

Publications Order Form



This form presents a selection of Agency publications. Both these and older publications can be freely downloaded from the Publications section of the Agency website: www.european-agency.org/resources/publications

The full versions of the publications are available for download at the links listed. All publications are in English, with some available in up to 25 European languages.

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

About Us (2020)

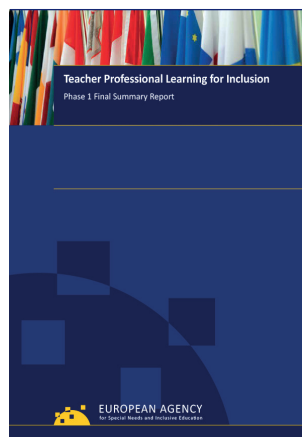


This flyer describes the Agency and its history. It outlines what the Agency does and how it works and gives an overview of its organisational structure.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/european-agency-about-us

Teacher Professional Learning for Inclusion



Phase 1 Final Summary Report (2020)

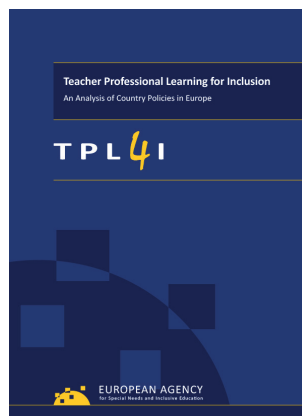
Phase 1 of the Teacher Professional Learning for Inclusion (TPL4I) project focused on policies that affect teacher professional learning (TPL) for inclusion. It aimed to identify the essential policy elements to ensure that all teachers are prepared for inclusive education.

This report presents all phase 1 findings. It sets out the elements of a policy framework for TPL for inclusion. It describes trends and key issues in TPL for inclusion policies in 26 European countries. It relates the findings to previous Agency work and suggests a broader use of the *Profile of Inclusive Teachers*.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/TPL4I-final-summary-report

An Analysis of Country Policies in Europe (2020)

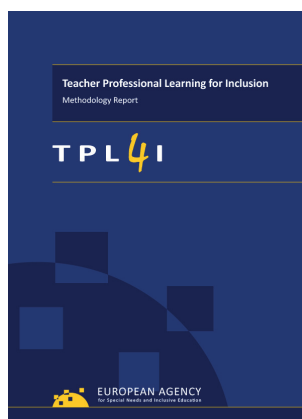


This report is the main output of phase 1 of the TPL4I project. It analyses TPL for inclusion policies in 26 European countries. It illustrates how TPL for inclusion policy is implemented and identifies key issues and challenges for policy-makers and providers of TPL for inclusion. It offers recommendations for future policy development on TPL for inclusion.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/TPL4I-synthesis

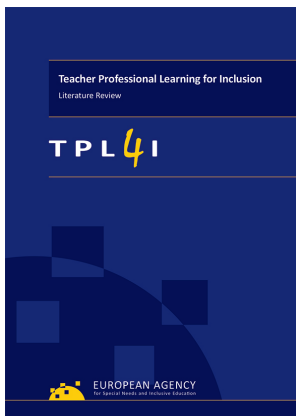
Methodology Report (2020)



This report describes the project rationale and all steps taken in phase 1 of TPL4I. It outlines the development of the various project outputs and gives an overview of all participating countries and activities. It describes the policy analysis approach and discusses the possible use of the overall project findings.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/TPL4I-methodology

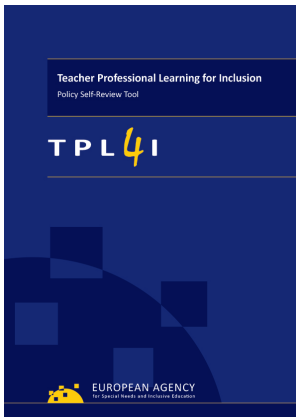


Literature Review (2019)

This report examines what European and international policy documents and research literature on TPL say about current TPL policy priorities. It explores national policy frameworks for TPL in Agency member countries. It considers the policy elements or frameworks needed to prepare all teachers to include all learners. It also outlines which TPL policy priorities need further investigation at the European level.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/TPL4I-literature-review

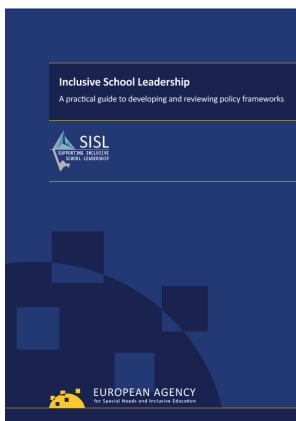


Policy Self-Review Tool (2019)

This self-review tool developed from a mapping grid used to gather and categorise Agency member countries' policy information on TPL for inclusion. It indicates different policy priorities that address elements for developing policy to support TPL for inclusion. It is an open-source tool that policy-makers can use to review policy on TPL for inclusion.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/TPL4I-policy-self-review-tool



Supporting Inclusive School Leadership

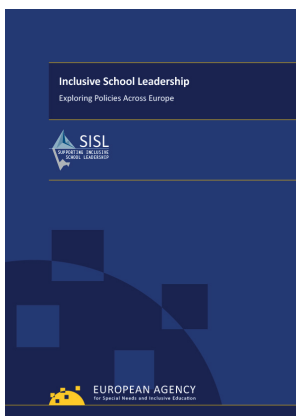
Inclusive School Leadership: A practical guide to developing and reviewing policy frameworks (2020)

The Supporting Inclusive School Leadership (SISL) project investigates how to effectively develop and promote inclusive school-level leadership.

