

Key Principles for Promoting Quality in Inclusive Education

Recommendations Matrix



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INTRODUCTION

This Recommendations Matrix has been prepared as a tool that will help policy makers to cross reference the key principles presented in the *Key Principles for Promoting Quality in Inclusive Education: Recommendations for Policy Makers* (2009) report, with the various Agency project reports used to draft the key principles document.

A number of Agency reports were used as background material for the Key Principles report. These included:

- Special Education across Europe (2003);
- Special Needs Education in Europe: Thematic Publication, Vol. 1 (2003);
- Special Needs Education in Europe: Thematic Publication, Vol. 2 (2006);
- Inclusive Education and Classroom Practice in Secondary Education (2005);
- Young Views on Special Needs Education (2005);
- Early Childhood Intervention (2005);
- Individual Transition Plans (2006);
- Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007);
- Young Voices: Meeting Diversity in Education (2008);
- Development of a set of indicators – for inclusive education in Europe (2009);
- Multicultural Diversity and Special Needs Education (2009).

For developing this Matrix document, the seven main areas of key principles identified in the report have been used as a starting point:

1. Widening participation to increase educational opportunity for all learners;
2. Education and training in inclusive education for all teachers;
3. Organisational culture and ethos that promotes inclusion;
4. Support structures organised so as to promote inclusion;
5. Flexible resourcing systems that promote inclusion;
6. Policies that promote inclusion;
7. Legislation that promotes inclusion.

The seven key principles are presented as separate sections within the document. For each of the seven key principles the overall goal has been identified (presented in a text box for ease of identification) followed by each of the Specific recommendations (presented in shaded text boxes) evident through the examination of Agency work.

Each of these Specific recommendations is followed by extracts in the form of direct quotes from the Agency reports listed above. The extracts are meant to exemplify where information relating to the specific recommendations can be found.

The extracts from the Agency reports are listed with page numbers so readers can cross-reference the themes and ideas across various reports.

All extracts are taken from Agency reports full text. However, some extracts are also taken from direct quotes of project and/or event participants, in particular from the young delegates' views (for example the views reported within the *Young Views on Special*



Needs Education (2005) report and *Young Voices: Meeting Diversity in Education* (2008) report). The source of such information is provided within brackets.

Finally, the reports and page references listed between square brackets indicate that additional information, along with those selected, can be found in other Agency reports as further evidence.

WIDENING PARTICIPATION TO INCREASE EDUCATIONAL OPPORTUNITY FOR ALL LEARNERS

The goal for inclusive education is to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential.

Specific recommendation

Inclusion concerns a wider range of learners than those identified as having special educational needs. It is concerned with any learners who are at risk of exclusion from educational opportunities, resulting in school failure.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Inclusion can be organised in several ways and on different levels, but essentially, it is the team of teachers who has to deal with an increasing diversity of student needs within their school and classes and has to adapt or prepare the curriculum in such a way that the needs of all students – those with SEN and their peers are sufficiently met. (p. 17)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): The term 'inclusion' has itself been on a journey since it was initially introduced within an educational context. Firstly, it is now understood to concern a far wider range of pupils vulnerable to exclusion than those identified as having SEN. (p. 16)

Development of a set of indicators – for inclusive education in Europe (2009): Inclusion can be seen as an attempt to move ideas of education for all beyond 'mainstreaming' where pupils may be integrated – that is be in the same physical location – but not necessarily share an educational experience with their peers. Inclusion implies pupils with SEN have 'access to the curriculum' in the best way to meet their needs. (p. 14)

[Also refer to: Young Views on Special Needs Education (2005) p. 66; Young Voices: Meeting Diversity in Education (2008), p. 1; Multicultural Diversity and Special Needs Education (2009), p. 43]

Specific recommendation

Access to mainstream education alone is not enough. Participation means that all learners are engaged in learning activities that are meaningful for them.

Inclusive Education and Classroom Practice in Secondary Education (2005): It is crucial that the students are completely integrated in their ordinary group. To guarantee their integration, their participation in the current activities of their group must be fostered and they must share at least three basic curriculum subjects, the tutor lessons and the optional subjects with their classmates. (p. 21)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Inclusion is a process and not a state. Educators will always need to move their work forward to enable the learning and participation of all pupils. (p. 17)

[Also refer to: Special Education across Europe (2003) p. 72 and p. 93 Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 39; Assessment in Inclusive Settings (2007), p. 53; Young Voices: Meeting Diversity in Education (2008), p. 2]



Specific recommendation

The promotion of positive attitudes in education is crucial for widening participation.

Special Needs Education across Europe: Thematic Publication (2003): Specific problem areas are insufficient teacher training and less positive teacher attitudes. (p. 12)

Young Views on Special Needs Education (2005): The young people also stated how important change of attitudes is within society and education. They identified negative attitudes and prejudices present in school and in society generally. They felt very strongly that there is a lack of high quality and relevant information related to disability issues. (p. 65)

Individual Transition Plans (2006): 'A very important thing for disabled people all over the world is to be and live like most 'normal' people live. To make this possible, we have to work on people's attitudes and maybe do something so that the people who are not disabled get the chance to know disabled people more.' (p. 19)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Inclusive assessment can be considered to be an important aim for all educational policy makers and practitioners. However, inclusive assessment can only be realised within an appropriate policy framework and with the appropriate organisation of schools and support to teachers who themselves need to have a positive attitude towards inclusion. (p. 50)

Young Voices: Meeting Diversity in Education (2008): There is still a lack of knowledge about disability. Teachers, other pupils and some parents sometimes have a negative attitude towards us. Non-disabled people should know that they can ask a disabled person her/himself whether help is needed or not. (Young delegate) (p. 2)

Multicultural Diversity and Special Needs Education (2009): The positive attitude of staff certainly appeared to play an important role in the results achieved by the schools, although school staff raised challenges, particularly the need for in-service training. (p. 69)

[Also refer to: Special Education across Europe (2003), p. 98; Inclusive Education and Classroom Practice in Secondary Education (2005), p. 9 and p.25; Young Views on Special Needs Education (2005), p. 65; Multicultural Diversity and Special Needs Education (2009), p. 21, p. 42]

Specific recommendation

Ensuring all teachers are trained and feel able to assume responsibility for all learners, whatever their individual needs.

Special Education across Europe (2003): An adequate teacher training (in initial teacher training or through in-service) is an essential prerequisite for inclusion. (p. 136)

Special needs Education in Europe: Thematic Publication (2003): Inclusion at the level of secondary education is also an area of concern. Development of possibilities for (in-service) teacher training and positive attitudes are challenges for the near future. (p. 16)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Teacher attitudes are generally seen as decisive for achieving inclusive education and these attitudes depend heavily on their experience (specifically with students with SEN), their training, the support available and other conditions such as the class size and their workload. (p. 13)

Inclusive Education and Classroom Practice in Secondary Education (2005): Specific problem areas are perceived as being insufficient teacher training and less positive



teacher attitudes. Teacher attitudes are generally seen as decisive for achieving inclusive education and these attitudes depend heavily on their experience – specifically with students with SEN – their training, the support available and other conditions such as the class size and their workload. (p. 9)

Assessment in Inclusive Setting: Key Issues for Policy and Practice (2007): If teachers in mainstream classrooms are to implement inclusive assessment, then they should have the appropriate attitudes, training, support and resources. (p. 50)

Development of a set of indicators – for inclusive education in Europe (2009): Teachers and other staff are supported to develop their knowledge, skills and attitudes regarding inclusion so they are prepared to meet all pupils/students' needs in mainstream teaching. (p. 28)

[Also refer to: Special Needs Education in Europe: Thematic Publication (2003), p. 30; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 27; Young Views on Special Needs Education (2005), p. 63; p. 64; p. 66; p. 67; Individual Transition Plans (2006), p. 14; p. 16; Assessment in Inclusive Settings (2007), p. 51; p. 53; Young Voices: Meeting Diversity in Education (2008), p. 2; Multicultural Diversity and Special Needs Education (2009), p. 46, p. 60]

Specific recommendation

Supporting the participation of learners and their parents in educational decision-making. This includes involving learners in decisions about their own learning and supporting parents to make informed choices for their (younger) children.

