
Legislation Updates

2023



EUROPEAN AGENCY
for Special Needs and Inclusive Education

LEGISLATION UPDATES

2023

European Agency for Special Needs and Inclusive Education



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PREAMBLE

This document presents information on new legislation – laws and policies – for special needs and/or inclusive education that has been introduced in recent years in member countries of the European Agency for Special Needs and Inclusive Education (the Agency).

The Agency's [Multi-Annual Work Programme \(MAWP\) 2021–2027](#) (European Agency, 2021¹) is underpinned by the Agency position on inclusive education systems. This position states that the ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers. All MAWP activities will explore how countries can work towards this vision.

Six parameters guide the implementation of the MAWP activities. These include addressing issues around intersectionality:

Intersectionality is the understanding that a person, group of people, organisation or social problem is affected and impacted upon by a number of pressures, forces, levers, discriminations and disadvantages (European Agency, 2021, p. 6)

At the learner level, this means that every learner has their own unique experiences of discrimination and/or barriers to learning.

The [Legislative Definitions around Learners Vulnerable to Exclusion](#) activity investigated which groups of learners are included in legal definitions around special needs and inclusive education. It highlighted the need to take a rights-based approach instead of a categorical approach when addressing learners' needs.

The Legislative Definitions report² concluded that using the term 'learners vulnerable to exclusion' as the focus of all activities with Agency member countries will support policy development towards a broad vision of inclusion underpinned by a rights-based approach.

As such, this 2023 edition of Legislation Updates includes legislation which addresses the education of learners vulnerable to exclusion.

Other MAWP parameters are for the MAWP to be 'all-encompassing' and to have 'an overarching activity that all MAWP findings and outcomes feed into'. This means that 'the different MAWP activities will be understood as mutually supporting and designed to inform overall Agency work' (European Agency, 2021, p. 6). Work will be interconnected and 'organised around an overarching activity that all other work areas lead out of, and that work and findings feed into' (ibid.).

¹ European Agency for Special Needs and Inclusive Education, 2021. [Multi-Annual Work Programme 2021–2027](#). Odense, Denmark

² European Agency for Special Needs and Inclusive Education, 2022. [Legislative Definitions around Learners' Needs: A snapshot of European country approaches](#). (M. Turner-Cmuchal and A. Lecheval, eds.). Odense, Denmark



In keeping with these parameters, the Legislation Updates 2023 build on information collected in previous activities, including [Legislative Definitions around Learners Vulnerable to Exclusion](#) and [Country System Mapping](#), as well as [news items](#) published on the Agency website and exchanges with individual member country representatives.

As far as possible, information on updates from countries appears under these three headings:

- Focus and aim of the law or policy
- Likely impact of the law or policy
- Where to find more information.

As far as possible, legislation is presented in English. Some names of laws and policies appear in their original language. Where links are provided, the language of the information linked to is indicated in brackets.

Information is available for 31 Agency member countries and jurisdictions.



AUSTRIA

National Action Plan Disability 2022–2030 (*Nationaler Aktionsplan Behinderung 2022–2030*)

Focus and aim of the law or policy

On 6 July 2022, the Council of Ministers adopted the new National Action Plan Disability. The action plan contains eight chapters dealing with policy, equality and non-discrimination, accessibility, education, employment, autonomous living, health and rehabilitation, and awareness-raising and information.

The action plan highlights:

- co-operation between national level and the Länder;
- improvements in inclusive education;
- increased personal support and awareness-raising regarding the life situations of people with disabilities in societies;
- monitoring the effectiveness of the National Action Plan based on indicators and improving data transparency.

Likely impact of the law or policy

The action plan provides for possibilities for improvements in the legal protection against discrimination on the ground of disability. Through this action plan it is possible to bring cases before the Supreme Court.

Where to find more information

Download the [Nationaler Aktionsplan Behinderung 2022–2030](#) (German).

Strategy document on inclusive and special education

Focus and aim of the law or policy

In 2021, the Ministry of Education published a strategy document on inclusive and special education for the first time. It is a basic document used to develop the chapter on education, science and research in the National Action Plan Disability, related to the implementation of the United Nations Convention on the Rights of Persons with Disabilities.

Likely impact of the law or policy

The strategy document aims to provide a basis for short-, medium- and long-term developments in inclusive education in Austria. The expectation is that fundamental discussions and pragmatic approaches support the development of more qualitative inclusive offers throughout the education and scientific system, as well as high-quality inclusive pedagogy.



Where to find more information

[Strategy document on inclusive and special education](#) (German)



BELGIUM (FLEMISH COMMUNITY)

Constitution, Title II, Article 22ter

Focus and aim of the law or policy

On 11 March 2021, the House of Representatives approved a text submitted by the Senate containing a specific provision for persons with disabilities. As a result, the following text was added to Title II of the Constitution:

Art. 22ter. Every person with a disability has the right to full inclusion in society, including the right to reasonable accommodation. The law, federate law or rule referred to in Article 134 guarantees the protection of this right.

Likely impact of the law or policy

The Decree on Learning Support (Article 3) refers to Article 22ter of the Constitution:

Art.3 In implementation of Article 22ter of the Constitution and the right to reasonable accommodation therein contained, this decree aims to provide all pupils with a qualitative learning and living environment in Flemish primary and secondary education.

Where to find more information

[Constitution](#) (English)

Decree on Learning Support

Focus and aim of the law or policy

The Flemish Government has created a [Decree on Learning Support](#) to succeed the M-decree, for learners with specific educational needs and their teachers. This decree defines a new learning support model for supporting learners with specific educational needs in mainstream education. The Decree on Learning Support and the learning support model entered into force on 1 September 2023.

The decree aims to strengthen mainstream education, learning support and special education, as well as achieve more inclusive education. This includes:

- strong primary care and increased care in mainstream education;
- sustainable learning support model with appropriate employment conditions for support staff;
- strengthening the quality of special education.

Learners with (learning) disabilities and special educational needs will continue to follow lessons in mainstream education as far as possible, with extra support. When this is not possible, special needs education remains a suitable pathway for learners to receive the



best possible support. In this way, every learner is given a place in the education system that best suits their needs. (Sources: [Eurydice](#); European Agency, Country System Mapping Country Report: Belgium (Flemish community))

Likely impact of the law or policy

Specific targets were set for mainstream education, learning support and special needs support. These include:

- Mainstream and special schools (together) maximise their responsibility in guiding individual learners.
- Support is provided to learners and to the teachers and school teams that need learning support to extend care or provide an individually adapted curriculum.
- Learning support centres have effective learning support, staffing, professionalisation and financial policies.
- The flow of information and co-operation between mainstream education, learning support centres, pupil guidance centres and parents is focused on learning support.
- The pedagogical guidance services and the pupil guidance centres must support effective functioning in schools and pay increased attention to schools that are falling behind. The Education Inspectorate monitors quality and imposes a guidance plan in case of shortcomings.

The Decree on Learning Support entered into force in the 2023/2024 school year and is expected to have a substantial impact on the inclusion of learners with special needs and/or disabilities.

Where to find more information

[Decree on Learning Support](#) (Flemish)



BELGIUM (FRENCH COMMUNITY)

Decree 17 June 2021: Territorial centres (*Pôles territoriaux*)

Focus and aim of the law or policy

The Government of the French Community of Belgium agreed a decree on the creation of territorial centres to support mainstream schools in implementing reasonable accommodation and permanent full inclusion.

Likely impact of the law or policy

The implementation of the territorial centres should enable all learners to stay in mainstream education for as long as possible through:

- the implementation of reasonable adjustments by mainstream teachers, with support from the centres' agents;
- the practice of more universal education.

It is expected that during the transition period, support teachers will take over much of the individual learner support from mainstream teachers. (Source: European Agency, Country System Mapping Country Report: Belgium (French community))

Where to find more information

[*Décret portant création des Pôles territoriaux chargés de soutenir les écoles de l'enseignement ordinaire dans la mise en œuvre des aménagements raisonnables et de l'intégration permanente totale*](#) (French)

Decree 11 March 2021: Guarantee a quality school, free and accessible to all

Focus and aim of the law or policy

The Governments of the Brussels-Capital Region, the French Community and the College of the French Community Commission created a co-operation agreement to strengthen joint commitments made by the Region and the Communities to meet the specific needs of education and early childhood education in Brussels.

It highlights five priorities as challenges to be met to guarantee quality schools, which are free and accessible to all:

- Meeting the demographic challenge
- Supporting the school retention of young people in difficulty and fighting against school segregation
- Fighting against child poverty and deprivation
- Revolutionising language learning



- Adopting a specific approach to early childhood education.

The Governments of the French Community, the Brussels-Capital Region and the College of the French Community Commission jointly initiated work to create more early childhood education places for 2021–2025.

Likely impact of the law or policy

This strategy aims to create 2,100 early childhood education places by December 2025 in the Brussels-Capital Region. These new places are part of a more global strategy covering the entire territory of the French Community and continuing the work begun under the Cigogne III plan adopted during the previous legislature. (Source: Eurydice)



BULGARIA

Ordinance No. 15 of 22.07.2019

Focus and aim of the law or policy

Ordinance No. 15 aims to ensure teaching quality. Together with the Council Ministers' Decree No. 289/2016 on the requirements for teacher qualifications, it sets the main framework for teachers' roles and personal development.

Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030

Focus and aim of the law or policy

The Government adopted this Strategic Framework in 2021. The document outlines nine priority areas, which are accompanied by a set of objectives and an extensive list of actions. The actions aim to guide the country's education improvement efforts.

There is a clear commitment to continuing to implement and build on the policies towards early and equal access to education, preventing drop-out and promoting reintegration in the education system. It is a priority to carry out measures that guarantee the sustainability of the educational integration process, to help decrease inequalities, to encourage social inclusion, to motivate learners and parents for education, and to engage parents as full participants in the educational process.

One of the identified priority areas in the Strategic Framework focuses on effective and lasting inclusion. It includes specific objectives, such as:

- eliminating regional, social and economic barriers to education;
- supporting the development of education professionals;
- applying an individualised approach to the needs of every learner;
- supporting meaningful participation of learners with special educational needs in the education process;
- educational integration of learners from vulnerable groups.

More importantly for inclusive education, the Strategic Framework calls for widening the opportunities for effective inclusion of learners with special educational needs and from vulnerable groups, including Roma, asylum-seeker and refugee learners and migrants. This should happen in the context of enhanced co-operation between the pre-school and school education system and the state and local authorities in the social and health domains, educational mediators, parents and local communities. The overarching notion is to provide an inclusive, supportive, secure and safe educational environment that enables an effective educational process, health protection and promotion, and full personal development of learners.



Likely impact of the law or policy

Currently no implementation plan has been formally adopted. At the moment it is not clear how this vision will be detailed and operationalised.