The policy framework is an open-source document for policy- and decision-makers at all education system levels. It aims to contribute to and offer a basis for developing new policies aimed at leadership practice, support the review and further development of existing policies and policy frameworks, and spark self-reflection.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/SISL-policy-framework



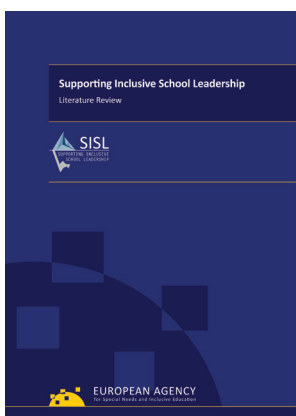
Inclusive School Leadership: Exploring Policies Across Europe (2019)

This synthesis report brings together the findings of all activities from phase 1 of the SISL project. Its target audience is policy-makers responsible for implementing inclusive education in schools.

It reflects on how the phase 1 outcomes address the key project questions on policy frameworks, essential competences of inclusive school leadership and professional development opportunities. It provides the outlook for phase 2 of SISL.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/inclusive-school-leadership-synthesis



Literature Review (2018)

The Literature Review examines European and international literature to identify key concepts underpinning policy and practice for inclusive school leadership. It establishes operational definitions of key terms and concepts used in the project.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/supporting-inclusive-school-leadership-literature-review



Policy Review (2018)

The Policy Review summarises recent international and European-level policy documents that are relevant to school leadership. This work, along with the Literature Review, informed the development of a conceptual framework for the SISL project.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/supporting-inclusive-school-leadership-policy-review



European Agency Statistics on Inclusive Education

Out-of-School and Out-of-Data? Out-of-School Learners in the European Agency Statistics on Inclusive Education (2020)

The European Agency Statistics on Inclusive Education (EASIE) is the Agency's data collection exercise. It aims to inform learner rights and education system quality and effectiveness issues.

This conceptual working paper explores data collection on out-of-school learners in the EASIE work. It indicates potential key messages and implications for future EASIE work, based on findings from desk research and a country survey. It also identifies possible ways forward for the annual EASIE data collection.

The **Out-of-School Country Survey Results** and **Out-of-School Learners: Background Information Report** supplement the conceptual working paper.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/EASIE-Out-of-School



2018, 2016 and 2014 Dataset Cross-Country Reports (2020, 2018 and 2017)

These reports present the analysis of the 2018, 2016 and 2014 EASIE datasets. They cover data relating to 17 indicators based on three areas of country data: population and enrolment; age samples; learners with an official decision of special educational needs (SEN).

The 2018 dataset covers the 2016/2017 school year, the 2016 dataset covers the 2014/2015 school year and the 2014 dataset covers the 2012/2013 school year.

Available in English. Format: electronic.

2018 dataset report:

www.european-agency.org/resources/publications/european-agency-statistics-inclusive-education-2018-dataset-cross-country

2016 dataset report:

www.european-agency.org/resources/publications/european-agency-statistics-inclusive-education-2016-dataset-cross-country

2014 dataset report:

www.european-agency.org/resources/publications/european-agency-statistics-inclusive-education-2014-dataset-cross-country



Key Messages and Findings (2014 / 2016) (2018)

This report provides an overarching 'interpretation' of the 2014 and 2016 EASIE datasets. It presents key messages emerging from the EASIE work and the main findings in relation to five equity issues.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/EASIE-key-messages-findings-2014-2016

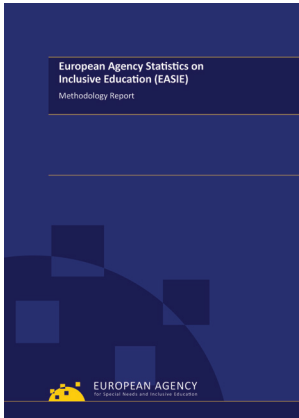


Methodology Reports (2018 and 2016)

These Methodology Reports put the EASIE work in context. They explain what has been done, how and why. They outline:

- the conceptual basis for Agency data collection work;
- a timeline of Agency data collection activities since 1999;
- the basis and working procedures for EASIE;
- the quantitative and qualitative data collection methods;
- the data analysis and interpretation framework.

The 2018 Methodology Report describes the data collection exercise for the 2016/2017 school year. The 2016 report describes the data collection exercises for the 2012/2013 and 2014/2015 school years.