Special Education across Europe (2003): ... there is an increasing shift of resources and decision-making to those nearest the child because there is evidence that, because of increased flexibility, it brings the greatest benefits to the largest numbers of pupils needing such support. (p. 141)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Responsibility is also the focus of one findings of the Transition from School to Employment report. It suggests that young people should be given responsibility for decision making and this is equally applicable within the HE sector – students with SEN need to be given possibilities for taking and developing responsibility for their learning decisions and situations. (pp. 61–62)

Early Childhood Intervention (2005): Co-operation means, first of all, working with the family as an essential partner who is fully involved during the entire process. (p. 26)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Inclusive assessment involves the active involvement of class teachers, pupils, parents, class peers and others as potential assessors, or participants in the assessment process. (p. 49)

Young Voices: Meeting Diversity in Education (2008): 'We have the right to make our own decisions and choices. Our voice needs to be heard.' (Young delegate's view) (p. 1)

Development of a set of indicators – for inclusive education in Europe (2009): Rules/processes are established for pupils/students/parents/professionals with regard to participation in decision-making. (p. 29)

Multicultural Diversity and Special Needs Education (2009): Literature suggests that positive approaches to engaging pupils and their parents, focusing on successes should be considered. (p. 21)



[Also refer to: Special Needs Education in Europe: Thematic Publication (2003), p. 52; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 73; p. 77; p. 79; Inclusive Education and Classroom Practice in Secondary Education (2005), p. 28; Early Childhood Intervention (2005), p. 36, p. 39; Individual Transition Plans (2006), p. 14, p. 20; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 14, p. 38, Development of a set of indicators – for inclusive education in Europe (2009), p. 38; Multicultural Diversity and Special Needs Education (2009), p. 20; p. 49; p. 68; p. 75]

Specific recommendation

A view of learning as process – not content based – and a main goal for all learners being the development of learning to learn skills, not just subject knowledge.

Individual Transition Plans (2006): ‘To my mind, in schools, attention has to be paid not only to teaching academic subjects, but also social skills and, of course, vocational skills’ (Parent’s view) (p. 19)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): The tension between the expansion of knowledge and the capacity of individuals to assimilate it – there is a need to ensure that the curriculum covers all the relevant knowledge a pupil requires, as well as opportunities for learning how to learn. Assessment is a key tool for teachers in determining not just what pupils need to learn, but also how best they can learn it. (p. 62)

Young Voices: Meeting Diversity in Education (2008): ‘We need subjects and skills that are meaningful for us and for our future life’ (Young delegate’s view) (p. 2)

Multicultural Diversity and Special Needs Education (2009): ... a holistic approach to assessment with concentration on the process of learning and development is considered crucial in assessing pupils with SEN and an immigrant background. (pp. 49–50)

[Also refer to: Special education across Europe (2003), p. 17; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 14; p. 26; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 49; Young Voices: Meeting Diversity in Education (2008), p. 2]

Specific recommendation

Developing personalised learning approaches for all learners, where the learner sets, records and reviews their own learning goals in collaboration with their teachers and families and is helped to develop a structured way of learning independently in order to take control of their own learning.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): It is argued that giving students greater responsibility for their own learning will contribute to the success of inclusion in secondary schools. (p. 26)

Inclusive Education and Classroom Practice (2005): Students are managers of their own learning process. (p. 25)

Individual Transition Plans (2006): Ensure that the young person is at the centre of the process of developing an individual education plan and an individual transition plan. (p. 15)

[Also refer to: Special education across Europe (2003), p. 73; p. 98; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 45; p. 52]

Specific recommendation

The development of an Individual Education Plan (IEP) or similar individualised teaching programme for some learners (possibly with more complex learning needs) who may require a more focused approach for their learning. IEPs should be developed to maximise learners' independence and involvement in goal setting and also collaboration with parents and families.

Special Education across Europe (2003): ... most countries make use of an individual educational programme for pupils with special needs. It appears from the country descriptions that in almost all of the countries the elaboration of an individual educational programme plays a major role in special needs education within the mainstream setting. It serves both as an expression and specification of the degree and type of adaptations to the mainstream curriculum and as a tool for evaluating the progress of pupils with special needs. It may also serve as a 'contract' between the different 'actors': parents, teachers and other professionals. (p. 143)

Special Needs Education in Europe: Thematic publication (2003): In relation to this discussion in more and more countries, using the assessment of pupils with special needs for the implementation of appropriate education is being developed. This is mostly done through individual education programmes (other terms are in use in the different countries, for example, Individual Educational Plan). (p. 8)

Inclusive Education and Classroom Practice (2005): The curriculum can be geared to individual needs and additional support can be introduced adequately through the Individual Educational Plan (IEP). This IEP should fit within the normal curriculum. (p. 5)

Early Childhood Intervention (2005): The development of a written document (such as an Individual Plan, Individual Family Service Plan, or equivalent) prepared by professionals together with families, facilitates transparency and common agreement on the ECI process: planning of intervention, formulation of goals and responsibilities, evaluation of results. (p. 44)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): In all countries, different strategies for clearly linking on-going assessment procedures and a pupil's IEP (or similar) are being implemented. (p. 44)

Development of a set of indicators – for inclusive education in Europe (2009): Initial identification of a pupil's/student's needs is conducted from a holistic and primarily needs based view that links into not only teaching and learning, but also IEP development and review procedures. (p. 31)

Multicultural Diversity and Special Needs Education (2009): Individual Educational Plans developed and implemented for pupils with SEN and an immigrant background are considered a very important support measure. (p. 45)

[Also refer to: Special education across Europe (2003), p. 40, p. 68; p. 77; SNE in Europe: Provision in Post-Primary Education (2006), p. 72; p. 73; Young Views on Special Needs Education (2005), p. 64; Early Childhood Intervention (2005), p. 30; p. 31, p. 45; Individual Transition Plans (2006), p. 23; p. 24; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 43, p. 56; Young Voices: Meeting Diversity in Education (2008), p. 2, Development of a set of indicators – for inclusive education in Europe (2009), p. 39; Multicultural Diversity and Special Needs Education (2009), p. 40; p. 63; p. 69; p. 74]



Specific recommendation

Co-operative teaching where teachers take a team approach involving learners themselves, parents, peers, other school teachers and support staff, as well as multi-disciplinary team members as appropriate.

Inclusive Education and Classroom Practice (2005): Teachers need support from, and to be able to co-operate with, a range of colleagues within the school as well as professionals from outside the school. (p. 5)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Opportunities for teachers to work in teams, where there is the possibility for collaboration, joint planning and sharing experiences is a strategy for supporting inclusive practice in general and inclusive assessment practice specifically. (p. 52)

Young Voices: Meeting Diversity in Education (2008): Teachers need to be motivated, to be well informed about and understand our needs. They need to be well trained, ask us what we need and to be well co-ordinated among themselves during all the school years. (Young pupil's view, p. 2)

Multicultural Diversity and Special Needs Education (2009): School professionals have celebrated the openness of schools where teachers co-operate with one another and with organisations and professionals outside education. (p. 48)

[Also refer to: Special Education across Europe (2003), p. 36; p. 61; Special needs education in Europe: Thematic publication (2003), p. 52; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 18; Inclusive Education and Classroom Practice (2005), p. 16; p. 32; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 38; p. 52; p. 54; Development of a set of indicators – for inclusive education in Europe (2009), p. 25; Multicultural Diversity and Special Needs Education (2009), p. 46; p. 73]

Specific recommendation

Co-operative learning where learners help each other in different ways – including peer tutoring – within flexible and well-thought out learner groupings.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Findings suggest that co-operative learning approaches not only have positive outcomes, but also that they are relatively easy to implement. (p. 20)

Inclusive Education and Classroom Practice in Secondary Education (2005): The study appears to show that peer tutoring or co-operative learning is effective in both the cognitive and social-emotional areas of students' learning and development. In addition, there are no indications that the more able students suffer from such situations in terms of lacking new challenges or opportunities. (p. 17)

Multicultural Diversity and Special Needs Education (2009): ...more common activities with 'peer classes' might also facilitate their further transition to the mainstream class. Learning together creates a non-discriminatory climate in the 'bridge' classrooms and the school fulfils its role as the first contact point between cultures and countries. (pp. 60–61)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 19; Assessment in Inclusive Settings (2007), p. 25; p.49; Multicultural Diversity and Special Needs Education (2009), p. 57]



Specific recommendation

Collaborative problem solving involving systematic approaches to positive classroom management.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Collaborative problem solving refers to a systematic way of approaching undesirable behaviour in the classroom. This includes a set of clear class rules, agreed with all the students alongside appropriate incentives and disincentives for behaviour. (p. 21)

Findings from country reports and the international literature review show that the use of collaborative problem solving techniques decreases the amount and intensity of disturbances during lessons. (p. 21)

Inclusive Education and Classroom Practice in Secondary Education (2005): Findings from country reports and the international literature review show that the use of collaborative problem solving techniques decreases the amount and intensity of disturbances during lessons. (p. 18)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): A key element of such a policy (i.e. teacher training) is that training should focus upon assessment as problem solving and not assessment as identification of pupils' deficits and weaknesses, which may in effect be a barrier to inclusion. Training should be focussed upon using assessment to identify and develop strengths and abilities as a key tool for supporting pupils' learning. (p. 58)

[Also refer to: Special needs education in Europe: Thematic publication (2003), p. 46; Special education across Europe (2003), p. 34; Assessment in Inclusive Settings (2007), p. 42]

Specific recommendation

Heterogeneous grouping of learners and a differentiated approach to dealing with a diversity of learners' needs in the classroom. Such an approach involves structured goal setting, reviewing and recording, alternative routes for learning, flexible instruction and different ways of grouping for all learners.