Where to find more information

[Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030](#) (Bulgarian)

Education Operational Programme (2021–2027)

Focus and aim of the law or policy

The Ministry of Education and Science has approved the Education Operational Programme for 2021–2027. The priority area is inclusive education and educational integration. The new programme cycle builds on the activities and results of the previous operational programme, and is in line with other legislative and policy documents in Bulgaria.

Comprehensive inclusive education is outlined as a priority across the different educational levels and in the framework of the socio-economic integration of learners from vulnerable groups, including Roma learners and migrants. The approach relies on general and additional support for personal development, early diagnosis of learning difficulties and individualised approaches.

Where to find more information

[Education Operational Programme](#) (English)

National Strategy of the Republic of Bulgaria for Roma Equality, Inclusion and Participation (2021)

Focus and aim of the law or policy

The new strategy focuses on the priority areas of education, employment, housing and health, with equality, inclusion and participation as cross-cutting issues. It identifies the Ministry of Education and Science as a key stakeholder in the area of education that will ensure, among other things:

- increased access to compulsory education;
- inclusive environments for learners from vulnerable groups, including Roma, according to their individual needs and interests;
- improved quality of education, upbringing and socialisation in educational institutions with a concentration of learners from vulnerable groups.

Likely impact of the law or policy

The operational implementation of the National Strategy is carried out through short-term national action plans, the first of which is for the period until 2023.



After 2030, the Strategy may be continued, supplemented or amended, depending on the results achieved, the existing political, social and economic realities and new challenges.

Where to find more information

[National Strategy of the Republic of Bulgaria for Roma Equality, Inclusion and Participation \(2021-2030\)](#) (English)

National Development Programme Bulgaria 2030

Focus and aim of the law or policy

The National Development Programme Bulgaria 2030 is part of the Government's 10-year national development strategy. It identifies education and skills development as one of thirteen national priorities.

The *Inclusion in education* sub-priority states that:

The aim ... is to ensure the right to quality education for all and to prevent dropping out of the education system. Policies to facilitate children, pupils, and students' access to education, to support them and to increase their motivation to learn will be implemented sustainably. Investments in facilities will be essential to turn the educational institutions into an attractive environment and to improve the educational outcomes and learning outcomes (National Development Programme Bulgaria 2030, p. 4).

In addition, the development programme aims to increase the attractiveness and prestige of the teaching profession.

Likely impact of the law or policy

Measures will include basic educational services from pre-school to higher education to prevent drop-out and ensure equal access for all by overcoming demographic, socio-economic and cultural barriers.

For pedagogical specialists, measures will be taken to increase income, attract young people and specialists, and reform the training.

Where to find more information

[National Development Programme Bulgaria 2030](#) (English)

Educational standard for the inspection of kindergartens and schools no. 18

Focus and aim of the law or policy

The standard focusing on the inspection of kindergartens and schools was adopted on 9 September 2021, issued by the Minister of Education and Science. Inspections are carried out according to criteria and indicators grouped by areas to be inspected. At least



one inspection of each kindergarten and each school must be carried out every five years. An inspection consists of the following interrelated, sequential activities:

- informing about the inspection;
- gathering information on the areas to be inspected;
- assessing the quality of education provided by the kindergarten or the school at a particular point in time, which consists of comparing data obtained from the inspection with the preliminary set indicators;
- defining guidelines for improving the quality of education provided by the kindergarten or school;
- establishing the results of the implementation of the recommendations and guidelines from previous inspections.

Where to find more information

[Educational standard for the inspection of kindergartens and schools, no. 18](#) (Bulgarian)



CROATIA

National Plan for Enhancing the Social Dimension of Higher Education (2019–2021)

Focus and aim of the law or policy

The Ministry of Science and Education adopted the National Plan in 2019. The National Plan builds on two documents now included in the plan:

- Under-represented and Vulnerable Groups in Higher Education in the Republic of Croatia
- Guidelines for the Improvement of Support Services for Students with Disabilities in Higher Education in the Republic of Croatia.

Under-representation in higher education is defined as when the proportion of a certain group of students in the higher education system is lower than their proportion in the population as a whole or, alternatively, is lower than in other European countries.

Likely impact of the law or policy

The measures included in the National Plan take the form of a self-assessment checklist. Higher education institutions can use this checklist to evaluate their support systems for students with disabilities.

Where to find more information

[National Plan for Enhancing the Social Dimension of Higher Education](#) (English)

Regulation on teaching assistants and professional communication mediators

Focus and aim of the law or policy

This regulation (Official Gazette, No. 102/2018, 59/2019 i 22/2020) defines the activities of teaching assistants and professional communication mediators in schools and other public institutions related to upbringing and education. It defines the conditions they must meet and the procedure for exercising the rights of learners with developmental difficulties. Ensuring the support of teaching assistants and professional communication mediators is one form of reasonable adaptation in accordance with the learners' individual needs, to enable their participation in the educational process on an equal basis with other learners and thereby prevent discrimination based on disability.

Where to find more information

[Regulation on teaching assistants and professional communication mediators](#) (Croatian)



Guidelines for working with learners with disabilities (2021)

Focus and aim of the law or policy

The Ministry of Science and Education published these guidelines as a framework for planning, implementing and evaluating the educational process of learners with disabilities. The guidelines are aimed at teachers, professional associates and principals in primary and secondary schools that implement mainstream teaching programmes/curricula.

Where to find more information

[Guidelines for working with learners with disabilities](#) (Croatian)

Guidelines for gifted learners

Focus and aim of the law or policy

The guidelines aim to support educational work with gifted learners in all education levels, including pre-school, primary and secondary education.



CYPRUS

Unified system for learner assessment

Focus and aim of the law or policy

This system was introduced in the 2019/2020 school year. The philosophy of the new system is in line with modern pedagogical assessment principles. It is aimed at continuous feedback, reinforcement and support for learners, with the continuous development and improvement of learning outcomes as a key objective. A school progress report has been introduced to monitor how far the expected final results are achieved. Learners with special needs are graded in the same way as their peers, although their individual needs are considered.

In secondary education, there have been two new amendments to the Regulations for the Public Secondary School Regulations (R. 480/2022 and 211/2023). These amendments aim to abolish exams at the end of each semester and, instead, implement final exams at the end of the school year. The number of subjects examined at the end of the first year of lower-secondary education is now reduced to two (Greek language and mathematics), to facilitate learners' transition from primary to secondary education. In addition, the new regulations emphasise alternative methods of formative assessment.

The pre-primary education curriculum was also restructured to focus on skills development rather than knowledge acquisition (including individualised instruction, new methodological approaches, etc.). In kindergarten, teachers have the flexibility to adjust teaching methods and take the time to alternate and repeat specific educational targets.

In August 2022, the Council of Ministers introduced four further measures. These aim to improve procedures and strengthen special education:

- Establishment of a Special Educational Needs Assessment Centre, using relevant scientific documentation and expertise, through specialist scientists, to examine and process cases faster and more effectively
- Strengthening and specialisation of diagnoses in pre-primary and first grade of primary schools from the 2022/2023 school year
- Reinforcement of special schools with psychological support services and regular monitoring and supervision by school doctors
- Final assessment and employment of care assistants, for the 2022/2023 school year.

Likely impact of the law or policy

This approach is expected to prevent the exclusion of some learners with special educational needs from mainstream classroom teaching. Specialist educators must cooperate and interact with the learners' class teachers to develop and deliver individual education plans for the learners.



Where to find more information

European Agency, [Inclusive Early Childhood Education – Example of provision: Cyprus](#), p. 3 (English)

National policy for lifelong learning 2021–2027

Focus and aim of the law or policy

The national policy aims to assist national agencies and other bodies in Cyprus in reaching European Union (EU) targets in relevant fields. It aims to face challenges such as the low participation of adults in lifelong learning, which remains below the EU average. It is expected that the new lifelong learning strategy will improve efforts to upskill and reskill low-qualified and low-skilled adults and address the high rate of unemployment among young people. The strategy is also expected to benefit other groups such as early leavers, those not in education, employment and training (NEETs) and migrants/refugees.

One strategic horizontal pillar is *Inclusion and equality*. The policy has four strategic priorities:

- Establishing a governance, monitoring and evaluation framework with clear roles and fiscal management
- Reducing youth unemployment and upskilling/reskilling the workforce
- Increasing adult participation in lifelong learning
- Improving the professional practice of adult educators and support educators.

Likely impact of the law or policy

By implementing a variety of learning opportunities, it is expected to enrich knowledge, skills and competences for the personal development and economic well-being of the target groups.

Where to find more information

[Cyprus Lifelong Learning Strategy 2021–2027](#) (English)



CZECH REPUBLIC

Long-Term Plan for Education and the Development of the Education System of the Czech Republic 2019–2023

Focus and aim of the law or policy

The plan includes a measure to engage socially disadvantaged children in pre-primary education. In co-operation with the Ministry of Labour and Social Affairs, it aims to increase children's participation in kindergartens, especially in areas with social disparities or for those at risk of social exclusion.

Additional measures aim to:

- promote effective primary prevention activities targeted at learners, schools, pedagogical staff and regions to minimise or delay behaviour that leads to social exclusion. Specific aims included multi-annual grant programmes to ensure continuity activities, ensuring stability of primary programmes, funding prevention, co-operation with regions, etc.;
- develop and promote effective counselling for learners to prevent behaviour that risks social exclusion. Specific aims include providing methodological support to schools to prevent this behaviour, implementing further education programmes for teaching staff on prevention methodologies, pedagogical-psychological counselling centres co-ordinating the activities of school prevention methodologists, etc. The target groups for these activities include learners, schools, pedagogical staff and counselling centres.

Likely impact of the law or policy

Strategy 2030+, the Long-Term Plan and [Decree No. 15/2005](#) are linked to ensure that the individual regions' long-term plans consider the key measures defined for the period in question.

Actions within the Long-Term Plan include providing free school meals, reducing or cancelling fees, providing access to social workers and co-operating with municipal authorities.

The next Long-Term Plan for Education for 2024–2027 is already in the approval phase. It aims to unify and improve counselling services and diagnostic quality, support counselling in schools and ensure a sufficient number of staff to carry it out. It will also reform undergraduate teacher training, support pedagogues' further education, revise framework education programmes, create standards for support positions, support schools with a higher proportion of disadvantaged learners, support learners with social disadvantage and provide primary prevention measures, among other things.



Where to find more information

[Long-Term Plan for Education and the Development of the Education System of the Czech Republic 2019–2023](#) (Czech)

Decree on Education of Learners with Special Educational Needs and of Gifted Learners

Focus and aim of the law or policy

This Decree was amended in September 2019.