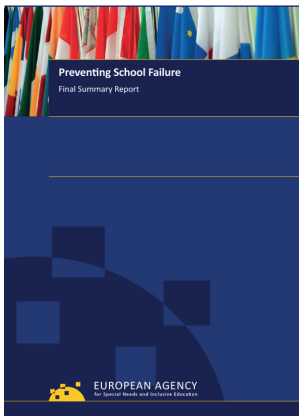
Available in English. Format: print and electronic.

2018 report:

www.european-agency.org/resources/publications/EASIE-methodology-report-updated-2018

2016 report:

www.european-agency.org/data/outputs#Methodology



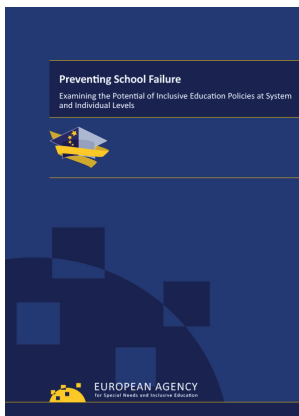
Preventing School Failure

Final Summary Report (2020)

The Preventing School Failure (PSF) project examined the evidence to suggest that inclusive education policies have the potential to prevent school failure. This report describes the project conceptual framework, sets out the project findings and presents key policy actions to prevent school failure.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/preventing-school-failure-final-summary-report



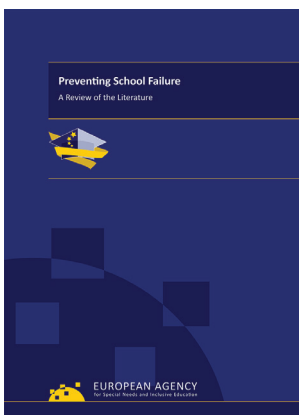
Examining the Potential of Inclusive Education Policies at System and Individual Levels (2019)

This synthesis report outlines the PSF project's main findings and gives a comprehensive overview of the issue of school failure.

It presents information on the international and European policy context and the PSF literature review findings. It analyses key policies and measures in 14 Agency member countries. Finally, it highlights key policy actions to prevent school failure.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/preventing-school-failure-synthesis-report



A Review of the Literature (2019)

This literature review gives an overview of European and international research on the prevention of school failure in relation to inclusive education. It aims to identify ways that inclusive education can prevent school failure. The review identifies key concepts and themes underpinning policy and practice for preventing school failure. Its findings inform and complement the development of the project synthesis report.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/preventing-school-failure-literature-review

Changing Role of Specialist Provision in Supporting Inclusive Education: Mapping Specialist Provision Approaches in European Countries (2019)

Changing Role of Specialist Provision in Supporting Inclusive Education
Mapping Specialist Provision Approaches in European Countries



EUROPEAN AGENCY
for Special Needs and Inclusive Education

The Changing Role of Specialist Provision in Supporting Inclusive Education (CROSP) project focuses on the re-organisation of specialist, separate provision and the perceived shift in the role of such provision to support the right to inclusive education for all learners.

This synthesis report is the outcome of phase 1 of CROSP. It describes the situation and trends in Agency member countries in relation to specialist provision. It gives an overview of the development of specialist provision for meeting learners' rights to inclusive education. The findings provide the basis for further analysis during phase 2 of CROSP.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/CROSP-synthesis

Legislation Updates (2019)

Legislation Updates
2019

EUROPEAN AGENCY
for Special Needs and Inclusive Education

This document presents information on new laws and policies for special needs and/or inclusive education that Agency member countries have introduced. Information is available for the following countries: Estonia, France, Greece, Italy, Malta, Portugal, Sweden and United Kingdom (Northern Ireland).

Available in English. Format: electronic.

www.european-agency.org/resources/publications/legislation-updates-2019

Analysis Framework for Mapping Inclusive Education Policies (2018)

Analysis Framework for Mapping
Inclusive Education Policies

EUROPEAN AGENCY
for Special Needs and Inclusive Education

This analysis framework can be used to systematically record documentary evidence on country policies for inclusive education in a highly structured way. It has developed from different aspects of the Agency's policy analysis work.

Notably, this framework has been used within some of the European Commission Structural Reform Support Programme activities. It has the potential to be further developed and used in other policy analysis work.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/analysis-framework-mapping-inclusive-education-policies

Promoting Common Values and Inclusive Education: Reflections and Messages (2018)

Promoting Common Values and Inclusive
Education
Reflections and Messages



EUROPEAN AGENCY
for Special Needs and Inclusive Education

This report presents the results of an event organised by the Agency and the Bulgarian Presidency of the Council of the European Union in 2018. It builds upon the *Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching* and the *Council conclusions on moving towards a vision of a European Education Area*.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/promoting-common-values-and-inclusive-education-reflections-and-messages

Financing Policies for Inclusive Education Systems

Financing Policies for Inclusive
Education Systems
Policy Guidance Framework



EUROPEAN AGENCY
for Special Needs and Inclusive Education

Policy Guidance Framework (2018)

The Policy Guidance Framework was developed through the Financing Policies for Inclusive Education Systems (FPIES) project. It focuses on the **what** and **why** of financing inclusive education systems that apply across all member countries. The target audience is policy-makers for inclusive education working at different system levels.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-policy-guidance-framework



Financing Policy Self-Review Tool (2018)

The Self-Review Tool is a starting point for self-reflection to support countries in identifying, discussing and considering the **how** and **when** of financing. It is aimed at policy-makers who develop and implement policies for inclusive education at national, regional or local levels. It is open-source and can be adapted to meet specific country or local situations as needed.