Special Education across Europe (2003): Since the mid 1970s, the French educational system has undergone a series of changes which may be divided into three broad categories. First of all, within the legal and regulatory framework of the current French educational system, a wide range of diversified teaching methods for mainstream classes have been developed. This variety appears indispensable to deal with heterogeneous populations. (p. 43)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Co-operative teaching and learning, heterogeneous grouping and alternative ways of learning are specific aspects of successful inclusive practice that need to be examined, considered and studied within the HE sector. (p. 61)

Inclusive Education and Classroom Practice (2005): Heterogeneous grouping and a more differentiated approach to education are necessary and effective when dealing with a diversity of students in the classroom. (p. 20)

[Also refer to: Special education across Europe (2003), p. 117; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 22; Assessment in Inclusive Settings, (2007), p. 48; Young Voices: Meeting Diversity in Education (2008), p. 2; Development of a set of indicators – for inclusive education in Europe (2009), p. 29]



Specific recommendation

Effective teaching approaches based on targeted goals, alternative routes for learning, flexible instruction and the use of clear feedback to learners.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): The case studies highlight important effective education approaches as being: monitoring, assessment, evaluation and high expectations. All students benefit from these approaches, but this is particularly the case for students with SEN. Effective teaching approaches also contribute to the goal of decreasing the gap between students with and without SEN. An important consideration emerging from the country case studies is that the IEP should fit within the normal curriculum framework. (p. 23)

Inclusive Education and Classroom Practice (2005): The case studies highlight important effective education approaches as being: monitoring, assessment, evaluation and high expectations. All students benefit from these approaches, but this is particularly the case for students with SEN. Effective teaching approaches also contribute to the goal of decreasing the gap between students with and without SEN. (p. 21)

Multicultural Diversity and Special Needs Education (2009): A pupil with an immigrant background can progress in accordance with his/her own personal study programme instead of a syllabus organised by year group progression – this seems to be very effective especially with newly arrived pupils. This means flexibility in study time and content and also that the pupil is not forced to repeat a school year if he/she has not achieved all the goals of the year group. (p. 45)

[Also refer to: Young Views on Special Needs Education (2005), p. 68; Assessment in Inclusive Settings (2007), p. 43; Development of a set of indicators – for inclusive education in Europe (2009), p. 29; Multicultural Diversity and Special Needs Education (2009), p. 60]

Specific recommendation

Teacher assessment that supports learning and does not label or lead to negative consequences for learners. Assessment should take a holistic/ecological view that considers academic, behavioural, social and emotional aspects of learning and clearly informs next steps in the learning process.

Early Childhood Intervention (2005): Assessment needs to be process-oriented. It takes place as soon as the problem is detected and determines the necessary type of intervention in a dynamic way, together with the family ... The results of assessment must not be perceived as static or permanent – this can affect expectations and perceptions of professionals and families. It helps to formulate the goals, to plan and to determine the type of intervention required, which is to be evaluated afterwards. (p. 29)

Individual Transition Plans (2006): The portfolio should include an assessment of attitudes, knowledge, experience and the core (main) skills of the young person (e.g. academic, practical, daily living, leisure, self-determination and communication). (p. 15)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): ... developing holistic approaches to assessment that inform classroom practice and are not focussed upon the identification of pupil's weaknesses; including pupils and parents in the learning and assessment process.. Specialists in multi-disciplinary teams should ensure there is a balance between the need for effective and specific 'diagnosis' of an individual pupil's needs with the disadvantages of labelling and categorising the pupil as a result of diagnosis. (p. 56)



Multicultural Diversity and Special Needs Education (2009): To overcome this challenge, a holistic approach to assessment with concentration on the process of learning and development is considered crucial in assessing pupils with SEN and an immigrant background. (p. 49)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 79; Assessment in Inclusive Settings (2007), p. 23; p. 69; Development of a set of indicators – for inclusive education in Europe (2009), p. 30; p. 31; Multicultural Diversity and Special Needs Education (2009), p. 75]

EDUCATION AND TRAINING IN INCLUSIVE EDUCATION FOR ALL TEACHERS

For teachers to work effectively in inclusive settings, they need to have the appropriate values and attitudes, skills and competences, knowledge and understanding.

Specific recommendation

All teachers should be prepared to work in inclusive education in their initial training and then have access to further, in-service training later in their careers in order to develop the knowledge and skills to enhance their inclusive practice in inclusive settings.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Specific problem areas are perceived as being insufficient teacher training and less positive teacher attitudes. (p. 13)

Inclusive Education and Classroom Practice (2005): Specific problem areas are perceived as being insufficient teacher training and less positive teacher attitudes. Teacher attitudes are generally seen as decisive for achieving inclusive education and these attitudes depend heavily on their experience – specifically with students with SEN – their training, the support available and other conditions such as the class size and their workload. (p. 9)

Young Views on Special Needs Education (2005): ‘It is very important that we have professional teachers and support personnel. They need education and good training.’ (Young delegate’s view) (p. 64)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): The attitudes a mainstream class teacher holds in relation to inclusion, assessment and therefore inclusive assessment are crucial. Positive attitudes can be fostered by the provision of appropriate training, support, resources and practical experiences of successful inclusion. Teachers require access to such experiences to help them develop the necessary positive attitudes. (p. 52)

Development of a set of indicators – for inclusive education in Europe (2009): Teachers and other staff are supported to develop their knowledge, skills and attitudes regarding inclusion so they are prepared to meet all pupils/students’ needs in mainstream teaching. (p. 28)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 14; Individual Transition Plans (2006), p. 16; Assessment in Inclusive Settings (2007), p. 52; p. 54; p. 59; Multicultural Diversity and Special Needs Education (2009), p. 46; p. 47; p. 48; p. 74]

Specific recommendation

Training for inclusion involves the acquisition of knowledge and skills in differentiation and meeting diverse needs that allows a teacher to support individual learning in classrooms.

Special needs education in Europe: Thematic publication (2003): All countries refer to the fact that class teachers receive some form of compulsory training concerning pupils with special needs during the initial training. This must be seen as a positive impact on teachers’ responsibilities regarding pupils’ individual needs. It provides future teachers with a broader base of information and at least some kind of basic knowledge about the diversity of pupils’ needs which they may encounter later. (p. 30)



Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Teacher training should prepare teachers for using on-going assessment as a tool for their work. It should guide them in setting clear and concrete learning goals and using results of assessment as the basis for planning future learning experiences for all pupils. In particular, training should provide teachers with the information and tools to effectively develop the relationship between an IEP (or similar tool) and on-going assessment. (p. 52)

Development of a set of indicators – for inclusive education in Europe (2009): From the work of the Agency to date, it is evident that the current tendency in Europe is to develop policy aimed at inclusion of pupils/students in need of special educational support in mainstream schools, providing teachers with varying degrees of support in terms of supplementary staff, materials, in-service training and equipment. (p. 13)

[Also refer to: Young Views on Special Needs Education (2005), p. 64; Multicultural Diversity and Special Needs Education (2009), p. 75]

Specific recommendation

Training for inclusion involves the acquisition of knowledge and skills in working collaboratively with parents and families.

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Opportunities to involve pupils, parents and peers in on-going assessment should be planned and supported at the school, teaching team and individual class teacher levels. (p. 53)

Multicultural Diversity and Special Needs Education (2009): Most country reports emphasise the importance of collaboration between schools and families for the best and most balanced development and integration of pupils with an immigrant background within the educational community. (p. 39)

[Also refer to: Special Education across Europe (2003), p. 135; Special needs education in Europe: Thematic publication (2003), p. 51; SNE in Europe, Provision in Post-Primary Education (2006), p. 81; Assessment in Inclusive Settings (2007), p. 54; Multicultural Diversity and Special Needs Education (2009), p. 44]

Specific recommendation

Training for inclusion involves the acquisition of knowledge and skills in collaboration and teamwork that facilitates teachers working effectively in teams with other teachers as well as a range of educational and other service professionals working within and outside of the school.