The amendment to Decree No. 27/2016 Coll. came into effect on 1 January 2020. It aimed to streamline the implementation of inclusive education so that every learner has equal opportunities in education. It also aimed to reduce the administrative burden on teaching staff, increasing time for pedagogical work with learners. It systematically addressed the provision of staff support measures in schools and classes set up for learners with special educational needs.

From 1 January 2021, an amendment to the decree came into effect, which made the provision of the pedagogical intervention support measures more efficient. Currently, the school provides the first level of support measures, allowing it to respond flexibly to learners' current educational needs.

Likely impact of the law or policy

For schools and learners, it is a more flexible way to help learners with special needs. In addition, school headteachers are fully responsible for paying the teachers involved in the first support level.

Where to find more information

[Decree on Education of Learners with Special Educational Needs and of Gifted Learners](#) (Czech)

Action Plan for Inclusive Education 2019–2020

Focus and aim of the law or policy

This update to the Action Plan for Inclusive Education 2016–2017, adopted by the Czech Republic in 2015, establishes two main strategic methods for implementing inclusive education managed and granted by the Czech Ministry of Education, Youth and Sports. It includes measures on information, data, open communication with experts, the public and other national and local stakeholders, and on involving schools, pedagogues and all learners.



Likely impact of the law or policy

In addition to concrete measures and timings, the action plan states extra priorities based around:

- the position and role of social pedagogues in schools;
- analysis and support measures in pre-schools and primary schools with a high population of Roma minority learners;
- the pre-and post-graduate education of pedagogues focusing on inclusive education. Strategies are being prepared in each region (a total of 14 regions in the Czech Republic are relatively independent in local education policy).

Where to find more information

[Action Plan for Inclusive Education 2019–2020](#) (Czech)

National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021–2025

Focus and aim of the law or policy

In this basic strategic document, Area 8: Education and the School System determines the direction of the Czech Government's policy for creating equal opportunities for persons with disabilities. The plan was approved in July 2020. The content of the strategic areas of support for persons with disabilities follows the individual articles of the United Nations Convention on the Rights of Persons with Disabilities. Progress towards the fulfilment of the measures set out in the plan is reviewed every year.

Objectives of Area 8: Education and the School System in the National Plan are:

- Choosing a form of education in keeping with the best interests of the child or student.
- Supporting a system of common education.
- Providing support to persons with disabilities in education at all levels of the education system, including lifelong learning (National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021–2025, p. 54).

Likely impact of the law or policy

Progress towards the fulfilment of the measures set out in the plan is reviewed every year.

The measures focus, among other things, on:

- ensuring high-quality school counselling facilities;
- preparing and supporting all teaching professionals to teach learners with disabilities;
- education for learners with disabilities, taking into account their individual needs (support for creating teaching materials in Czech sign language, awareness-raising activities on inclusive education, expanding the possibilities of lifelong education,



increasing the accessibility of universities for students with disabilities, ensuring co-operation among stakeholders, etc.).

Where to find more information

[National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021–2025](#) (English)

Strategy for the Education Policy of the Czech Republic up to 2030+

Focus and aim of the law or policy

One of the strategic goals is to reduce inequalities in access to quality education and enable the maximum development of learners' potential.

Strategy 2030+ sets out two main objectives:

- Focus education more on acquiring the competences needed for an active civic, professional and personal life
- Reduce inequalities in access to quality education and enable the maximum development of learners' potential.

These objectives are supported by five strategic lines:

- Transforming the content, methods and assessment of education
- Equal access to quality education
- Support for teaching staff
- Increasing professional capacity, trust and co-operation
- Increasing funding and ensuring its stability.

Likely impact of the law or policy

The effective implementation of Strategy 2030+ depends largely on ensuring sustained political support, the ability to seek optimal solutions in a dialogue, a structured implementation process, sufficient resources, effective co-ordination and the stability of conditions.

Among other measures, Strategy 2030+ includes the institutionalisation of specialised positions in schools. A pilot of the model of institutionalisation for psychologists and special pedagogues in primary schools is currently underway, funded by the European Social Fund Plus. From January 2025, a transition to funding from the state budget and the gradual provision of support positions at other school levels is expected.

Where to find more information

[Strategy for the Education Policy of the Czech Republic up to 2030+](#) (English)



DENMARK

Political agreement on new teacher education 2022

Focus and aim of the law or policy

This new agreement makes special needs education a mandatory part of teacher education in Denmark.

Likely impact of the law or policy

All new teachers will be introduced to special education competencies as a mandatory part of their training.

Where to find more information

[Politisk aftale om ny læreruddannelse](#) (Danish)



ESTONIA

Youth Sector Development Plan 2021–2035

Focus and aim of the law or policy

The overall goal of the Youth Sector Development Plan 2021–2035 is to achieve a wide variety of development opportunities, a sense of security and strong support for young people to create an Estonian state that they wish to develop.

There are four strategic goals:

- Momentum – young people are the creative momentum driving society onwards: the drivers and leaders in the fields of education, culture, economy, the environment, etc.
- Independence – quality youth work (including extra-curricular activities for young people) is available across Estonia and provides all young people with opportunities for versatile self-development and to experience success, acquire experience and gain independence.
- Participation – the protection of youth rights in the state is consistent and supports active youth participation.
- Security – recognising and preventing young people’s exclusion and detachment through a safety network that increases a sense of security.

Likely impact of the law or policy

This plan aims to achieve four major changes:

- Development of a youth talent policy
- Systematic implementation of a youth sector monitoring and analysis system
- Introducing the transfer to compulsory professional qualification
- Strengthening youth-orientated solutions (including support and safety networks).

Where to find more information

[Youth Sector Development Plan 2021–2035](#) (English)

Education Strategy 2021–2035

Focus and aim of the law or policy

The general objective for the education strategy is to equip the population of Estonia with the knowledge, skills and attitudes to fulfil their potential in personal, occupational and social life and contribute to promoting the quality of life in Estonia and global sustainable development. The strategy sets out key educational goals for 15 years.



There are three areas of investment for this strategy: learning opportunities and the organisation of education; teachers, learning environments and approaches to learning; education, society and the labour market.

Likely impact of the law or policy

The aim is for:

- learning opportunities that are diverse and accessible and an education system which enables smooth transitions between levels and types of education;
- competent and motivated teachers and heads of schools, a diverse learning environment and a learner-centred approach to learning and teaching;
- learning options which are responsive to the development needs of society and the labour market.

Each of the three target areas sets out indicators and has agreed budgets for investment.

Where to find more information

[Education Strategy 2021–2035](#) (English)



FINLAND

Compulsory Education Act 1214/2020

Focus and aim of the law or policy

Extending compulsory education was one of the objectives laid down in Prime Minister Sanna Marin's Government Programme. The reform seeks to raise Finland's level of education and competence, reduce learning gaps, increase equality and non-discrimination in education and improve young people's well-being. The legislation on the extension of compulsory education was adopted at the end of 2020 and entered into force in 2021. The new Act was applied for the first time to those who completed basic education in spring 2021. All young people who have completed basic education are obliged to apply for further studies.

Where to find more information

[Information on compulsory education](#) (English)

[Policy on compulsory education](#) (Finnish)

Preparatory Education for Vocational Qualifications (TUVA)

Focus and aim of the law or policy

Preparatory Education for Vocational Qualifications (TUVA) started on 1 August 2022. TUVA combines the previous supplementary basic education, preparatory education for upper-secondary general education (LUVA) and preparatory education for vocational qualifications (VALMA).

TUVA is intended for learners who do not have a secondary school qualification and who need preparatory education.

TUVA is aimed at both those in compulsory education and adults who need preparation and/or guidance for transition to upper-secondary education or vocational training.

Where to find more information

[Mitä on tutkintokoulutukseen valmentava koulutus \(TUVA\)?](#) (Finnish)

[Laki tutkintokoulutukseen valmentavasta koulutuksesta](#) (Finnish)



FRANCE

For a school of trust (*Pour une école de la confiance*): Law 2019-791

Focus and aim of the law or policy

Law 2019-791 of 26 July 2019: *Pour une école de la confiance* (Title 1, Chapter IV) specifically reinforces inclusive education. It outlines a series of measures to better support learners with disabilities. In 2019, inclusive education officially became a necessary priority in line with the Ministry's slogan: '*pour une école de la confiance*' (for a school of trust).

The objective is, within the framework of an inclusive, public school service, to ensure quality education for all learners from pre-primary to secondary education, considering their individual and special educational needs.

Likely impact of the law or policy

For the 2022/2023 school year, the Ministry of Education is organising consultations, bringing together various stakeholders involved in the national policy. Politically, Emmanuel Macron's re-election in 2022 guarantees the continuity of inclusive education policies implemented during the first mandate.

The law changed the mandatory education starting age from six to three years old, starting in September 2019. It reaffirmed the pedagogical importance of pre-primary school in the French education system. It also reinforced the role of pre-primary education in reducing inequalities from a very early age, particularly inequality with respect to language. The law also introduced an obligation for all learners to receive training until they are 18 years old. This training could be in a higher education institution, an apprenticeship or vocational training, working, performing a civic service, or a social or professional placement.

The National Inclusive School Monitoring Committee (CNSEI), set up by Jean-Michel Blanquer (former Minister of Education) and Sophie Cluzel (former State Secretary for people with disabilities) in July 2019, embodies the joint commitment of the various stakeholders, the State, local authorities and associations, to achieving a school for all. This committee is still responsible for monitoring the deployment of inclusive education and identifying the conditions for success and remaining obstacles.

Where to find more information

[Law 2019-791 of 26 July 2019: *Pour une école de la confiance*](#) (French)



For an inclusive education (*Pour une École inclusive*): Circular 2019-088

Focus and aim of the law or policy

Circular 2019-088 of 5 June 2019, 'For an inclusive education', recognises teachers' work, supports them and offers accessible professional training. It urges *Académies* and *départements* to include inclusive education programmes for primary and secondary education teachers in their training plans, particularly on co-operation and learning support for learners with special educational needs. In addition, courses for inspectors encourage the implementation of co-operative inclusion projects.

Likely impact of the law or policy

At the start of the new academic year, teachers and education professionals are told about the upcoming inclusive education training courses available in their department.

The law is practically supported by the Professional Learning for Inclusive Education Handbook ([Livret de formation à une école inclusive](#)), which was released in 2019. The handbook outlines local and national training programmes for support assistants (*accompagnants des élèves en situation de handicap*, AESH), teachers and teacher educators regarding the principles of inclusive education.

In addition, the online platform [Cap école inclusive](#) was created in September 2019. It facilitates access to continuing professional development on inclusive principles and learners with special educational needs.