Available in 25 languages. Format: electronic.

www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-self-review-tool



Resourcing Levers to Reduce Disparity in Education (2018)

This synthesis report highlights key levers to reduce disparity in education through efficient, cost-effective and equitable funding mechanisms. It examines topics that connect funding mechanisms for inclusive education systems to four resourcing issues: preventing exclusionary strategies; motivating schools' social responsibility towards inclusive education; ensuring innovative, flexible learning environments through capacity-building; developing transparent and accountable inclusive education systems.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/fpies-synthesis-report



Final Summary Report (2018)

This report is based on the analysis presented in the synthesis report.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-final-summary-report



Project Conceptual Framework (2018)

This Conceptual Framework outlines the theoretical basis for the FPIES project, aiming to:

- synthesise the research knowledge base in relation to financing inclusive education;
- identify European policy-makers' priorities for examining financing policies and mechanisms;
- identify factors that policy-makers consider to constitute innovation in policy development;
- provide an analytical framework for the project methodology.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/financing-policies-inclusive-education-systems-project-conceptual-framework



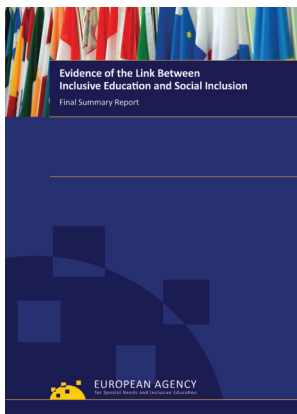
Evidence of the Link Between Inclusive Education and Social Inclusion

A Review of the Literature (2018)

The literature review examines the link between inclusive education and the social inclusion of people with disabilities. It presents evidence of this link in the areas of education, employment and living in the community. It highlights patterns in a dataset of peer-reviewed papers and identifies factors that promote and that hinder social inclusion. It is particularly aimed at policy-makers wishing to develop evidence-based policies in relation to inclusive education.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/evidence-literature-review

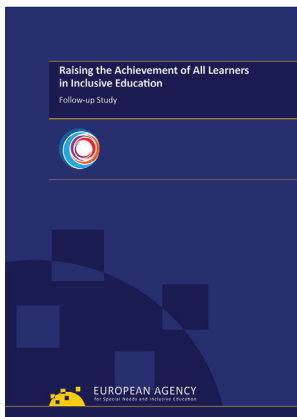


Final Summary Report (2018)

This report outlines the literature review's main findings. It presents the key policy messages and considerations.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/evidence-link-between-inclusive-education-and-social-inclusion-final-summary



Raising the Achievement of All Learners in Inclusive Education

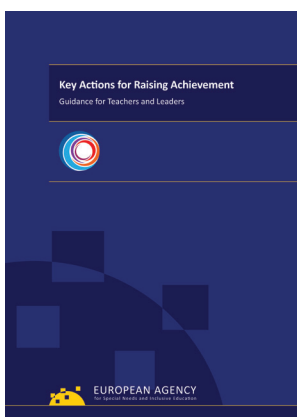
Follow-up Study (2019)

The Raising the Achievement of All Learners in Inclusive Education project (2014–2017) aimed to provide evidence of effective practice in raising achievement and building capacity to meet diverse learner needs.

Three learning communities (LCs) took part in the project practical work. In late 2018, an independent consultant visited the LCs to assess the project's longer-term impact. This report outlines work designed to follow up on the Raising Achievement project. It describes the purpose of the follow-up study, its methodology and the main changes to policy and practice that may be attributed to the project. It highlights key learning points for different stakeholder groups.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/raising-achievement-follow-up

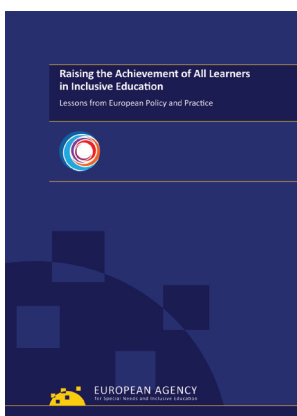


Key Actions for Raising Achievement: Guidance for Teachers and Leaders (2018)

This guidance provides materials from the Raising the Achievement of All Learners in Inclusive Education project. It supports schools to focus on equity and inclusion in order to provide a quality education and raise the achievement of all learners.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/key-actions-raising-achievement-guidance-teachers-and-leaders



Lessons from European Policy and Practice (2017)

This report is a synthesis of country information and findings from the Raising Achievement project's practical work. It discusses the challenges that participating countries face in raising achievement, based on recent literature and project work. It offers recommendations to enhance countries' efforts to ensure inclusion, equity and excellence in their education systems.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/raising-achievement-all-learners-project-overview