Special Needs Education in Europe: Thematic publication (2003): Early intervention implies multi-disciplinarity: professionals from different disciplines are involved and need to work together. They might be related to different authorities: health, social services and education. Co-ordination and sharing of responsibilities is a must. (p. 54)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): It is often mentioned in country case studies of good practice that teachers are eager to learn from approaches used by other colleagues. (p. 18)

Inclusive Education and Classroom Practice (2005): Inclusion can be organised in several ways and on different levels, but essentially, it is the team of teachers who has to deal with an increasing diversity of student needs within their school and classes and has to adapt or prepare the curriculum in such a way that the needs of all students – those with SEN and their peers – are sufficiently met. (p. 15)



Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Opportunities for teachers to work in teams, where there is the possibility for collaboration, joint planning and sharing experiences is a strategy for supporting inclusive practice in general and inclusive assessment practice specifically. (p. 53)

Multicultural Diversity and Special Needs Education (2009): Collaboration between schools and services seemed too often to be informal. Professionals from schools indicated the need to increase co-operation with other types of organisations such as ethnic associations. They also highlighted the potential value offered by assistants with various ethnic and cultural backgrounds. This is not only for practical reasons – to avoid language barriers and facilitate communication with families – but also in order to better understand how different cultures perceive disabilities/SEN. (p. 68)

[Also refer to: Special needs education in Europe: Thematic publication (2003), p. 51; Special education across Europe (2003), p. 98–99; Individual Transition Plans (2006), p. 19, p. 20; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 55; Development of a set of indicators – for inclusive education in Europe (2009), p. 33; Multicultural Diversity and Special Needs Education (2009), pp. 37–38]

Specific recommendation

Teacher-training systems should provide opportunities for the training of specialised teachers in order to maintain and develop specialist resources for supporting all teachers in inclusive settings.

Special Needs Education in Europe: Thematic publication (2003): An adequate teacher training (in initial teacher training or through in-service) is an essential prerequisite for inclusion. (p. 14)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): At the same time, it is important to emphasise a number of improvements in many countries, such as increased availability of various training pathways as well as equal recognition of qualifications provided by either specialised or mainstream training institutions. (p. 85)

Young Views on Special Needs Education (2005): 'It is very important to have specialised teachers. Also it is important that knowledge and experience is built up in certain public schools.' (Young delegate's view) (p. 65)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): There is a potential risk that some educational policy makers and managers will interpret inclusion as meaning that specialist expertise should be de-emphasised and potentially de-valued. An inclusive system of assessment should integrate specialist expertise and approaches within the overall model of assessment. (p. 59)

Multicultural Diversity and Special Needs Education (2009): Such a policy would require that mainstream as well as special education teachers increase their knowledge and skills and take advantage of necessary training programmes in order to better understand and then deal in the most appropriate way with multicultural diversity. (p. 74)

[Also refer to: Special Education across Europe (2003), p. 87; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 57; Individual Transition Plans (2006), p. 17; Assessment in Inclusive Settings (2007), p. 52; Multicultural Diversity and Special Needs Education (2009), p. 46; p. 63]

Specific recommendation

Teacher-training systems should provide opportunities for shared training opportunities for professionals from different services and sectors in order to facilitate effective collaborative working.

Inclusive Education and Classroom Practice (2005): ... it was also recognised that teachers mainly learn and develop their practice as a result of input from significant key people in their immediate environment: the head teacher, colleagues and professionals in or around the school. (p. 12)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): For on-going assessment in inclusive settings to be most effective, it is therefore important that mainstream teachers have access to and support from multi-disciplinary specialists who can assist in making these links as necessary. (p. 24)

Multicultural Diversity and Special Needs Education (2009): Collaboration between schools and services seemed too often to be informal. Professionals from schools indicated the need to increase co-operation with other types of organisations such as ethnic associations. They also highlighted the potential value offered by assistants with various ethnic and cultural backgrounds. This is not only for practical reasons – to avoid language barriers and facilitate communication with families – but also in order to better understand how different cultures perceive disabilities/SEN. (p. 68)

[Also refer to: Special education across Europe (2003), p. 134; p. 137; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 15; p. 53; p. 85; Assessment in Inclusive Settings (2007), p. 42; Development of a set of indicators – for inclusive education in Europe (2009), p. 28; p. 29]

Specific recommendation

Teacher-training systems should provide opportunities for training for school/educational organisation leaders in developing their leadership skills and vision in line with the promotion of inclusive values and practice

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Negative perceptions and attitudes that have direct consequences on the success of students can be held by teaching as well as all staff working in HEIs. However, the attitudes of institutional leaders are likely to have the most direct impact. (p. 58)

Assessment in Inclusive Setting: Key Issues for Policy and Practice (2007): Teachers and school leaders require a view of inclusion that leads them to re-think and re-structure their teaching – including their assessment practice – in order to improve the education of all pupils. (p. 54)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), pp. 30–31; Inclusive Education and Classroom Practice in Secondary Education (2005), p. 29; p. 31; Multicultural Diversity and Special Needs Education (2009), p. 47]

Specific recommendation

Teacher-training systems should provide opportunities for training routes and possibilities for teacher trainers in inclusive education in order for them to deliver the initial and in-service teacher education programmes that promote quality in inclusive education.

Multicultural Diversity and Special Needs Education (2009): Finally, literature highlights the fact that in order to achieve this task and successfully take on the challenges faced by the



new school population, professionals need to be well trained. All analyses conducted on the educational situation of pupils with SEN and an immigrant background show the crucial importance of professionals' training in order to improve the assessment process, the quality of education provided and the co-operation with the families of pupils with SEN and an immigrant background. (p. 21)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): ... re-thinking the professional roles of teachers linked to new teacher training opportunities. (p. 33)

If teachers in mainstream classrooms are to implement inclusive assessment, then they should have the appropriate attitudes, training, support and resources ... [they require] ... Initial, in-service and specialist teacher training should aim to prepare mainstream class teachers for inclusive [practice]. (p. 50)

ORGANISATIONAL CULTURE AND ETHOS THAT PROMOTES INCLUSION

At the level of the school, or other educational organisation, a shared culture and ethos based upon positive attitudes towards welcoming a diversity of learners in classrooms and meeting diverse needs in education is crucial.

Specific recommendation

Such a shared culture includes all stakeholders: learners, their families, teachers and educational staff and the local community.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Many countries suggested that legislation alone will not change attitudes; work is also needed to raise awareness and provide examples of positive practice as a starting point for changing the culture of HEIs. Johnston (2003) cited by Hurst (2006) very clearly points out that: ... a law cannot guarantee what a culture cannot give. (p. 58)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): If mainstream schools are to implement inclusive assessment practice, then they should promote an 'inclusive culture', plan for inclusive assessment and be appropriately organised. (p. 53)

[Also refer to: Early Childhood Intervention (2005), p. 36; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 54]

Specific recommendation

Such a shared culture is guided by school/educational organisation leaders with a vision for inclusion that includes clear thinking regarding school development, accountability and responsibility for meeting a diverse range of needs.

Inclusive Education and Classroom Practice (2005): (In the UK) The principal is a very professional, skilled and visionary leader. He contributes to a good school ethos. (p. 29)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): The role of school leaders is paramount - they have the ultimate responsibility for developing inclusive assessment practice. The work of head teachers and school managers should be effectively supported by external agencies as well as regional and national level assessment policies. (p. 55)

[Also refer to: Multicultural Diversity and Special Needs Education (2009), p. 57]

Specific recommendation

Organisational cultures that are supportive of inclusion result in practice that avoids segregation in all forms and promotes a school for all, providing equality of educational opportunity for all learners.

Special Education across Europe (2003): Nowadays, a growing group of policy-makers, educators and parents think segregation in education has gone too far. (p. 86)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): The study also showed that inclusion in secondary schools is a reality: many countries have submitted reports which demonstrate that students with learning difficulties and other special needs can benefit from approaches within mainstream secondary schools. (p. 33)

Young Views on Special Needs Education (2005): During the Hearing, the young people



debated their education, the main challenges they have faced or are facing, the dichotomy of mainstream versus special education and their future. (p. 61)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Inclusive assessment explicitly aims to prevent segregation by avoiding – as far as possible – forms of labelling and by focussing on learning and teaching practice that promotes inclusion in a mainstream setting. (p. 49)

Development of a set of indicators – for inclusive education in Europe (2009): Rules/processes are established to respect equal opportunities, equal treatment and non-discrimination against all pupils/students without any exceptions. (p. 29)

Multicultural Diversity and Special Needs Education (2009): Schools should have adequate guidelines and resources in order to implement inclusive practice. The school should aim to avoid any admission and registration policy that promotes segregation. (p. 73)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 40; Assessment in Inclusive Settings (2007), p. 33; Young Voices: Meeting Diversity in Education (2008), p. 1; Development of a set of indicators – for inclusive education in Europe (2009), p. 32; Multicultural Diversity and Special Needs Education (2009), p. 74]

Specific recommendation

Organisational cultures that are supportive of inclusion result in a culture of teamwork and openness to partnership with parents as well as inter-disciplinary approaches.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Families also need to actively participate as they will become both advocates and support partners. (p. 78)

Multicultural Diversity and Special Needs Education (2009): Overall, families should be involved as partners. Studies on this topic insist that the whole family should be taken into account by schools, not only parents, but also siblings as well as grandparents and the extended family. (p. 21)

[Also refer to: Special education across Europe (2003), p. 36; Assessment in Inclusive Settings (2007), p. 55; p. 38; Multicultural Diversity and Special Needs Education (2009), p. 46; p. 63; p. 68]

Specific recommendation

Educational practice to meet a diverse range of needs is seen as an approach to developing quality education for all pupils generally, rather than as being focused upon specific groups.