Where to find more information

[Circulaire n° 2019-088 du 5-6-2019, Pour une École inclusive](#) (French)

Law 2021-1109

Focus and aim of the law or policy

Law 2021-1109 of 24 August 2021 reinforces respect for the principles of the French Republic and addresses home-schooling. Learners of compulsory education age can only deviate from the obligation of compulsory education in a public or private school if authorised by the *académiques* services. Authorisation is based on the learner's situation and is limited by the law. Authorisation could be due to learners' health or disability, participation in high-level sport or artistic activities, the family's movement around France or geographical distance from a public school, or a situation specific to the learner.

Where to find more information

[Law no. 2021-1109 of 24 August 2021](#) (French)



Decree 2021-1246: Inclusive course booklet (*Livret de parcours inclusif*)

Focus and aim of the law or policy

Decree 2021-1246 of 29 September 2021 focuses on the processing of personal data. The *Livret de parcours inclusif* (LPI) is a digital booklet for education. It introduces a more pedagogical approach based on a teacher's assessment of their learners' educational needs. The application allows teachers (and the wider pedagogical team) to plan and monitor pedagogical adaptations and/or additional support. The data processing gathers all the information on a learner with special educational needs in a single document. This helps the pedagogical team to draft the support provision, and, if necessary, implement differentiated solutions according to the learner's individual needs.

Likely impact of the law or policy

Fostering better exchange among members of the pedagogical team on individual learners' needs and developments, enabling more co-ordinated provision of support.

Where to find more information

[Decree 2021-1246 of 29 September 2021](#) (French)

Circular of 11 February 2022

Focus and aim of the law or policy

The circular of 11 February 2022 describes the 2022–2025 in-service training master plan (*plan national de formation* – PNF) for all Ministry of Education staff, regardless of their status and functions. It is structured around six priority training areas, covering the essential themes for supporting educational policies.

As far as national education is concerned, one of the PNF's main national priorities is centred on promoting the values of the French Republic, and on embodying and transmitting them in the professional practices of staff. The theme of equal opportunities is also strongly represented: learners with special educational needs, inclusive education, the most vulnerable territories, gender equality. A significant part of the training is also dedicated to artistic and cultural education, as well as to digital education and innovation as levers for transforming the education system.

Where to find more information

[Circular of 11 February 2022](#) (French)



GERMANY

Land Hessen: Ordinance on the tasks and organisation of the inclusive school alliances 2019

Focus and aim of the law or policy

Land Hessen (Germany)'s Ordinance on the tasks and organisation of the inclusive school alliances (*Verordnung über die Aufgaben und die Organisation der inklusiven Schulbündnisse – VoiSB*) of 14 June 2019 aims to support the implementation of inclusive education in schools. According to § 52 of the Education Act, all public general and special schools in a state school authority form an inclusive school alliance (iSB). Special educational advisory and support centres are part of the inclusive school alliances.

The implementation of the iSB in 2019 initiated a change in decision-making on inclusive education. The iSB organises inclusive education in the local area and decides on the distribution of inclusive education resources.

Likely impact of the law or policy

This shift in responsibility changes the organisation of learners and inclusive education teachers from top-down (supervisors to headteachers) to bottom-up decision-making (iSB for all schools).

iSB members can discuss how prevention and inclusive education will take place in the region. This decentralisation considers the requirements for adequate schooling for learners with special educational needs.

Where to find more information

[Ordinance on the tasks and organisation of the inclusive school alliances \(VoiSB\) for the Land Hessen in Germany](#) (German)

Recommendations on school education, counselling and support for children and young people with special educational needs

Focus and aim of the law or policy

In March 2019, in addition to the 'Inclusive education of children and young people with disabilities in schools' recommendation (*Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen*), the [Standing Conference of the Ministers of Education and Cultural Affairs](#) (*Kultusministerkonferenz – KMK*) presented 'Recommendations on school education, counselling and support for children and young people with special educational needs – Focus on learning disabilities' (*Empfehlungen zur schulischen Bildung, Beratung und Unterstützung von Kindern und Jugendlichen im sonderpädagogischen Schwerpunkt LERNEN*). The recommendations aim to prepare learners with learning disabilities to successfully and, as far as possible, independently manage their lives, with regards to



family and leisure time, in society and the state, in the professional and working world, and in nature and the environment.

These recommendations consider the development of an inclusive education system in Germany, the need for subsidiary special educational support and its relationship to general pedagogy and lifelong learning. They incorporate various KMK recommendations that apply to learners with special educational needs, regardless of whether support takes place at a mainstream school or at a special education institution.

Where to find more information

[Empfehlungen zur schulischen Bildung, Beratung und Unterstützung von Kindern und Jugendlichen im sonderpädagogischen Schwerpunkt LERNEN](#) (German)

Amendment to Article 104c of the Basic Law

Focus and aim of the law or policy

The amendment to Article 104c of the Basic Law entered into force in April 2019. The amendment enables the Federation to grant financial aid to the Länder, for the Länder and municipalities to invest in activities which are significant for the nation. The aim is to increase the efficiency of the municipal education infrastructure.

Likely impact of the law or policy

The new Article 104c is the constitutional basis for the DigitalPact School 2019–2024 (*DigitalPakt Schule 2019–2024*), with which the Federation and the Länder can develop digital education infrastructures suitable for the future, among other things.

Where to find more information

[Amendment to Article 104c of the Basic Law](#) (German)

[DigitalPact School 2019–2024](#) (German)

Decree on Permanent allocation of special needs teachers for inclusive education at primary schools

Focus and aim of the law or policy

The Decree on ‘Permanent allocation of special needs teachers for inclusive education at primary schools – introduction of a basic allocation for special education’ came into force on 13 February 2020. It allows primary schools with more than 250 learners to apply for a dedicated special needs teacher at the school. Schools with more than 500 learners can apply for two teachers. These special needs teachers become staff members of the primary school, instead of being part of the advice and support centre.

Secondary schools have been able to apply for special needs teachers since July 2022.

The aim is to strengthen co-operation between mainstream and special education by making them part of a common system.



New regulations on the assessment of special educational needs in Hessen (November 2022)

Focus and aim of the law or policy

The Ministry of Education and Cultural Affairs in Hessen, in co-operation with representatives of schools for learners with special needs, the regional and supra-regional counselling and support centres (rBFZ and üBFZ) and the state authorities from all districts, has developed criteria for diagnostics in all areas of special needs. These ensure comparability of assessments and thus significantly contribute to the quality of special needs education in Hessen. Standardised forms and documents ensure the quality of special needs assessment in Hessen. They also ensure the professional quality of diagnostics in decision-making procedures for entitlement to special needs education in the areas of learning difficulties (LER), intellectual development (GE), emotional and social development (EMS), speech and language development (SPR), physical and motor development (KME), hearing impairment (HÖR) and visual impairment (SEH) throughout Hessen.

The new regulations include a mandatory double criterion for all areas of special needs education.

Likely impact of the law or policy

The new regulations allow for quality assurance throughout Hessen and provide transparency for parents. Mainstream schools become the focus of inclusive education through intensified preventive measures.

Where to find more information

[*Amtsblatt des Hessischen Kultusministeriums*](#) (German)



GREECE

Ministerial Decision 85317/Δ3/29-05-2019

Focus and aim of the law or policy

Ministerial Decision 85317/Δ3/29-05-2019 defines the special education timetable in kindergarten and is the basis of the curriculum.

For kindergarten, this includes organised inter-disciplinary and experiential activities, individualised education programmes (EPE) and free or structured play. It aims to develop learners' communicative, cognitive, social and emotional skills. It sets a compulsory timetable of minimum 25 teaching hours per week.

In primary education, the schoolteachers' board decides upon the implementation of the appropriate detailed curriculum for each grade and level. To select a suitable detailed curriculum, learners' special educational needs must be considered. The board decides whether to use the Special Education Detailed Curriculum Framework (PAPEA), the Cross-thematic Curriculum Framework (DEPPS), the Detailed Curriculum (APS) of primary school, or a combination of them all.

Likely impact of the law or policy

It is expected to upgrade special schools.

Where to find more information

[Ministerial Decision 85317/Δ3/29-05-2019](#) (Greek)

Law 4823/2021

Focus and aim of the law or policy

In 2021, Law 4823/2021 was introduced to upgrade the education system. It aims to:

- create a pyramid advisory and monitoring system;
- promote school autonomy, even though the Greek education system remains highly centralised;
- create support systems;
- increase accountability.

Among other legislative initiatives, the law reforms the supportive educational structures, making them more inclusion-focused.

This law reformed the Centres for Interdisciplinary Assessment, Counselling and Support. The Centres aim to:

- identify institutional (and not just individual) barriers to learning at all levels;



- provide psycho-social support to all learners, including those with disabilities;
- build capacity in mainstream schools so that they respond more effectively to all learners' diverse needs.

The law also promoted the reorganisation of the School Network of Education and Support (SDEY) and Interdisciplinary Support Committee (EDY) institutions, which were renamed and re-established to be more focused on inclusion.

Likely impact of the law or policy

Regarding greater autonomy in schools and the organisation of teaching, the law:

- introduces and recommends a free choice of school materials from approved school textbooks, replacing the single, state-determined textbook;
- enables school units to approve educational activities and programmes (formerly, Ministry of Education approval was required).

Where to find more information

[Law 4823/2021](#) (Greek)

National Action Plan for the Rights of Persons with Disabilities

Focus and aim of the law or policy

The National Action Plan was formulated by members of the political leadership and officials from all ministries in accordance with the United Nations guidelines, co-ordinated by the Minister of the State, and finalised in consultation with the disability movement and civil society.

The National Action Plan comprises 30 main targets. Specifically in the field of education, the National Action Plan includes 13 operational objectives. These are further analysed in projects and actions, with a pre-defined implementation timetable, in key areas of intervention:

1. Developing and supervising a strategic action plan for the equal access of persons with disabilities to a quality, inclusive education
2. Reviewing the current legal framework
3. Allocating adequate human and material resources
4. Improving environmental and learning accessibility, with benefits and adaptations to the environment, assistive technology, educational materials and social life in all educational structures at all education levels
5. Strengthening early childhood intervention
6. Strengthening vocational education
7. Ensuring equal access to lifelong learning and higher education
8. Ensuring equal treatment of persons with disabilities in higher education
9. Developing pilot programmes for specific issues



10. Expanding statistical data collection
11. Safeguarding equal access to education for learners from vulnerable social groups, e.g. refugee immigrants with disabilities, Roma with disabilities
12. Ensuring the right to free expression/raising the voice of people with disabilities
13. Evaluating inclusion classes and parallel support.

Likely impact of the law or policy

The National Action Plan is currently being implemented and provides a wide array of actions in the field of education for learners with disabilities and/or special educational needs. The National Action Plan has led to the Strategic Action Plan for the Equal Access to Education of Persons with Disabilities.

Regarding the strategic targets, preparatory law and inter-ministerial committees have been set up to conclude laws and initiatives in all areas.