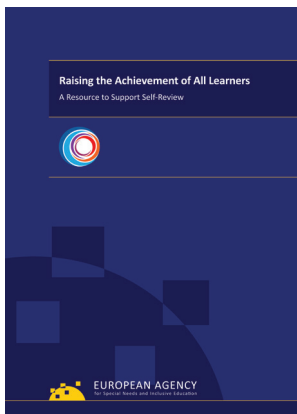


Final Summary Report (2017)

This report presents an overview of the Raising Achievement project. Aimed especially at policy-makers, the report gives information on the project background, findings, recommendations and outputs.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/raising-achievement-all-learners-inclusive-education-final-summary-report

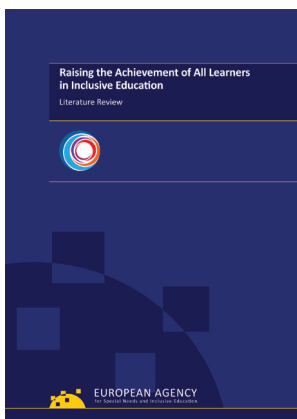


A Resource to Support Self-Review (2017)

This resource focuses on school self-review in on-going school improvement activities. It is an open educational resource that can be adapted to local needs. It presents a holistic model to support review activities: the Ecosystem of Support for Inclusive Education, which highlights connections between national policy and processes and structures at all other levels.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/raising-achievement-all-learners-self-review



Literature Review (2016)

The Raising Achievement project aimed to provide evidence of effective practice in raising achievement by building capacity to include and support all learners. This literature review provides information to support the development of evidence-based strategies and promote innovation in schools. It considers previous European-level work and presents the current state of knowledge.

Available in English. Format: print and electronic.

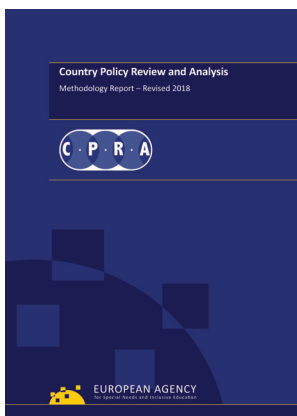
www.european-agency.org/resources/publications/raising-achievement-all-learners-inclusive-education-literature-review



Country Policy Review and Analysis: Methodology Reports (2018 and 2016)

These reports present the methodology and materials developed within the Country Policy Review and Analysis (CPRA) activities. CPRA aids country reflection on the development of policy for inclusive education. It analyses the available information about current country policy for inclusive education. It offers individualised country information, providing countries with a reflection on their current policy frameworks for inclusive education and recommendations for priorities to be addressed.

The 2016 report focuses on the pilot phase. The 2018 version presents an update to the 2016 report. It covers three phases of CPRA, involving the following countries: Belgium (French community), Cyprus, Czech Republic, Estonia, France, Greece, Hungary, Italy, Latvia, Lithuania, Malta, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, United Kingdom (England), United Kingdom (Scotland).



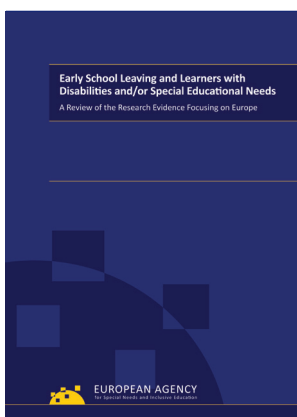
Available in English. Format: print and electronic.

2018 report:

www.european-agency.org/resources/publications/country-policy-review-and-analysis-methodology-report-revised-2018

2016 report:

www.european-agency.org/resources/publications/country-policy-review-and-analysis-methodology-report



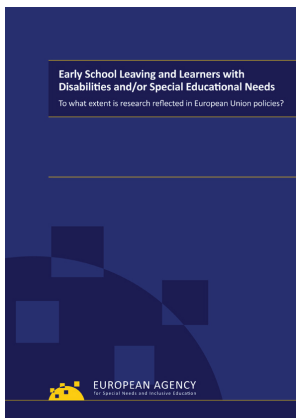
Early School Leaving and Learners with Disabilities and/or Special Educational Needs

A Review of the Research Evidence Focusing on Europe (2016)

This review of research on Early School Leaving (ESL) in Europe particularly focuses on young people with disabilities and/or SEN. It examines published material available in English relating to the situation in European countries. This is supplemented by literature from other parts of the world.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/early-school-leaving-and-learners-disabilities-and-or-special-educational-0



To what extent is research reflected in European Union policies? (2017)

This report summarises the key research literature on learners with disabilities and/or SEN regarding ESL. It is based on the findings of *A Review of the Research Evidence Focusing on Europe*. It compares the findings to the positions adopted by European Union policy documents and makes recommendations on how policy-makers might better tackle ESL.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/early-school-leaving-and-learners-disabilities-and-or-special-educational

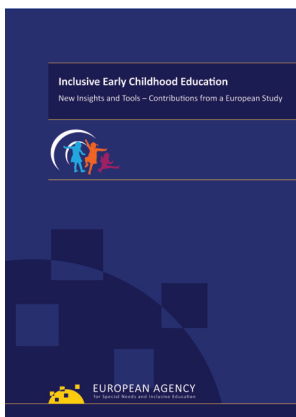


Final Summary Report (2017)