Special Needs Education in Europe: Thematic publication (2003): Recent views on inclusion have stressed the fact that inclusion is in the first place an educational reform issue and not a placement issue. Inclusion starts from the right of all pupils to follow mainstream education. (p. 12)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): A main finding of the inclusive education and effective classroom practice in secondary education project was that what is good for students with special educational needs (SEN) is good for all students. Co-operative teaching and learning, heterogeneous grouping and



alternative ways of learning are specific aspects of successful inclusive practice that need to be examined, considered and studied within the HE sector. (p. 61)

Young Voices: Meeting Diversity in Education (2008): 'Inclusive education is mutually beneficial to us and to everyone.' (Young delegate's view) (p. 2)

Development of a set of indicators – for inclusive education in Europe (2009): Established rules for schools to provide learning opportunities for all pupils/students regardless of background or learning abilities. (p. 30)

Multicultural Diversity and Special Needs Education (2009): This is the reason why key European and international organisations have highlighted this issue and encouraged national authorities to support and provide high quality education for all pupils despite their origin and cultural situation. UNESCO (1994) has clearly expressed that: 'schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups'. (p. 7)

[Also refer to: Special Education across Europe (2003), p. 37; p. 52; Inclusive Education and Classroom Practice in Secondary Education (2005), p. 4; Assessment in Inclusive Settings (2007), p. 32; p. 55; Development of a set of indicators – for inclusive education in Europe (2009), p. 29].

SUPPORT STRUCTURES ORGANISED SO AS TO PROMOTE INCLUSION

Support structures that impact upon inclusive education are diverse and often involve a range of different service professionals, approaches and working methods. Established support structures can act as a support to, or as a barrier to inclusion.

Specific recommendation

Support structures that promote inclusive education are composed of a range of different specialist services, organisations and resource centres, and professionals that reflect local level needs. Support structures should be able to respond flexibly to a range of organisational, as well as individual professional and family level needs.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Although all countries have different ways of organising support, three main forms of organisation are apparent: contact person and co-ordinator working with issues relating to educational support and advice; support team, department or office; multi-disciplinary service with teams of tutors and advisors from different professional backgrounds. (p. 50)

Early Childhood Intervention (2005): Professionals from different disciplines need to know how to work together. Common further or in-service training should be organised in order for professionals to share common basic knowledge related to child development; specialised knowledge related to working methods, assessment, etc, and personal competences on how to work with families, in a team, with other services and on how to develop their personal abilities. (p. 46)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): For on-going assessment in inclusive settings to be most effective, it is therefore important that mainstream teachers have access to and support from multi-disciplinary specialists who can assist in making these links as necessary. (p. 24)

Development of a set of indicators – for inclusive education in Europe (2009): The key areas identified cover the main aspects of inclusive education and provide the content framework to identifying and defining policy requirements that may support or hinder the development of inclusive education within schools. (p. 22)

[Also refer to: Individual Transition Plans (2006), p. 26; p. 38; Young Voices: Meeting Diversity in Education (2008), p. 2; Development of a set of indicators – for inclusive education in Europe (2009), p. 28; p. 33; Multicultural Diversity and Special Needs Education (2009), p. 36; p. 74]

Specific recommendation

Support structures that promote inclusive education are co-ordinated both within and between different sectors (education, health, social services etc.) and teams of support personnel.

Early Childhood Intervention (2005): Professionals in charge of direct support to young children and their families belong to different disciplines (professions) and consequently have diverse backgrounds according to the service they are related to. Interdisciplinary work facilitates the exchange of information among team members. (p. 21)

Individual Transition Plans (2006): 'To my mind, the team responsible for creating [an] ITP should involve not only specialists (a special needs teacher, a teacher, a psychologist), but



also representatives of health care, social care, education field, employment field, etc.' (Parent's view) (p. 20)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Schools should work to ensure the provision of resources and flexibility in working procedures to facilitate collaboration, partnership and effective communication between teachers, parents, external support services and professionals involved in school inspection systems. (p. 55)

Multicultural Diversity and Special Needs Education (2009): Moreover, different practitioners are required to co-operate to meet the needs of pupils with SEN and an immigrant background; not only teachers, but also psychologists, support staff, health professionals, etc. (p. 22)

[Also refer to: Special Education across Europe (2003), p. 110; Special Needs Education in Europe: Provision in Post-Primary Education (2006), pp. 49–50; pp. 56–57; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 24; Multicultural Diversity and Special Needs Education (2009), p. 48, p. 55; p. 69; p. 75]

Specific recommendation

Support structures that promote inclusive education are co-ordinated so as to support in the best way possible successful transitions of all learners between different phases of their lifelong learning (pre-school, compulsory, post-compulsory and employment related education).

Special Needs Education in Europe: Thematic publication (2003): A good co-operation between early intervention services and the education ones needs to be ensured in order to guarantee a correct transition from early intervention to education. (p. 54)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Within the framework of the work developed by the Agency on this topic, it appears that transition to employment is part of a long and complex process, covering all phases in a person's life, which needs to be managed in the most appropriate way. 'A good life for all', as well as 'a good job for all' are the ultimate goals of a successful overall transition process. The types of provision, or the organisation of schools or other education locations should not interfere with or impede the achievement of such a process. Transition from school to employment should include the on-going participation of the young person, involvement of their family, co-ordination between all the services involved and close co-operation with the employment sector. (p. 68)

Development of a set of indicators – for inclusive education in Europe (2009): Appropriate funding is allocated to identify and respond to needs across the life stages (from pre-school to primary school to secondary school and university) and to support transition from one stage to another. (p. 22)

[Also refer to: Young Views on Special Needs Education (2005), p. 68; Individual Transition Plans (2006), p. 17; Young Voices: Meeting Diversity in Education (2008), p. 1; Multicultural Diversity and Special Needs Education (2009), p. 37]

Specific recommendation

Such support structures employ an inter-disciplinary approach that integrates the knowledge and perspectives of different areas of professional expertise in order to consider learners' needs holistically.



Early Childhood Intervention (2005): Different professionals from various disciplines are in charge of supporting young children and their families. Professionals cannot work in a compartmentalised way; they need to work together in an inter-disciplinary team. (p. 5)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Support and resources to meet a pupil's SEN are not solely dependant upon a 'formal' diagnosis and 'identification' decision being made. (p. 37)

Multicultural Diversity and Special Needs Education (2009): In order to overcome linguistic and cultural barriers and potentially biased results of standardised assessment procedures, a holistic approach focused upon the pupil's learning processes and development should be considered. (p. 75)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), pp. 50-51; Development of a set of indicators – for inclusive education in Europe (2009), p. 25]

Specific recommendation

Such support structures use a participatory approach that requires a change in the locus of control for support and input from support specialists. Decision-making regarding support not only involves, but also becomes increasingly led by mainstream class teachers, learners and their families, working in partnership with inter-disciplinary professionals. This requires a major attitudinal shift on the part of specialist professionals, as well as changes to their practice.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Families also need to actively participate as they will become both advocates and support partners. In order to do so, the family situation (cultural values as well as resources) needs to be taken into account by professionals. (p. 78)

Early Childhood Intervention (2005): A common trend highlighted by different countries, is the need to adapt professionals' tasks and work planning according to the family's needs and wishes, wherever services or provision are located. Professionals work 'with and in' the families, as much as necessary and as far as the family agrees. (p. 24)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Specialists from the various disciplines should take a participatory approach to their assessment work. This means working in full collaboration with the pupil, their family and their class teacher. (p. 56)

Multicultural Diversity and Special Needs Education (2009): ... a holistic approach to assessment with concentration on the process of learning and development is considered crucial in assessing pupils with SEN and an immigrant background. In many cases, the teachers use continuous assessment and dialogue with pupils and parents as assessment tools. ... In the assessment process the information derived from parents and the pupil him/herself is fundamental ... When further assessment is needed the school uses multi-professional assessment teams. (p. 49)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 81; Individual Transition Plans (2006), p. 26; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 29; p. 69; Development of a set of indicators – for inclusive education in Europe (2009), p. 29]

FLEXIBLE RESOURCING SYSTEMS THAT PROMOTE INCLUSION

Funding policies and structures remain one of the most significant factors determining inclusion. Limited or no access to certain facilities and provision may actually hinder inclusion and equality of opportunity for learners with SEN.