In addition, a Committee has been organised to supervise, monitor and assess the implementation procedures of the Strategic Action Plan. The Committee meets monthly and monitors the evolution of the Strategic Plan sub-axes.

Where to find more information

[National Action Plan for Disability](#) (Greek)

Strategic Action Plan for the Equal Access to Education of Persons with Disabilities

Focus and aim of the law or policy

To systematically co-ordinate the National Action Plan policies in the field of education, the Greek Ministry of Education has devised a Strategic Action Plan for the Equal Access to Education of Persons with Disabilities. The plan has been formulated as an extension of the twelfth target of the National Action Plan for the Rights of Persons with Disabilities (Education for All).

In accordance with the twelfth target of the National Action Plan, the Strategic Action Plan comprises 13 operational objectives in key areas of inclusive policy and practice, with a clear implementation deadline.

The Strategic Action Plan aims to:

- support the right of persons with disabilities to equal access to education;
- contribute to the removal of barriers to learning and the creation of safe learning environments that can meet the diverse needs of learners with disabilities;
- contribute to putting into practice the constitutional requirement that guarantees that persons with disabilities 'have the right to enjoy provisions that ensure their autonomy, professional integration and participation in the social, economic and political life of the country' (Article 21, paragraph 6).



Likely impact of the law or policy

The Strategic Action Plan for the Equal Access to Education of Persons with Disabilities constitutes a 'roadmap' that provides a clear, coherent and systematic framework for action which is systematically monitored.

Two years after the formulation of the Strategic Action Plan, several goals have been achieved as part of the process of increasing the schools' capacity to respond to the diversity of needs of all learners:

- A **new law on education** (4823/2021) reforms supportive educational structures to make them more inclusion-focused
- **Increased recruitment** of special needs teachers and special support staff in special and general education. In recent years, 6,000 teachers were recruited as permanent staff in special and inclusive education
- Implementing wide-ranging teacher training programmes, e.g. 25,000 teachers have been trained in differentiated instruction and **18,400 newly appointed teachers with an inclusive focus**
- Creating 166 new general education curricula which will be accompanied by inclusive education guides
- Developing an **Accessibility Plan** which is currently being drafted by the physical and digital accessibility committees
- **Equipping special schools** with technological equipment and tools, with support from the National Reform Trust
- Creating an **Action Plan for early educational intervention** in mandatory pre-primary education
- Developing a **multi-dimensional legislative framework** capable of promoting inclusion in higher education
- Implementing a wide-ranging **pilot programme for the creation of inclusive school communities**
- **Systematic data collection** on learners with disabilities and/or special educational needs who attend mainstream schools
- Systematic attempts to **record refugee learners with disabilities and/or special educational needs** who stay in hosting facilities, with a view to placing them in appropriate school settings
- Designing a Ministry of Education and Religious Affairs **website** for special and inclusive education, which informs parents and teachers about legislation and all relevant issues. The website's development is in the pipeline.

Where to find more information

[Legislative developments in Greece aiming to prepare all learners for transition to adult and working life](#) (documentation from a peer-learning activity) (English)



HUNGARY

Vocational Education and Training 4.0 Strategy (Vocational Education Act no. LXXX 2019)

Focus and aim of the law or policy

A new concept was developed to reform vocational education. Effective from 1 January 2020, Vocational Education Act no. LXXX 2019 brings overall changes in the field. Entrants into vocational education in the 2020/2021 school year started their studies based on these new regulations.

The Vocational Education and Training (VET) 4.0 Strategy is based on three pillars: career opportunity, attractive environment, and teachers and instructors with up-to-date knowledge.

Likely impact of the law or policy

The European Union target is that at least 60% of recent graduates from VET should benefit from exposure to work-based learning during their vocational education and training by 2025. Due to the dual training system in Hungary, the target seems to be achievable.

Where to find more information

[VET 4.0 Strategy](#) (Hungarian)

Government Decision 1264/2019 (V. 7.)

Focus and aim of the law or policy

Based on the Government of Hungary's decision 1264/2019 (V. 7.), the ELTE Bárczi Gusztáv Faculty of Special Education is establishing a partnership with public educational institutions with autism-specific professional experience to build a 'practitioner base network'. This network aims to improve the quality of teacher training/professional development. It will provide up-to-date, evidence-based practice in the field of autism spectrum pedagogy in special education, while working with public education institutions to develop their autism-specific professional services and provision, using a jointly developed professional plan.

Likely impact of the law or policy

The joint professional plan will serve to improve the quality of autism-specific services and provision in each region.

Where to find more information

[Decision of the Government of Hungary 1264/2019 \(V. 7.\)](#) (Hungarian)



Act no. CXLVII of 2020, Section 16

Focus and aim of the law or policy

The provision of the Child Protection Act prescribing disability advisors was introduced by Act no. CXLVII of 2020, Section 16, which entered into force on 1 January 2022. Disability advisors provide information, organise and run peer groups and provide skills training.

Likely impact of the law or policy

Disability advisors have special knowledge from the field of disability studies and can therefore provide active support in, e.g. applying for financial support, care or parking permits. The disability advisory service is aimed at those affected by a disability: both children and adults, their relatives, their immediate social environment, and professionals who come into contact with them. The consulting services have a specific framework which includes an appropriate system for collecting background information and uploading up-to-date information.

Where to find more information

[Refugee co-ordination forum](#) (English and Hungarian)

Article 4 (13 c), 28 May 2021

Focus and aim of the law or policy

The national law on public education (Article 4 (13 c)) now identifies learners undergoing long-term medical treatment as requiring special attention, with effect from 28 May 2021. It also establishes a procedural protocol to guarantee their educational rehabilitation and their right to learning.

Likely impact of the law or policy

Article 4 (13 c) should regulate the distribution of tasks and competences, the assignment of responsibilities, and the appropriate procedures and competence limits. It should also ensure smooth intersectoral co-operation.

Where to find more information

[Article 4 \(13 c\)](#) (Hungarian)

Public Education Development Strategy 2021–2030

Focus and aim of the law or policy

The Public Education Development Strategy 2021–2030 was adopted in August 2020. It aims to promote access to inclusive, quality mainstream education for all, and enhance the quality, efficiency and effectiveness of the education system and qualification levels. The Strategy applies a comprehensive approach to reduce drop-out according to European structural indicators by the end of the decade. Measures in the Strategy serve



to prevent and tackle early school leaving, improve learners' skills and competences, improve the rate of school success and foster smooth labour market transition and employability. The Strategy focuses on learners at risk of drop-out, especially socially disadvantaged and multiple disadvantaged – including Roma – learners.

Likely impact of the law or policy

These interventions contribute to the medium- and long-term reduction in the rate of early school leaving and offer pedagogical assistance to schools to promote a more inclusive, supportive school culture, especially for schools with low educational performance.

Where to find more information

[Public Education Development Strategy 2021–2030](#) (Hungarian)



ICELAND

Act no. 95/2019 on the education, competency and recruitment of teachers and school leaders of pre-schools, compulsory schools and upper-secondary schools

Focus and aim of the law or policy

Iceland's new legislation on teacher qualifications is Act no. 95/2019 on the education, competency and recruitment of teachers and school leaders of pre-schools, compulsory schools and upper-secondary schools. The Act states the requirements and focus of teacher education.

The [Ministry of Education and Children](#) has final responsibility for and decision-making power concerning teachers and other education staff, their training and working conditions. The legal context for these issues is stipulated in this Act, together with education legislation (legislation on pre-school, compulsory school and upper-secondary school), education agreements with municipalities and private school institutions, and contracts with teacher unions. Teachers' roles in early childhood education and care, compulsory and upper-secondary education levels are licensed professions.

In addition, this new Act states that a teachers' committee shall be established, which decides on teachers' professional development and further education policy.

Likely impact of the law or policy

The Act lays down licensing requirements in Iceland. A significant novelty is that licensed teachers may move up and down school levels, although with more requirements for teaching in specific subjects at upper-secondary school levels (ISCED 3 or grades 11, 12 and 13).

Where to find more information

[Act on the education, competency and recruitment of teachers and school leaders of pre-schools, compulsory schools and upper-secondary schools](#) (Icelandic)

Act no. 86/2021 on the Integration of Services in the Interest of Children's Prosperity

Focus and aim of the law or policy

Act no. 86/2021 on the Integration of Services in the Interest of Children's Prosperity states that no child should be left behind. It focuses on cross-sectoral co-operation, encouraging the education, social affairs and health systems to collaborate with municipalities and schools on the matter of children and their families.



Services are divided into three levels:

- Primary level: basic services and early assistance
- Secondary level: more targeted assistance and resources
- Tertiary level: specialised resources to safeguard instances where a child's prosperity is, or could be, endangered.

In addition, children and families have access to service co-ordinators or case managers.

Likely impact of the law or policy

Service providers will have a better overview of which systems provide services and how effective and comprehensive services can be ensured for every child.

Where to find more information

[Act on the Integration of Services in the Interest of Children's Prosperity](#) (English)

[Children's Prosperity Handout](#) (English)

Education Policy 2030: First Action Plan 2021–2024

Focus and aim of the law or policy

Education Policy 2030 is a 10-year education strategy document underpinned by the values of resilience, courage, knowledge and happiness. The strategy document includes five pillars to attain this vision – equity, teaching, skills for the future, well-being and quality of education – under which it describes further objectives. It addresses goals and challenges that Icelandic society faces and is streamlined toward the United Nations Sustainable Development Goals. The policy covers all levels of education, including teacher education.

The first action plan for Education Policy 2030 has been submitted. The action plan was based on a Alþingi (Parliament) resolution in 2021, following extensive consultation and analytical work since 2018. The work aimed to clarify the vision of the development and structure of the Icelandic education system for the future, considering challenges such as rapid social and technological changes. The first action plan specifies nine main actions, which touch on the five pillars of the new education policy: equal opportunities for all, superior teaching, skills for the future, putting well-being first, and quality at the forefront.

Likely impact of the law or policy

The education policy presents a high-level, long-term vision for developments in education.

Its implementation is planned over 10 years. An implementation plan is in place with agreed indicators for the phases presented in the Education Policy.

Where to find more information

[Parliamentary resolution on education policy for the years 2021–2030](#) (Icelandic)

[OECD report on the implementation of Education Policy 2030](#) (English)

[Education Policy 2030: First Action Plan 2021–2024](#) (Icelandic)



IRELAND

First 5: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019–2028

Focus and aim of the law or policy

First 5: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019–2028 builds on the Government commitment in the national policy framework for children and young people 2014–2020, [Better Outcomes, Brighter Futures](#), to increase investment in high-quality early years care and education for all children, prioritising families living with low incomes.

Likely impact of the law or policy

The strategy promotes participation, strengthening social inclusion and embracing diversity across early learning and care (ELC) settings. (In the strategy, ELC refers to ISCED 0 in Ireland and professionals who work in ISCED 0 settings are referred to as ELC practitioners).