This report outlines evidence, ideas and recommendations for policy-makers, developed from the two ESL project reports. It can help decision-makers involve stakeholders and develop policies to reduce ESL.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/early-school-leaving-and-learners-disabilities-and-or-special-educational-1



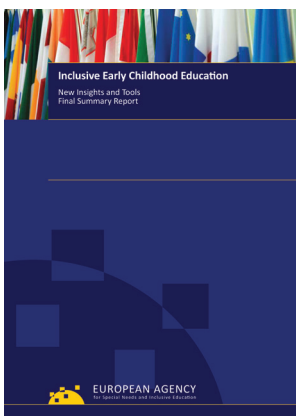
Inclusive Early Childhood Education

New Insights and Tools – Contributions from a European Study (2017)

This report summarises the results of the Inclusive Early Childhood Education (IECE) project, which aimed to identify, analyse and promote the main characteristics of quality IECE. It sets out the main policy and practice developments towards IECE and the project's contributions to improving IECE. It presents the lessons learned and the resulting recommendations.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/inclusive-early-childhood-education-new-insights-and-tools-contributions

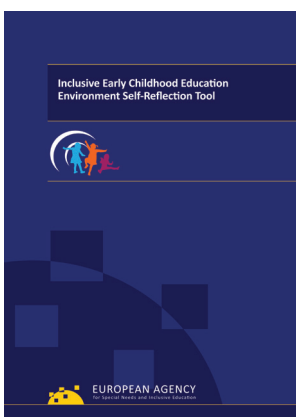


New Insights and Tools – Final Summary Report (2017)

This report focuses on the project's contributions to policy-making, research and practice in IECE. It provides recommendations, presented within the framework of the Ecosystem Model of IECE.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/inclusive-early-childhood-education-new-insights-and-tools-final-summary

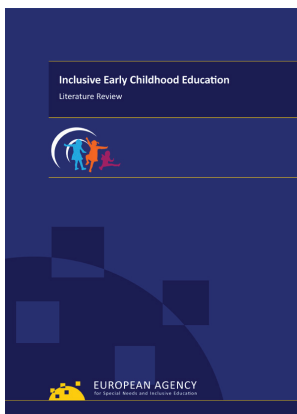


Inclusive Early Childhood Education Environment Self-Reflection Tool (2017)

Early childhood education professionals and staff can use this tool to reflect on improving their setting's inclusiveness, focusing on the social, learning and physical environment. It is open-source material and can be adapted as required.

Available in 25 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/inclusive-early-childhood-education-environment-self-reflection-tool

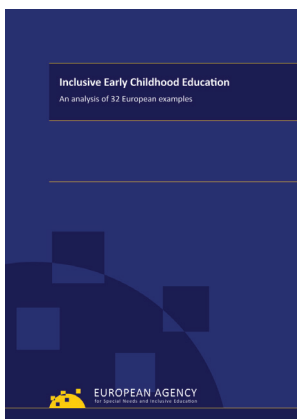


Literature Review (2017)

This literature review summarises major European and international research and policy about quality Early Childhood Education and Care (ECEC). It describes the development of ECEC policy and provision, especially for children at risk and/or with SEN. It presents relevant research on factors affecting the quality of ECEC from an inclusive education perspective.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/inclusive-early-childhood-education-literature-review

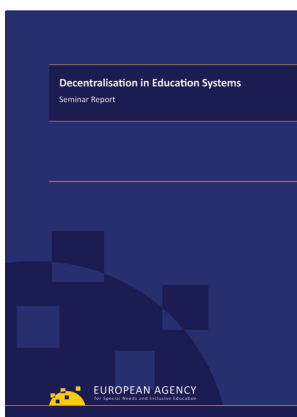


An analysis of 32 European examples (2016)

The report presents the findings of a qualitative thematic analysis of IECE examples across Europe. The analysis identified 25 subthemes on quality IECE that are presented within a new model: the Ecosystem Model of IECE. The model aims to promote a deeper understanding of IECE issues.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/inclusive-early-childhood-education-analysis-32-european-examples



Decentralisation in Education Systems – Seminar Report (2017)

The Thematic Seminar on Decentralisation in Education Systems in 2016 explored four key topics in decentralisation and change management debates: governance; regional disparity; quality assurance; data collection.

This paper builds on the seminar discussions. It presents key issues from country examples, in line with seminar discussions on the need to build capacity across and between levels within education systems.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/decentralisation-education-systems-seminar-report



Financing of Inclusive Education

Mapping Country Systems for Inclusive Education (2016)

This report examines the financing of inclusive education, particularly focusing on funding mechanisms. The Financing project involved 18 countries: Croatia, Estonia, Finland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland, United Kingdom (England, Scotland and Wales). The Annex provides visual overviews of funding mechanisms in each country's system for inclusive education.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/financing-inclusive-education-mapping-country-systems-inclusive-education



Background Information Report (2016)

This report examines key European Union policy documents and statements on education funding. It considers work from international organisations, including the European Commission, OECD, UNESCO and UNICEF. It explores research on general, special and inclusive education financing models, incorporating relevant research literature from participating countries.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/financing-inclusive-education-background-information-report



Take Action for Inclusive Education: Delegates' Reflections and Proposals (2016)

In 2015, the Luxembourg Presidency of the Council of the European Union hosted the Agency Hearing, entitled 'Inclusive Education – Take Action!'. Young people from across Europe, both with and without SEN and/or disabilities, discussed how their schools and communities ensure inclusive education for them. This report is based on their discussions and the Hearing's results.