Specific recommendation

Mechanisms for the funding and resourcing of education that promote – rather than hinder – inclusion are guided by financing policies that are geared towards providing flexible, effective and efficient responses to learners' needs.

Special Needs Education in Europe: Thematic publication (2003): Quite a number of factors can be interpreted as barriers for inclusion. A few countries point out the importance of an appropriate funding system. They state that their funding system is not enhancing inclusive practices. (p. 14)

Inclusive Education and Classroom Practice (2005): (It is important to) ... provide flexible funding arrangements that facilitate inclusion (p. 30)

Young Views on Special Needs Education (2005); The provision of efficient and readily available educational support was also highlighted by the young people as an important pre-requisite for success in education. (p. 64)

Development of a set of indicators – for inclusive education in Europe (2009): Funding supports the provision of inclusive education to all pupils/students based on needs, abilities, strengths and interests. (p. 31)

[Also refer to: Special education across Europe (2003), p. 87; p. 137; Special Needs Education in Europe: Thematic publication (2003), p. 19; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 51; Young Views on Special Needs Education (2005), p. 62; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 33; Multicultural Diversity and Special Needs Education (2009), pp. 39–40]

Specific recommendation

Mechanisms for the funding and resourcing of education that promote – rather than hinder – inclusion are guided by financing policies that promote inter-sectoral collaboration from relevant services.

Individual Transition Plans (2006); Ensure that resources have been used effectively in order to guarantee this collaborative task is achieved. (p. 14)

Development of a set of indicators – for inclusive education in Europe (2009); Policy on financing fully promotes support from related services and [there is] necessary inter-sectoral collaboration:

- Efficient and effective co-operation among institutions (government departments, schools, health and social services).
- Professionals (psychologists, doctors, teachers, social workers and administrators, whether they are SEN specialists or not) work together.
- Adequate funding is allocated to cover the necessary professional networking activities. (p. 33)



Multicultural Diversity and Special Needs Education (2009): The importance of co-operation between the different sectors, levels and actors within the educational administration concerning the education of pupils with SEN and an immigrant background, is clearly mentioned in all country reports. Active inter-sector collaboration between educational, social and health services; between the sections of youth work, early childhood education and care, child welfare, health care, social work, etc., are considered a basic prerequisite. In practice, the lack of sufficient co-operation between the services involved seems to be one of the main obstacles to the efficiency of education for pupils with SEN and an immigrant background in many countries. (pp. 37–38)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 72; Early Childhood Intervention (2005), p. 35; Individual Transition Plans (2006), p. 39]

Specific recommendation

Mechanisms for the funding and resourcing of education that promote – rather than hinder – inclusion are guided by financing policies that ensure co-ordination between regional and national level funding structures.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): However, what teachers do in classrooms depends on their training, experiences, beliefs and attitudes as well as on the situation in class, school and factors outside the school (local and regional provision, policy, financing and so on). (p. 14)

Inclusive Education and Classroom Practice (2005): However, what teachers do in classrooms depends on their training, experiences, beliefs and attitudes as well as on the situation in class, school and factors outside the school (local and regional provision, policy, financing and so on). (p. 11)

Multicultural Diversity and Special Needs Education (2009): So, according to the educational legislation and regulations in most European countries, pupils with SEN and an immigrant background are entitled to the same kind of special needs education and are offered the same types of educational provision and services at national, regional or local level, as the pupils of the host country. (pp. 32–33)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 32]

Specific recommendation

Flexible resourcing systems can be seen to facilitate decentralised approaches to the allocation of resources that enable local organisations to support effective inclusive practice. Decentralised funding models are likely to be more cost-effective and more responsive to the needs of local populations.

Special Education across Europe (2003): The system's inclusion strategy should also be enhanced by the flexibility made possible by decentralised decision-making. (p. 44)

Special Needs Education in Europe: Thematic publication (2003): Inclusion appears to be achieved more easily with a decentralised model in comparison to a centralised approach ... Therefore, a decentralised model is likely to be more cost-effective and provide fewer opportunities for undesirable forms of strategic behaviour. (p. 25)

Development of a set of indicators – for inclusive education in Europe (2009): Resources can be managed flexibly at school and local levels (while ensuring sufficient centralised oversight and co-ordination to avoid unnecessary duplication). (p. 32)



[Also refer to: Individual Transition Plans (2006), p. 13]

Specific recommendation

Flexible resourcing systems can be seen to facilitate opportunities for financing preventative approaches in education, as well as effective support for learners identified as having specific needs.

Special education across Europe (2003): (In France) It is important to stress the fact that many pupils stand to benefit from preventive measures and special aids (without any involvement of medical and educational settings and services) whether at school or outside without a decision by a commission. (p. 46)

Individual Transition Plans (2006): Securing the resources and funding procedures required: it is essential to clarify and agree upon the estimation of costs and the funding responsibilities (how much it will cost and who will pay). (p. 33)

Multicultural Diversity and Special Needs Education (2009): To begin with, the principle of inclusive learning has been successfully achieved in many schools where pupils with SEN and an immigrant background attend a local school together with their peers. It needs to be underlined that this kind of success requires the provision of sufficient additional resources and support for pupils with SEN and an immigrant background. (p. 47)

Specific recommendation

Flexible resourcing systems can be seen to facilitate possibilities for resourcing inclusion work in schools or other educational organisations based on a range of factors and not solely based upon diagnosis of individual learners' needs. Such approaches provide flexibility in using financial resources according to identified organisational needs and requirements within the context of local or national policies.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Provide schools with the necessary resources to ensure that individual educational programmes are developed. In particular, teachers should have sufficient time and receive the necessary guidance for their tasks. (p. 73)

Individual Transition Plans (2006): At the policy level, policy makers should plan for the necessary resources (time and budget) for schools in order for them to implement work with the young person and their family. (p. 14)

Multicultural Diversity and Special Needs Education (2009): Analyses carried out in different European countries on this subject identify another major trend; individual people with SEN as well as individual people with an immigrant background are both considered by other people (social workers, school professionals, other pupils, etc.) as representatives of their groups. In other words, there seems to be a tendency for categorising and dealing with pupils with an immigrant background or pupils with SEN on the basis of preconceptions about the 'groups' they belong to. These preconceptions hide the real person, as the individual pupil becomes a symbol for the collective group and the group is associated with care and support (in the case of people with SEN) or with culture and religion (in the case of immigrants and ethnic minorities). (p. 19)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 82; Development of a set of indicators – for inclusive education in Europe (2009), p. 25]

POLICIES THAT PROMOTE INCLUSION

The promotion of quality in inclusive education requires a clearly stated policy. The goal of the school for all should be promoted in educational policies as well as supported via school ethos and leadership, as well as teachers' practice.

Specific recommendation

Policies that aim to promote quality in inclusive education take account of international level policies and initiatives.

Early Childhood Intervention (2005): The rationale behind this document corresponds to the need for further examination of this essential topic, developing the work already completed by the Agency in 1998. It is also in accordance with the main principles highlighted by key international organisations such as the United Nations (UN) and UNESCO, both of which have made their position in fighting for the rights of children and their families very clear... (p. 7)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): ... Highlight European level recommendations that emerge from the national level information. These are presented in the form of principles that appear to underpin assessment policy and practice that supports inclusion (p. 12)

Young Voices. Meeting Diversity in Education (2008): The Declaration is within the scope of previous official European and International documents in the field of special needs education such as: the 'Council Resolution concerning integration of children and young people with disabilities into ordinary systems of education' (EC, 1990); the 'Salamanca Statement and Framework for Action on Special Needs Education' (UNESCO, 1994); the 'Charter of Luxembourg' (Helios programme, 1996); the 'Council Resolution on equal opportunities for pupils and students with disabilities in education and training' (EC, 2003); the 'Convention on the Rights of Persons with Disabilities' (United Nations, 2006). (p. 1)

Development of a set of indicators – for inclusive education in Europe (2009): In consequence, the project aimed at developing a set of indicators from the areas of input/resources and from processes to be compatible with other national, European or international outcome indicators. (p. 17)

[Also refer to Development of a set of indicators – for inclusive education in Europe (2009), p. 27; Multicultural Diversity and Special Needs Education (2009), p. 12]

Specific recommendation

Policies that aim to promote quality in inclusive education are flexible enough to reflect local level needs.