Building on this strategy, [Nurturing Skills: The Workforce Plan for Early Learning and Care \(ELC\) and School-Age Childcare \(SAC\)](#) (2022–2028) aims at upholding the commitment to developing a new Workforce Plan for ELC and SAC, including childminders.

Where to find more information

[First 5: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019–2028](#) (English)

Nurturing Skills: The Workforce Plan for Early Learning and Care (ELC) and School-Age Childcare (SAC), 2022–2028

Focus and aim of the law or policy

First 5, the whole-of-Government strategy for babies, young children and their families, set out a vision for early learning and care (ELC) and other policies for young children throughout 2019–2028. The goals include strong and supportive families and communities, optimum physical and mental health, positive play-based early learning and an effective early childhood system. The last goal included several targets related to the workforce for ELC and school-age childcare (SAC), such as the development of a new Workforce Plan for ELC and SAC, including childminders.

‘Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare, 2022–2028’ is the accompanying plan. It sets out a series of actions to meet the workforce-related targets in First 5 and includes an implementation plan for 2022–2024.



Likely impact of the law or policy

The Nurturing Skills monitoring committee was established in 2022 to oversee the implementation of Nurturing Skills.

Where to find more information

[Nurturing Skills: The Workforce Plan for Early Learning and Care \(ELC\) and School-Age Childcare \(SAC\), 2022-2028](#) (English)

[Nurturing Skills: The Workforce Plan for Early Learning and Care \(ELC\) and School-Age Childcare \(SAC\), 2022-2028](#) (Irish)

[First 5: A Whole-of-Government Strategy for Babies, Young Children and their Families 2019-2028](#) (English)

Statement of Strategy 2023–2025

Focus and aim of the law or policy

The vision of the Statement of Strategy 2023–2025 is for an education system that is of the highest quality and where every member of educational communities, including children and young people, their families and all the staff that engage with them, feel valued and supported. Helping every child and young person to develop and realise their full potential contributes to social progress, economic development, and the cohesion and well-being of an inclusive and sustainable society.

The statement addresses four overarching goals:

1. Enable the provision of high-quality education and improve the learning experience to meet the needs of all children and young people, in schools and early learning and care settings
2. Ensure equity of opportunity in education and that all children and young people are supported to fulfil their potential
3. Together with partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector
4. Organisational excellence and innovation – working to serve the public and their elected representatives effectively.

Likely impact of the law or policy

The strategy's goals are linked to specific strategic actions. Progress will be measured using indicators related to performance and progression into further education and training and higher education.

Where to find more information

[Statement of Strategy 2023–2025](#) (English)



Education (Provision in Respect of Children with Special Educational Needs) Act 2022

Focus and aim of the law or policy

Under Section 37A of the Education Act, 1998, the Minister for Education can compel a school to make provision for learners with special educational needs. New emergency legislation – the Education (Provision in Respect of Children with Special Educational Needs) Act 2022 – was introduced. The main provision in this legislation is to provide for a streamlined Section 37A process, whereby the Minister can direct a school to make provision for learners with special educational needs.

The Department of Education and the National Council for Special Education (NCSE) will continue to collaborate with schools to ensure that schools provide additional special classes or special school places. This is how the vast majority of new classes and additional places have been provided to date and how it is envisaged that they will continue to be provided into the future. The Section 37A process is only used as a last resort where additional provision is required in a specific location and efforts to secure that additional provision through engagement with schools have not been successful.

Likely impact of the law or policy

The changes within the Act came into immediate effect.

Two provisions allowing for an appeal have been removed:

- A school to appeal a decision to designate to an appeal committee
- A parent to appeal a decision not to designate to an appeals committee.

Schools, boards of management and patrons are now obliged to co-operate with the NCSE.

In July 2022, Section 67 of the Education Act 1998, as introduced through the Admission to Schools Act 2018, also commenced. This legal provision allows the NCSE to designate a school place for a learner with special educational needs.

In designating a school place for a learner with special educational needs, the NCSE is required to consider the following factors:

- The learner's special educational needs
- The parents' wishes
- Where appropriate, and in accordance with the learner's age and maturity, the learner's wishes
- The availability of places in schools in the locality
- The school that, in the NCSE's view, it would be in the learner's best interests to attend, with preference given to the learner's local school unless their best interests require otherwise



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- The ability of the school to accommodate the learner concerned and to meet their special educational needs, including that ability when resources are made available to the school
 - Any direction served by the Minister under Section 37A that may be relevant.

Where to find more information

[Education \(Provision in Respect of Children with Special Educational Needs\) Act 2022](#)
(English)



LATVIA

Regulations Regarding the State Guidelines for Pre-school Education and the Model Pre-school Education Programmes

Focus and aim of the law or policy

The implementation of the Regulations Regarding the State Guidelines for Pre-school Education and the Model Pre-school Education Programmes started in 2019/2020. The Cabinet of Ministers approved the guidelines in November 2018. The document is binding for all pre-school programmes and pre-school educational institutions, including home-based provision.

Where to find more information

[Regulations Regarding the State Guidelines for Pre-school Education and the Model Pre-school Education Programmes](#) (English)

General Education Law, Section 51, § 5

Focus and aim of the law or policy

Changes to the General Education Law came into force on 1 September 2020.

Section 51, Special Education Institutions and Classes, § 5 states that special education institutions must implement special basic education programmes for learners with mental health disorders, mental development disorders, severe mental development disorders or multiple severe developmental disorders. Special education institutions may additionally implement special pre-school education, special basic education and special secondary education programmes for learners with visual or hearing impairments.

At the same time, special education programmes for learners with physical development disorders, somatic symptom disorders and language learning disabilities should be integrated into mainstream schools or classes.

Where to find more information

[General Education Law, Section 51, § 5](#) (2020) (English)

[General Education Law, Section 3, § 1](#) (2021) (Latvian)

Cabinet Ministers' Regulation No. 618

Focus and aim of the law or policy

The new regulation on the 'Procedure for accreditation of educational institutions, examination centres, other institutions and educational programmes specified in the Education Law, and assessment of the professional performance of educational institution



leaders' (2020) sets quality assurance indicators in vocational education and training ([EQAVET](#)). The regulation also describes evaluation procedures of school headteachers' professional activity.

Where to find more information

[Cabinet Ministers' Regulation No. 618](#) (Latvian)

General Education Law, Section 3, § 1

Focus and aim of the law or policy

Education Law Section 3, Right to Qualitative and Inclusive Education, § 1 came into force in 2021. Under this law, everyone has the right to quality and inclusive education.

Where to find more information

[General Education Law, Section 3, § 1](#) (2021) (English)

[General Education Law, Section 3, § 1](#) (2021) (Latvian)

Education Development Guidelines 2021–2027: Future skills for future society

Focus and aim of the law or policy

The Education Development Guidelines 2021–2027 act as a medium-term policy planning document which defines a unified national education policy and development strategy. The guidelines specify the goals of the education policy, the main actions to achieve the goals, and policy and performance indicators.

The guidelines' overarching goal is to provide quality education opportunities to all residents of Latvia, in order to promote the development and realisation of their potential throughout life and to build their ability to change and responsibly manage the constant changes in society and the economy.

The aim is to provide an inclusive education approach at all levels of education and to provide sufficient pedagogical and support staff for learners who need them.

Where to find more information

[Education Development Guidelines 2021–2027](#) (Latvian)

National Development Plan 2021–2027

Focus and aim of the law or policy

The National Development Plan for 2021–2027 (NDP2027) is Latvia's main medium-term development planning document. It states Latvia's commitments to achieve the Latvian Sustainable Development Strategy 2030 (Latvia2030) and the United Nations Sustainable Development Goals, and to improve the quality of life in Latvia.



The strategic objectives include equal opportunity, productivity and income, social trust and regional development. Priority 2 includes 'Quality, accessible and inclusive education'.

Likely impact of the law or policy

NDP2027 includes performance indicators for 2024 and 2027. A mid-term evaluation is also included.

Where to find more information

[National Development Plan 2021–2027](#) (English)

[Summary of the National Development Plan 2021–2027](#) (English)

Law on Local Governments, Section 15

Focus and aim of the law or policy

The Law on Local Governments, Section 15 (2021) sets out the general provisions and economic basis for local government activities in Latvia. Local governments must provide for their residents' education. This includes ensuring the specified rights of residents to acquire basic education and general secondary education, ensuring children of pre-school and school age with places in training and educational institutions, and providing organisational and financial assistance for extra-curricular training, educational institutions and education support institutions.

Where to find more information

[Law on Local Governments, Section 15](#) 2021 (English)

Regulation No. 11

Focus and aim of the law or policy

Regulation No. 11 (11 January 2022) regulates how learners are enrolled in and/or removed from general education programmes, as well as the mandatory requirements for transferring learners to the next grade. Clause 18 of the regulations determines that in mainstream schools, classes cannot include more than four learners with special needs, one learner with mental development disorders, learners with severe mental development disorders or multiple severe developmental disorders.

Where to find more information

[Regulation No. 11](#) (2022) (Latvian)



LITHUANIA

Social Inclusion Action Plan 2020–2023

Focus and aim of the law or policy

The Order of the Minister of Social Security and Labour of 20 December 2019, No. A2-791 'On the approval of the social inclusion action plan 2020–2023', defines socially excluded persons as:

... persons (families) who for some reason are excluded from various areas of society. Socially excluded persons can be considered as both at social risk and socially vulnerable at the same time.

Likely impact of the law or policy

The aim is to increase the opportunities for socially vulnerable and at-risk individuals to actively participate in the community and job market by:

- developing social integration services;
- promoting the involvement of non-governmental organisations and inter-institutional co-operation;
- educating the public to reduce stigmatising attitudes towards socially vulnerable and at-risk individuals.

Where to find more information

[Social Inclusion Action Plan 2020–2023](#) (Lithuanian)

Order on the approval of the description of the procedure for determining and assigning compulsory pre-school education

Focus and aim of the law or policy

In September 2021, new amendments to the joint law of the Minister of Education, Science and Sport and the Minister of Social Projection and Labour 'on the approval of the description of the procedure for determining and assigning compulsory pre-school education' were adopted in relation to compulsory early childhood education and care (ECEC) for children and families at social risk.

Likely impact of the law or policy

The lack of transportation and additional financial burdens, such as meals and salaries for accompanying persons, were noted as the most challenging barriers to compulsory ECEC. As such, the law provides additional financing to municipalities and ECEC providers that enrol children assigned to compulsory ECEC.