Available in 23 languages. Format: print and electronic.

www.european-agency.org/resources/publications/take-action-inclusive-education-delegates-reflections-and-proposals



Guidelines for Accessible Information ICT for Information Accessibility in Learning (ICT4IAL)

Guidelines for Accessible Information (2015)

The guidelines were developed in the ICT for Information Accessibility in Learning (ICT4IAL) project, a multi-disciplinary network of European and international partners representing both learning and information and communication technology (ICT) communities. This document is an open educational resource to support the creation of accessible information.

Available in 26 languages. Format: electronic.

www.european-agency.org/resources/publications/guidelines-accessible-information



Making your Organisation's Information Accessible for all Implementing the Guidelines for Accessible Information

Making Your Organisation's Information Accessible For All (2015)

This ICT4IAL project output offers recommendations for organisations that wish to provide accessible information. It contains details of each recommendation, along with a model of how your organisation could implement the Guidelines for Accessible Information.

Available in 23 languages. Format: electronic.

www.european-agency.org/resources/publications/making-your-organisations-information-accessible-all

Empowering Teachers to Promote Inclusive Education

A Case Study (2015) and Conceptual Framework and Methodology (2015)

The Agency worked on UNESCO's behalf to provide a suite of materials on empowering teachers.

The case study looks at practice examples from 13 member countries, considering implications for wider policy development, teacher education and professional development and the development of teacher educators.

The methodology outlines the conceptual framework for the work, as well as the purpose of and relationship between the case study documents.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/empowering-teachers-promote-inclusive-education

Literature Review (2015)

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

Available in English. Format: electronic.

www.european-agency.org/resources/publications/empowering-teachers-promote-inclusive-education-literature-review

Organisation of Provision to Support Inclusive Education

Organisation of Provision to Support Inclusive Education
Summary Report



EUROPEAN AGENCY
for Special Needs and Inclusive Education

Summary Report (2014)

This report draws together the key issues examined during the Organisation of Provision to Support Inclusive Education project. It presents recommendations for the organisation of provision and practice to improve support for all learners in mainstream schools, particularly those with disabilities.

Available in 22 languages. Format: print (English only) and electronic.

www.european-agency.org/resources/publications/organisation-provision-support-inclusive-education-summary-report

Literature Review (2013)

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

Available in English. Format: electronic.

www.european-agency.org/resources/publications/organisation-provision-support-inclusive-education-literature-review

Five Key Messages for Inclusive Education
Putting Theory into Practice



Inclusive Education in Europe

EUROPEAN AGENCY
for Special Needs and Inclusive Education

Five Key Messages for Inclusive Education (2014)

This report presents five relevant messages presented by the Agency and debated at the International Conference on 'Inclusive Education in Europe: Putting Theory into Practice' in 2013. The messages summarise an essential part of the Agency's work over the previous decade.

Available in 23 languages. Format: print and electronic.

www.european-agency.org/resources/publications/five-key-messages-inclusive-education

Inclusive Education in Europe:
Putting theory into practice
International Conference - 18 November 2013
Reflections from researchers



Inclusive Education in Europe

EUROPEAN AGENCY
for Special Needs and Inclusive Education

International Conference: Reflections from Researchers (2014)

This report compiles researchers' reflections on early intervention, initial teacher education for inclusion, support systems and funding mechanisms, data collection, main challenges of inclusion, and the evolution of human rights and its implications for inclusive education. The reflections were presented at the International Conference in 2013.

Available in English. Format: print and electronic.

www.european-agency.org/resources/publications/international-conference-reflections-researchers

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



EUROPEAN AGENCY
for Special Needs and Inclusive Education

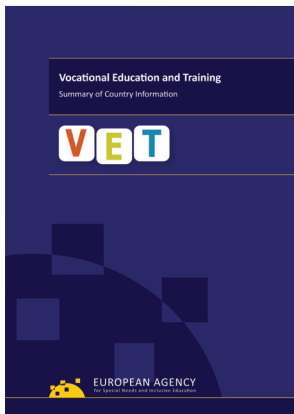
Vocational Education and Training

Methodology Paper (2014)

This paper is an output of the Vocational Education and Training: Policy and Practice in the Field of Special Needs Education project. It explores the methodology applied to identify patterns in complex settings, such as vocational education and training (VET), and the implications of this approach for policy-makers and practitioners.