Special Education across Europe (2003): There is a clear need to adapt national policies to varying regional circumstances. There is also a wish to have clear and closer communication with the responsible actors. (p. 141)

Early Childhood Intervention (2005): It should be taken into account that early childhood intervention policies are the common responsibility of families, professionals and policy makers at local, regional and national levels. (p. 47)

[Also refer to: Special Education across Europe (2003), p. 135; Multicultural Diversity and Special Needs Education (2009), p. 32; p. 35]



Specific recommendation

Policies that aim to promote quality in inclusive education maximise the factors supporting inclusion – as outlined above – for the individual learner and their parents at the teacher and educational organisation levels.

Early Childhood Intervention (2005): ECI policies should enhance the work to be jointly undertaken by professionals together with families, by defining ECI quality and evaluation criteria. (p. 42)

Multicultural Diversity and Special Needs Education (2009): Policy makers should ensure that principles such as full respect of human rights and equal opportunities, guaranteed by country law, are implemented. The main policy objectives are to fight against discrimination, racism and xenophobia, whilst raising awareness and supporting and extending positive practice at local and national level. Such positive practice should promote integrative and inclusive policies that are open to diversity, highlighting the educational values brought by all pupils, whatever origin or need they might have. (p. 73)

[Also refer to: Early Childhood Intervention (2005), p.47]

Specific recommendation

To implement inclusive education, the goals of the policy should be effectively communicated to all members of the educational community. Educational leaders at all levels – national, regional, community, as well as organisational – have an essential role in translating and implementing policy that promotes quality in inclusive education.

Early Childhood Intervention (2005): Policy measures might include developing regional and national ECI support centres, acting as a link across the policy, professional and user (family) levels. (p. 43)

Individual Transition Plans (2006): At the policy level, policy makers should promote and/or improve effectively co-ordinated policies between different services, avoiding the creation of new legislation that is in contradiction to or overlapping with existing legislation. (p. 13)

Multicultural Diversity and Special Needs Education (2009): Most country reports emphasise the importance of collaboration between schools and families for the best and most balanced development and integration of pupils with an immigrant background within the educational community. They also highlight the fact that this takes up a lot of time and more work is needed regarding the actual involvement of parents in the school activities. (p. 39)

[Also refer to: Special Needs Education in Europe: Thematic publication (2003), p. 54]

Specific recommendation

Policies that promote quality in inclusive education need to address attitudes towards learners with diverse needs, as well as propose action to meet their needs. Such policies outline teacher, school/educational organisation and support structure/service level responsibilities.

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): An approach to assessment in mainstream settings where policy and practice are designed to promote the learning of all pupils as far as possible. The overall goal of inclusive assessment is that all assessment policies and procedures should support and enhance the successful



inclusion and participation of all pupils vulnerable to exclusion, including those with SEN. (p. 47)

Individual Transition Plans (2006): At the policy level, policy makers should ensure more focussed control and evaluation of any 'facilitating' measures in favour of people with disabilities, such as quota systems, tax facilities, etc. and ensure effective functioning of services at national, regional and local levels. (p. 13)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Increasingly HEIs across Europe are making explicit, publicly available statements (i.e. through websites or prospectuses) regarding their policies and/or action plans for supporting students with SEN. (p. 48)

[Also refer to: Multicultural Diversity and Special Needs Education (2009), p. 74]

Specific recommendation

Such policies outline the support and training that will be provided for all stakeholders in order for these responsibilities to be fulfilled.

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Appropriate training for inclusive assessment practice should be made available for teachers and specialist support staff. There should be clear policies for initial training and continuing professional development that provides all staff involved in assessment with the relevant knowledge and skills for inclusive assessment. (p. 58)

Development of a set of indicators – for inclusive education in Europe (2009): From the work of the Agency to date, it is evident that the current tendency in Europe is to develop policy aimed at inclusion of pupils/students in need of special educational support in mainstream schools, providing teachers with varying degrees of support in terms of supplementary staff, materials, in-service training and equipment. (p. 13)

Specific recommendation

Policies for promoting inclusion and meeting individual learners' needs within all educational sectors are 'integrated' across sectors and services. Such policies should be multi-phase and trans-sectoral and actively encourage inter-sectoral co-operation ensuring that at national and local levels, policy makers from the educational, health and social sectors need to work co-operatively to devise policies and plans that will facilitate and actively support a inter-disciplinary approach in all phases of lifelong learning.

Early Childhood Intervention (2005): Policy measures should aim to support and ensure co-ordination of the education, social and health services involved. Overlapping or contradictory measures within or across the services should be avoided. (p. 42)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): All educational policies concerned with assessment – both general and SNE specific – should aim to promote inclusive assessment practice and take into account the needs of all pupils vulnerable to exclusion, including those with SEN. (p. 56)

Multicultural Diversity and Special Needs Education (2009): The importance of co-operation between the different sectors, levels and actors within the educational administration concerning the education of pupils with SEN and an immigrant background, is clearly mentioned in all country reports. (p. 37)

[Also refer to: Multicultural Diversity and Special Needs Education (2009), p. 36; p. 73]

Specific recommendation

Flexible frameworks of provision that support inclusive practice are applied to all sectors of educational provision. The inclusion of learners with diverse needs within the secondary sector, transition from school to employment phase, post compulsory, higher and adult education needs to be given the same degree of focus as within the pre-primary and primary sectors.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Across Europe, policy initiatives aimed at increasing the numbers of students entering and completing higher education are being implemented. (p. 37)

Special Needs Education in Europe: Thematic Publication vol. 2 (2006): The study also showed that inclusion in secondary schools is a reality: many countries have submitted reports which demonstrate that students with learning difficulties and other special needs can benefit from approaches within mainstream secondary schools. (p. 33)

Inclusive Education and Classroom Practice in Secondary Education (2005): Earlier European Agency studies suggest most countries agree that the topic of inclusion within secondary phase education is a main area of concern. (p. 9)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 15; Inclusive Education and Classroom Practice in Secondary Education (2005), p. 7]

Specific recommendation

Policies aim to facilitate sharing of good practice and support research and development for new educational approaches, methods and tools.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): The three co-ordinated tenets of anti-discrimination legislation, policies for promoting participation and support for research appear to be vital elements in establishing and then supporting access to HE based upon entitlements and not chance (HEAG Evaluation, 2002). However, with such rapid change and development in legislative terms in some countries, the need for an evaluation of impact of legislation should not be overlooked. (p. 60)

Assessment in Inclusive Setting: Key Issues for Policy and Practice (2007): Policy makers need to evaluate and then act upon the resource implications of policy designed to promote inclusive assessment. Teachers need the correct tools to carry out effective assessments, but policy makers should also fully consider the time and resource implications if teachers, schools and support staff are to effectively implement inclusive assessment. (p. 58)

Multicultural Diversity and Special Needs Education (2009): Policy makers should ensure that principles such as full respect of human rights and equal opportunities, guaranteed by country law, are implemented. The main policy objectives are to fight against discrimination, racism and xenophobia, whilst raising awareness and supporting and extending positive practice at local and national level. Such positive practice should promote integrative and inclusive policies that are open to diversity, highlighting the educational values brought by all pupils, whatever origin or need they might have. (p. 73)



Specific recommendation

Whilst in the short term there should be a recognisable separate action plan or strategy for inclusive education within general policies, in the long term, inclusion in education should be 'a given' within all educational policies and strategies.

Special Education Across Europe (2003): These have been major steps towards including pupils with disabilities into our society. Living and learning in a community are the foundations of human coexistence. Inclusion is not only an act of humanity, but also an integral feature of a fair and open society. (p. 11)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Inclusive assessment can be considered to be an important aim for all educational policy makers and practitioners. However, inclusive assessment can only be realised within an appropriate policy framework and with the appropriate organisation of schools and support to teachers who themselves need to have a positive attitude towards inclusion. (p. 50)

Multicultural Diversity and Special Needs Education (2009): Consequently, within the framework of the general education policy, in most European countries pupils with an immigrant background have the same rights to pre-primary, compulsory and upper-secondary education as the pupils of the host country. In other words, the same educational legislation and regulations apply to all pupils including pupils with an immigrant background. (p. 32)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 40; Multicultural Diversity and Special Needs Education (2009), p. 72; p. 47]

Specific recommendation

Arrangements for monitoring the implementation of policies should be agreed upon at the policy planning stage. This involves identifying suitable indicators to be used as a tool for monitoring developments in policy and practice.