Where to find more information

[Regarding the approval of the description of the procedure for determining and assigning compulsory pre-school education](#) (Lithuanian)

Preparation for Inclusion in 2021–2024 Action Plan

Focus and aim of the law or policy

The Preparation for Inclusion in 2021–2024 Action Plan aims to remove physical, informational and social barriers and ensure quality education for every learner, allowing them to learn together with their peers in the nearest educational institution, with the necessary support to meet their educational needs. The Action Plan envisages a whole complex of measures necessary for inclusive education – from adapting school infrastructure and providing necessary teaching tools, to establishing advisory assistance and additional educational assistance positions in schools and strengthening training for qualified specialists.

Likely impact of the law or policy

The Action Plan will help to prepare for the planned development of the inclusive education system.

However, this is just preparatory work before actual inclusion into education. Various measures will be continued, including measures to change parents' attitudes.

Where to find more information

[Preparation for Inclusion in 2021–2024 Action Plan](#) (Lithuanian)

Agreement on National Education Policy (2021–2030)

Focus and aim of the law or policy

Leaders of Lithuania's political parties signed an agreement on education policy on 1 September 2021. The agreement is to test and implement inclusive education measures in at least five municipalities and schools by the end of 2023.

The Lithuanian political parties emphasise that education is a key priority of the Lithuanian state as a foundation for the country's progress and public good.

Likely impact of the law or policy

It will allow for consistent expansion of the network of institutions fostering inclusive education.

It aims:

To develop, by 2024, a single quality standard for general education accessible to all children, both rural and urban, including foreign Lithuanians and children from ethnic communities and minorities, in response to the challenges of the 21st century, ensuring essential everyday skills (linguistic, natural science,



information technology, financial, cultural and civic literacy), and competencies for complex real-world-problems, and fostering values needed to operate in a fast-paced, ever-changing world.

Where to find more information

[Agreement on National Education Policy \(2021–2030\)](#) (English)

Education Development Programme of the National Progress Plan 2021–2030

Focus and aim of the law or policy

The Education Development Programme of the National Progress Plan 2021–2030 indicates the main problems in education and describes their causes. These include unequal opportunities to start school, insufficient use of educational technologies and digital innovations to increase the efficiency of the education system and the quality of learning outcomes, and insufficiently developed educational support in schools.

The programme sets out a plan to improve the quality of and overall access to education in Lithuania. The programme covers all levels of education.

Likely impact of the law or policy

The Education Development Programme aims ‘to increase the inclusion and accessibility of education, to ensure a safe environment for every person’. The percentage of learners with disabilities educated in mainstream educational institutions (general classes) is expected to reach 67.2% in 2025, and 90% by 2030.

In the [National Progress Plan 2021–2030](#), strategic goal 3 is ‘to increase the inclusiveness and effectiveness of education in order to meet the needs of the individual and society’. To achieve this goal, impact indicators related to inclusion were agreed. Additional financing has also been allocated to address issues identified in the programme.

Through this programme, learners with disabilities and special educational needs will be given priority with regard to enrolment in schools closest to their homes. At the same time, their families receive recommendations on which schools might best meet their individual needs and can choose according to their preferences.

Where to find more information

[National Education Development Programme for 2021–2030](#) (Lithuanian)

Amendments of the Law on Education

Focus and aim of the law or policy

Upon adoption of the Amendments of the Law on Education (Law Amending Articles 5, 14, 21, 29, 30, 34 and 36 of Law No. I-1489 on Education and Supplementing it with Article 45-1, 30/06/2020 No. XIII3268 and followed Law Amending Articles 7, 8, 9, 10, 11, 14, 16, 19, 20, 21, 23, 29, 36, 38, 39, 41, 43, 44, 46, 49, 52, 53, 56, 57, 58, 59, 62, 63, 64, 67, 69, 70 of



Law No. I-1489 on Education and Supplementing it with Article 56-4, 22/12/2022 No. XIV-1726), all mainstream education schools will have to accept all learners without any exceptions. From 1 September 2024, schools must ensure access to education for learners with special educational needs by providing psychological, special pedagogical, special or social pedagogical assistance, social, health care and other services, educational technical support tools at school, special teaching tools, adaptations to the educational environment (physical, informational) and by other means, established by the Law.

Likely impact of the law or policy

Through these amendments, schools no longer have the right to refuse to admit a learner, claiming that the school is not adjusted to the learner's needs. The amendments of the Law on Education abolished this discriminatory provision. The implementation of the new amendments to the Law on Education will be a step towards inclusive education.

Where to find more information

[Amendments of the Law on Education](#) (2020) (Lithuanian)

[Amendments of the Law on Education](#) (2022) (Lithuanian)

Law no. V-586

Focus and aim of the law or policy

Law no. V-586 on the General Education Plans for the school years 2023/2024 and 2024/2025 states that an individual education plan must be created for learners from a foreign country. Following the order described in Law no. ISAK-556 (2005) on the Approval of the Description of the Procedure for Continuous Learning in General Education Programmes, Article 10 states a person who completed part of a general secondary education programme in a foreign country, at an international organisation or who completed a general primary education programme must be accepted to continue learning.

Article 54 states that if the learner is not fluent in Lithuanian, the school may organise an intensive Lithuanian language course (in classes, groups or other forms), while ensuring that other subjects (such as arts, science, etc.) are learned with peers. Intensive study of the Lithuanian language can take place for up to one year or longer in exceptional cases. Learners may also receive assistance for several (2–4) years, alongside their peers in the mainstream classroom. Appropriate education and learning support will be provided in co-ordination with the learners' parents or guardians.

Likely impact of the law or policy

The law provides increased support to learners joining the Lithuanian education system from a foreign country. By enabling foreigners or individuals returning from abroad to acquire education and further their studies in Lithuania, it aims to facilitate their successful integration into society and the job market.



Where to find more information

[General Education Plans for the school years 2023/2024 and 2024/2025](#) (2023)

(Lithuanian)

[Description of the Procedure for Continuous Learning in General Education Programmes](#)

(2005) (Lithuanian)



LUXEMBOURG

Grand-ducal regulation of 1 March 2019

Focus and aim of the law or policy

Continuing professional development is compulsory for all early childhood education and care providers. This is specified in the [amended grand-ducal regulation of 28 July 2017](#), Annex II: Guidelines for the elaboration of the general action concept and the logbook applicable to education and childcare services. Additionally, the grand-ducal regulation of 1 March 2019 introduced guidelines on language education in early childhood care. It states that:

Professionals in the sector (...) need in-depth knowledge about children's language acquisition in mono- and multi-lingual conditions, which must be imparted to them in the context of initial and continuing training measures.

Likely impact of the law or policy

Contributing to the adaptation of the education system to the multi-lingual context of Luxembourgish society.

Where to find more information

[Grand-ducal regulation of 1 March 2019](#) (French)

Law of 16 March 2022 on the creation of the National Observatory for Children, Youth and School Quality

Focus and aim of the law or policy

Previously, two national observatories existed: the National Observatory for Children and Youth (*Observatoire de l'enfance et de la jeunesse*) and the National Observatory for School Quality (*Observatoire national de la qualité scolaire*). Both worked for the Ministry of Education, Children and Youth and collected information about children and young people, as well as the strengths and weaknesses of Luxembourg's education system.

The law of 16 March 2022 aims to bring these two observatories together and to form a single structure called the National Observatory for Children, Youth and School Quality (*Observatoire national de l'enfance, de la jeunesse et de la qualité scolaire, OEJQS*).

This new observatory has two sections:

- Children and Youth section: responsible for analysing the situation of children and young people in Luxembourg based on a global approach, centred on the child or young person, and evaluating the systems that concern them in the socio-educative and other related fields



- School quality section: responsible for the systemic evaluation of teaching quality in Luxembourg's school system to promote the development of school quality in Luxembourg.

Bringing together the fields of formal and non-formal education encourages the implementation of a cross-cutting policy regarding children and young people which focuses on their living conditions and which has a children's rights approach. The creation of a single structure facilitates regular exchanges on common topics and the transition between formal and non-formal education.

Likely impact of the law or policy

Global approach towards children and young people in national education policies.

Where to find more information

[Law of 16 March 2022 on the creation of the National Observatory for Children, Youth and School Quality](#) (French)

[Homepage of the OEJQS](#) (French)

Law of 20 July 2023 on compulsory education

Focus and aim of the law or policy

On 20 July 2023, a law extending the compulsory education age from 16 to 18 was adopted. This law repeals the former law of 6 February 2009 on compulsory education. Its main aim is to combat school drop-out. The new provision extending compulsory education will only come into force in September 2026 to allow education stakeholders to develop alternative training opportunities for learners who have dropped out of school.

The law also introduces regular and centralised monitoring of compliance with compulsory education. This will now be part of the Ministry of Education, Children and Youth's responsibilities, rather than the municipalities'. The monitoring will take place at least once a month. The new law of 20 July 2023 includes a detailed procedure for cases of non-compliance with compulsory school attendance. Non-compliance with compulsory school attendance may now lead to an investigation by the juvenile court.

The law also defines the values and objectives of education in Luxembourg to guarantee the quality of education in both public and private schools, regardless of the form of education chosen by the learners' parents.

Likely impact of the law or policy

This obligation is a key measure to further reduce the school drop-out rate and to ensure better integration into the professional world.

Where to find more information

[Law of 20 July 2023 on compulsory education](#) (French)



Law of 14 July 2023 on welcoming, guiding, integrating and providing educational support for newly arrived pupils and on the creation of the School Integration and Welcoming Service

Focus and aim of the law or policy

Previously, information on newly-arrived learners (refugees, migrants) was insufficiently co-ordinated and did not effectively reach Luxembourg's schools.

To remedy this lack of co-ordination and provide more support to newly-arrived learners, a law creating a School Integration and Welcoming Service (*Service de l'intégration et de l'accueil scolaires*, SIA) was approved on 14 July 2023.

The law's main aim is to systematically take charge of all newly-arrived learners in Luxembourg's public education system, guaranteeing them a fair reception, orientation and support with integration and guidance at school.

The School Integration and Welcoming Service's main missions are:

- welcoming all families who have recently arrived in Luxembourg;
- offering information and counselling for learners and their parents on all questions related to the Luxembourgish school system;
- providing individual monitoring for two years.

When a newly-arrived learner has specific educational needs, the School Integration and Welcoming Service assists their parents, or the learner themselves if they are of age, in the procedures for referring the matter to the competent service.

Likely impact of the law or policy

- Minimisation of the impact of newly-arrived learners' socio-cultural origins on their school career
- Promotion of interculturality within schools
- Better preparation of schools when receiving newly-arrived learners
- Seamless transition from the learners' foreign school system to the Luxembourgish education system.

Where to find more information

[Law of 14 July 2023](#) (French)

[Flyer – Welcoming newly arrived pupils in Luxembourg](#) (English)

Law of 30 June 2023 on inclusion and learners' well-being

Focus and aim of the law or policy

The law of 30 June 2023 aims to ensure learners' well-being and promote inclusive education by harmonising and adapting the specific inclusion measures in Luxembourg's



education system to the realities in the classroom, and by simplifying the related procedures.

