‘System of support’ refers to a system that builds the capacity of mainstream schools, rather than relying on the process of distributing additional resources. This system focuses on making mainstream schools more accessible and capable of meeting the requirements of all learners (European Agency, no date).

Term used	Definition
<p>Whole-school funding</p>	<p>Whole-school funding (throughput funding) is based on the functions or tasks that have to be undertaken or developed. It is not based on needs, but rather on the services provided by a school, municipality or region. Finances are allocated on the condition that particular services will be developed or maintained. Schools, municipalities or regions are equally treated: funds are based on total enrolment or on other population indicators. Of course, certain output conditions can be included in this model, but funding itself is not based on outputs (or inputs) (European Agency, 2018c).</p>

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