Special Education across Europe (2003): Monitoring and evaluation procedures must be developed and, in general, the issue of accountability still has to be addressed within the framework of special needs education. (p. 139)

Special Needs Education in Europe: Thematic publication (2003): ... it is extremely important to monitor and evaluate the development of pupils with special needs, for example to increase the fit between needs and provision. Furthermore, parents need to be informed on how their child progresses. (p. 16)

Development of a set of indicators – for inclusive education in Europe (2009): Based upon the project goal of providing a set of indicators for monitoring policy conditions in the Agency, the project experts identified as a first step all areas that need further attention during the process of indicator development. Each area was then divided into relevant requirements that essentially represent quality of policy in the respective area. Finally, indicators were developed that help to identify favourable policy conditions for inclusive education. A final step – which was not planned to take place within the context of the project, but in scheduled follow-up work – is to identify one or more specific indicators per indicator, facilitating measurements and comparisons either with earlier measurements, or the data from other countries. (p. 22)

[Also refer to: Development of a set of indicators – for inclusive education in Europe (2009), p. 10; p. 11]



Specific recommendation

Promoting partnerships between schools, local policy makers and parents to ensure greater accountability for the services provided.

Individual Transition Plans (2006): At the policy level, policy makers should ensure practical measures for co-operation between services, as well as ensure follow-up of this co-operation. (p. 15)

Development of a set of indicators – for inclusive education in Europe (2009): Legislation on education fully addresses the issues of monitoring and accountability for all educational institutions and pupils/ students. (p. 26)

[Also refer to: Development of a set of indicators – for inclusive education in Europe (2009), p. 33]

Specific recommendation

Establishing procedures for the evaluation of the quality of provision for all learners in the educational system.

Early Childhood Intervention (2005): ECI policies should enhance the work to be jointly undertaken by professionals together with families, by defining ECI quality and evaluation criteria. (p. 42)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): There should be the development and implementation of a whole school plan or policy for assessment of all pupils, including those with SEN. This plan should consider methods for assessment, reporting and monitoring of pupils' progress as well as overall programme evaluation procedures. (p. 53)

[Also refer to: Early Childhood Intervention (2005), p. 44; Development of a set of indicators – for inclusive education in Europe (2009), p. 27; p. 28; p. 38]

Specific recommendation

Evaluating the effect of policies in relation to their impact upon equality of opportunity for all learners.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): The case studies highlight important effective education approaches as being: monitoring, assessment, evaluation and high expectations. All students benefit from these approaches, but this is particularly the case for students with SEN. (p. 23)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Policy makers need to evaluate and then act upon the resource implications of policy designed to promote inclusive assessment. (p. 58)

LEGISLATION THAT PROMOTES INCLUSION

All legislation that potentially impacts upon inclusive education within a country should clearly state inclusion as a goal. Consequently, legislation across all public sectors should lead to the provision of services that enhance developments and processes working towards inclusion in education.

Specific recommendation

There should be 'integrated' legislation across sectors leading to consistency between inclusive education and other policy initiatives.

Special Education across Europe (2003): If a country advocates inclusion, then legislation and especially financial regulations have to be adapted to this goal. (p. 19)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Promote and/or effectively improve co-ordinated policies between different services, avoiding creating new legislation that is in contradiction to or overlapping with existing legislation. (p. 71)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): All educational policies concerned with assessment – both general and SNE specific – should aim to promote inclusive assessment practice and take into account the needs of all pupils vulnerable to exclusion, including those with SEN. (p. 56)

Development of a set of indicators – for inclusive education in Europe (2009): Legislation can also be understood as the system that unites more specific policies in a coherent way to ensure that the individual policy goals can actually be reached once the policy is implemented into practice. The focus is therefore more on the inter-relatedness of policies, the consistency of different policy initiatives and the sustainability of policy initiatives. (p. 17)

Multicultural Diversity and Special Needs Education (2009): In line with general educational policy, the country reports clearly indicate that the range of provision offered to pupils with SEN applies also to pupils with SEN and an immigrant background. So, according to the educational legislation and regulations in most European countries, pupils with SEN and an immigrant background are entitled to the same kind of special needs education and are offered the same types of educational provision and services at national, regional or local level, as the pupils of the host country. Pupils with SEN and an immigrant background receive the same services as other pupils in most of the countries reported here. (pp. 32–33)

[Also refer to: Early Childhood Intervention (2005), pp. 45–46; Development of a set of indicators – for inclusive education in Europe (2009), p. 24; p. 27]

Specific recommendation

There should be one legal framework covering inclusive education in all educational sectors and levels.

Individual Transition Plans (2006): Promote and/or improve effectively co-ordinated policies between different services, avoiding the creation of new legislation that is in contradiction to or overlapping with existing legislation. (p. 13)



Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Educational policies that aim to promote inclusive assessment practice should exist within a broad context of legislation, financing and resourcing that supports inclusion. Assessment policies should be clearly linked to broader policies on SEN and inclusion. (p. 57)

Development of a set of indicators – for inclusive education in Europe (2009): Consistency across different national laws (e.g. anti-discrimination law, education law, disability laws, children’s rights law, etc.). (p. 27)

Multicultural Diversity and Special Needs Education (2009): According to the level and extent of decentralisation of the education system in the different countries, the distribution of responsibilities is based on the main principle that the Ministry concerned defines the national goals for education, while central or federal authorities, municipalities and schools are responsible for ensuring that educational activities are implemented in relation to the legislative framework and that the national or federal goals are achieved. (p. 36)

[Also refer to: Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 84]

Specific recommendation

There should be comprehensive and co-ordinated legislation for inclusive education that fully addresses issues of flexibility, diversity and equity in all educational institutions for all learners. It ensures that policy, provision and support are consistent across geographical areas of a country/region. Such legislation is based upon a ‘rights approach’ where individual learners (along with their families or carers as is appropriate) can access mainstream education and necessary support services within all levels.

Special Needs Education in Europe: Thematic publication (2003): All countries try to provide the best possible education for their pupils according to their individual situation and are fully committed to equal opportunities and quality of education for all pupils. (p. 55)

Special Needs Education in Europe: Provision in Post-Primary Education (2006): All countries indicated that there was some form of legislation that protected the rights and entitlements of students with SEN in terms of their access to and within HE as well as support during their studies. (p. 42)

Early Childhood Intervention (2005): The following recommendations are based on the principle that early childhood intervention is a right for all children and families in need of support. (p. 42)

Young Voices: Meeting Diversity in Education (2008): The Young People agreed on their RIGHTS: ‘We have the right to be respected and not to be discriminated against. We do not want sympathy; we want to be respected as future adults who will have to live and work in a normal environment. We have the right to the same opportunities as everyone else, but with the necessary support to meet our needs. No one’s needs should be ignored. We have the right to make our own decisions and choices. Our voice needs to be heard. We have the right to live independently. We also want to have a family and we want to have a house adapted to our needs. Many of us want to have the possibility to study at a university. We also want to work and we do not want to be separated from other people without disabilities. Everyone in society needs to be aware of, understand and respect our rights.’(Young delegates’ views) (p. 1)

Multicultural Diversity and Special Needs Education (2009): Consequently, within the framework of the general education policy, in most European countries pupils with an immigrant background have the same rights to pre-primary, compulsory and upper-



secondary education as the pupils of the host country. In other words, the same educational legislation and regulations apply to all pupils including pupils with an immigrant background. (p. 32)

[Also refer to: Special Education across Europe (2003), p. 20; Special Needs Education in Europe: Provision in Post-Primary Education (2006), p. 59; p. 62; Young Voices: Meeting Diversity in Education (2008), pp. 65–66; Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007), p. 16; p. 33; p. 41; Multicultural Diversity and Special Needs Education (2009), p. 72]

Specific recommendation

There should be the alignment of national legislation with international agreements and statements concerning inclusion.

Special Needs Education in Europe: Provision in Post-Primary Education (2006): Across Europe, policy initiatives aimed at increasing the numbers of students entering and completing higher education are being implemented. These can be seen at the European level within the Council of Education Ministers' statements regarding participation within Higher Education as part of the 2010 Objectives for Education in Europe (2004). (p. 37)

Assessment in Inclusive Settings: Key Issues for Policy and Practice (2007): Within the meetings with project experts, it was agreed that the UNESCO (1994) Salamanca Statement regarding inclusive education would be a guiding principle: Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (p. 15)

Development of a set of indicators – for inclusive education in Europe (2009): In this and other Agency projects, the UNESCO (1994) Salamanca Statement (UNESCO, 1994) regarding inclusive education has been the guiding principle: 'Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.' (p. 14)

[Also refer to: Individual Transition Plans (2006), p. 11; Multicultural Diversity and Special Needs Education (2009), p. 32]

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