Available in English. Format: electronic.

www.european-agency.org/sites/default/files/publications/ereports/european-patterns-of-successful-practice-in-vet/VET-Methodology-paper-EN.pdf

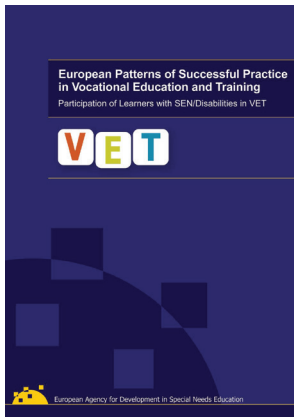


Summary of Country Information (2013)

This document provides a synthesis of 28 country reports regarding policies and practices in VET in the field of special needs and inclusive education. It is based on information collected through a country questionnaire for the VET project.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/vocational-education-and-training-summary-country-information

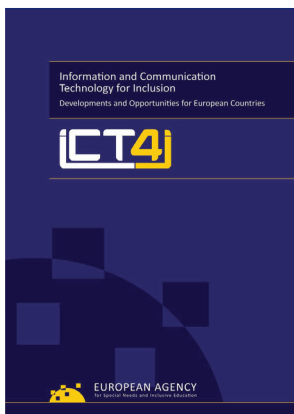


Participation of Learners with SEN/Disabilities in VET (2013)

This report is based on a comprehensive analysis of 28 VET practices. It identifies similarities and differences in successful VET examples and provides recommendations to improve countries' VET systems.

Available in 21 languages. Format: print and electronic.

www.european-agency.org/resources/publications/european-patterns-successful-practice-vocational-education-and-training



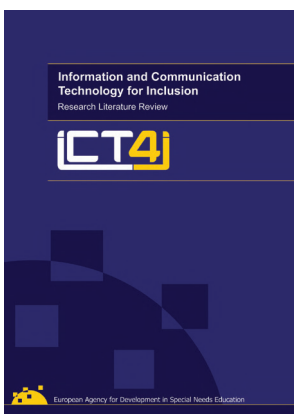
ICT for Inclusion

Developments and Opportunities for European Countries (2013)

This report presents the main findings from the Information and Communication Technology for Inclusion (ICT4I) project, drawing on all sources of information developed during project activities. It identifies the critical factors that underpin the effective use of ICT in inclusive settings for all learners, but pays specific attention to learners with disabilities and SEN.

Available in 22 languages. Format: electronic.

www.european-agency.org/resources/publications/ict-inclusion-developments-and-opportunities-european-countries



Research Literature Review (2013)

This literature review was one of the information collection activities within the ICT4I project. It examines literature focusing on the use of technology to support inclusive teaching and learning. It mainly covers school-age state-funded compulsory education.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/information-and-communication-technology-inclusion-research-literature

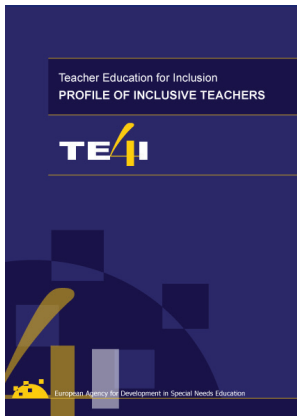


European and International Policy Supporting ICT for Inclusion (2013)

This policy review is an ICT4I project outcome. It provides in-depth review and analysis of policies on ICT and education from the years 2001 to 2013.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/european-and-international-policy-supporting-ict-inclusion

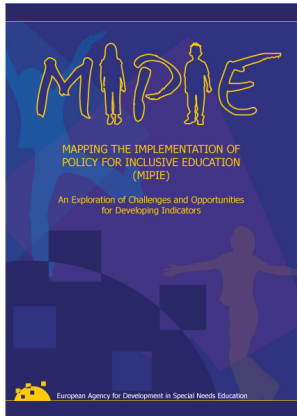


Teacher Education for Inclusion: Profile of Inclusive Teachers (2012)

This is a main output of the Teacher Education for Inclusion (TE4I) project. TE4I as a goal for all initial teacher education students is a key recommendation of the project synthesis report. The Profile builds on this and the synthesis report's other findings. It links them to a framework of values and the areas of competence necessary for all teachers to be effective in inclusive classrooms.

Available in 22 languages. Format: print and electronic.

www.european-agency.org/resources/publications/teacher-education-inclusion-profile-inclusive-teachers



Mapping the Implementation of Policy for Inclusive Education: An exploration of challenges and opportunities for developing indicators (2011)

This report presents the results of the Mapping the Implementation of Policy for Inclusive Education project. The recommendations presented provide a detailed agenda for the short-, medium- and long-term data collection required at national and European levels for mapping the implementation of policy for inclusive education.

Available in English. Format: electronic.

www.european-agency.org/resources/publications/mapping-implementation-policy-inclusive-education-exploration-challenges-and



European Agency for Special Needs and Inclusive Education

Secretariat:

Østre Stationsvej 33, DK-5000, Odense C, Denmark
Tel: +45 64 41 00 20

secretariat@european-agency.org

Brussels Office:

Rue Montoyer 21, BE-1000, Brussels, Belgium
Tel: +32 2 213 62 80

brussels.office@european-agency.org



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.