The law makes some major changes to the Luxembourgish public education system. It amends:

- the law of 25 June 2004 on the organisation of secondary education;
- the law of 13 July 2006 on the Psycho-social and Scholastic Assistance Centre;
- the law of 6 February 2009 on the organisation of primary education;
- the law of 20 July 2018 on the creation of competence centres for specialised psycho-pedagogy, which will now be called the law of 20 July 2018 in favour of school inclusion.

Furthermore, it repeals the law of 15 July 2011 on the creation of the Reasonable Adjustments Commission and integrates the legal provisions in the law of 25 July 2004 on the organisation of secondary education and the law of 20 July 2018 in favour of school inclusion. With this measure, the law aims to integrate the Reasonable Adjustments Commission into the care system for learners with special educational needs, so that it becomes one of its components.

Other key measures taken by the law of 30 June 2023 are:

- Improving psycho-social counselling for learners by introducing an educative and psycho-social department in every high school, redefining the Psycho-social and Scholastic Assistance Centre's missions (*Centre psycho-social et d'accompagnement scolaires, CEPAS*), and enforcing socio-educative services in high schools:
 - More coherence and improved care for learners with specific educational needs by introducing support teams for learners with special educational needs in high schools, primary schools which assist the teachers with their tasks. They may also help learners to take part in all planned activities in every area of school life on a day-to-day basis;
 - Simplified administrative proceedings, redefining the missions of inclusion commissions in high schools and enforcing collaboration with the Reasonable Adjustments Commission;
 - Minimised waiting time for measures for learners with special educational needs, especially by introducing time limits for specialised diagnoses and by simplifying the diagnoses.
- Creating the national service for inclusive education (*Service national de l'éducation inclusive, SNEI*). Its main role is to promote inclusive education, develop the care system for learners with special educational needs and ensure networking of all stakeholders in the field of inclusive education.
- Introducing a Child protection officer (*Délégué à la protection des élèves, DPE*) in secondary schools to prevent violence and abuse of learners.
- Enforcing learners' participation in decisions that affect them.



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- Adapting the terminology used:
 - abolishing the distinction made between learners with specific educational needs and learners with particular educational needs;
 - replacing the term ‘intellectually precocious child’ with ‘child with high potential’.

Likely impact of the law or policy

Simplified procedures regarding the support measures ensuring inclusive education and improved collaboration between the different stakeholders in the field.

Where to find more information

[Law of 30 June 2023 on inclusion and learners’ well-being](#) (French)

[Children and young people with special needs](#) (English)



MALTA

A Policy on Inclusive Education in Schools: Route to Quality Inclusion and A National Inclusive Education Framework

Focus and aim of the law or policy

In 2019, A Policy on Inclusive Education in Schools: Route to Quality Inclusion and A National Inclusive Education Framework were launched. When the COVID-19 pandemic began, the policy could not be implemented, so it was re-evaluated and a revised version was published in 2022. Implementation of the policy started in the 2021/2022 school year, and 30 policy targets will be completed by 2030.

The policy views individual differences as opportunities to enrich learning. It offers schools flexibility to transform existing pedagogical personal and professional beliefs, attitudes and discourses, and to re-design processes and practices in a manner that responds effectively to all learners' needs and social realities. It clearly defines inclusive education in accordance with the Council of the European Union's [Conclusions on Inclusion in Diversity to achieve a High Quality Education For All](#) (2017).

The targets in the policy document are built on four benchmarks:

1. All learners have access to opportunities for participation in education systems and structures.
2. All educators employ effective teaching approaches that are more representative of and responsive to diversity and that foster a Universal Design for Learning environment.
3. All schools are supported through well organised support structures that embrace shared cultures and ethos of diversity.
4. All educators have access to flexible education and training opportunities that support their work in delivering quality inclusive education.

A National Inclusive Education Framework builds on the Inclusion Policy. It considers barriers to inclusion and suggests ways to overcome them. It also provides 10 themes, presenting best practice indicators and local scenarios to guide schools in implementing inclusive practices.

Likely impact of the law or policy

The policy addresses vulnerable learners at risk of exclusion. This includes not only learners with disabilities but all learners who, at some point in their education journey, might become vulnerable due to other challenges that they might have or experience. This is best represented in the diversity wheel.

Implementing the Inclusion Policy and its Framework provides opportunities for schools in Malta to further enhance awareness of diversity and inclusion. By defining inclusive



education, schools are moving away from viewing inclusive education as being only for learners with a disability, and moving towards including all learners in schools.

The 30 targets presented in the policy will positively impact future development within the education system. Implementing them enhances other areas in the education system that promote equity and inclusion for all learners, regardless of their needs and challenges.

Since beginning to implement the Inclusion Policy targets, several initiatives and services have been implemented in schools to ensure quality inclusive education in Malta. These practices and initiatives embrace diversity in all stakeholders within school communities. They build on continuous communication among different stakeholders to ensure practices centre on the strengths and needs of individual learners, while at the same time creating a sense of belonging for all learners, parents and educators in schools.

Where to find more information

[A Policy on Inclusive Education in Schools: Route to Quality Inclusion](#) (English)

[A National Inclusive Education Framework](#) (English)

Education Act amended Chapter 605 (2022)

Focus and aim of the law or policy

The Education Act reinforces the State's commitment to provide a quality holistic education for all citizens without any distinction of age, sex, belief, or socio-economic background, by ensuring everyone's access to primary and secondary schools, special schools for learners with individual educational needs, and learning institutions.

The Education Act:

- acknowledges the right of every citizen of the Republic of Malta to receive education and instruction without any distinction of age, sex, belief or economic means;
- regulates the central Government's obligations to ensure the existence and accessibility of schools and other educational institutions;
- regulates parental duties and rights in relation to their children's education, including their right to choose their child's school;
- provides the legal framework for the Government's role in the provision, decision-making and regulation of educational services, such as establishing a national minimum curriculum framework of studies for all schools (state and non-state) and the minimum conditions for all schools and colleges to operate and to secure compliance;
- regulates the teaching profession.

Likely impact of the law or policy

The law reiterates the commitment to provide education for all learners in Malta. It also puts a sharper focus on the enforcement of school registration and learners' attendance.



Where to find more information

[Education Act amended Chapter 605 \(2022\)](#) (English)

Early Leaving from Education and Training (ELET) Strategy – The Way Forward 2023–2030

Focus and aim of the law or policy

The Early Leaving from Education and Training (ELET) Strategy aims to tackle ELET risk factors in the initial stages of learners' educational journeys and supports a more inclusive and holistic education system. The strategy adopts prevention and intervention strategic pillars as the first two actions to tackle ELET. The national holistic and inclusive approach to tackle ELET in Malta consequently endorses strategic actions towards a whole-school approach based on three pillars (prevention, intervention and compensation). ELET should comprise a strategic partnership between educators, educational institutions, families, guardians, communities, policy-makers, employers, trade unions and civil society that runs parallel to the current socio-economic realities.

Likely impact of the law or policy

It is expected to achieve better collaboration and a more integrated approach, which will reduce ELET rates and prepare learners to become lifelong learners.

Where to find more information

[Early Leaving from Education and Training \(ELET\) Strategy – The Way Forward 2023–2030](#) (English)

A Quality Assurance Framework for Education in Malta (0–16 years)

Focus and aim of the law or policy

The Quality Assurance Framework for Education in Malta takes a holistic view of quality assurance. It places learners at the centre of their educational journeys. This universal approach of child-centredness considers quality from every aspect of the learner's experience at school or within the educational context. Structure quality and process quality lead to quality education.

The framework aims to foster a common understanding among stakeholders of the principles of quality assurance in educational institutions. It also aims to promote inclusive and equitable opportunities for all learners. Implementing quality assurance mechanisms ensures that educational institutions consistently work towards providing a high-quality educational experience. Importantly, the framework not only outlines the goal of achieving high quality but also provides guidance on the required methods and interventions.



Likely impact of the law or policy

The Quality Assurance Framework is expected to strongly encourage strategic partnerships between educational institutions and all education stakeholders.

Where to find more information

[A Quality Assurance Framework for Education in Malta \(0–16 years\)](#) (English)



NETHERLANDS

Roadmap to inclusive education

Focus and aim of the law or policy

In 2023, the former Minister published the work agenda for inclusive education.

With the ambition for more inclusive education in 2035, six areas with associated measures and actions are being worked on.

The work agenda includes six policy lines that are important to realise inclusive education:

- Equipping the school and staff
- Low-threshold help in and near the school
- Organising a comprehensive range of (inclusive) education and support
- Creating space in learning routes and in school development
- Building accessible and diverse housing
- Normalising inclusive education and diversity.

Where to find more information

[Roadmap to inclusive education](#) (Dutch)



NORWAY

A Society for All

Focus and aim of the law or policy

A Society for All is the Government's strategy for the equality of persons with disabilities for 2020–2030. The vision is for an 'equal society in which all can participate, contribute and live free and independent lives'. It aims to remove barriers and promote equality. A Society for All includes both a strategy and an Action Plan launched in 2019.

The pillars of both are:

1. Developing both universal solutions and special measures
2. Working for self-determination, participation, involvement and inclusion
3. Better organisational co-ordination at all levels
4. Four focus areas: education, employment, health and care, and culture and leisure.

Likely impact of the law or policy

This strategy will be the basis for the Government's long-term initiatives in this area, and will be followed up by targeted action plans.

Where to find more information

[A Society for All](#) (English)

[Et samfunn for alle](#) (Norwegian)

Meld. St. 6 (2019–2020) Early intervention and inclusive education in kindergartens, schools and out-of-school-hours care

Focus and aim of the law or policy

Meld. St. 6 (2019–2020) Early intervention and inclusive education in kindergartens, schools and out-of-school-hours care is a white paper (WP6) – a policy document from the Government to the Parliament. WP6 was issued by the former government in 2019. Parliament broadly consented to the policies framed in the WP, and the current Government is following up most of the measures. These are not the current Government's policies, but policies in development.

The aim is to reinforce Government policies, suggesting several measures to improve inclusive practices and participation for vulnerable learners. The current understanding of inclusion formulated in WP6 is:

Inclusion in kindergartens and schools means that all children and pupils should feel that they belong. They should feel safe and discover that they are



valuable and that they are able to help shape their own learning. An inclusive environment welcomes all children and pupils.

Likely impact of the law or policy

The WP measures are concerned with strengthening local (county and municipality) competencies on identification and good quality education for learners with special educational needs. An on-going programme aims to enhance formal and informal competencies concerning inclusion and special education in co-operation with local authorities, practitioners and universities and colleges. The programme runs until the end of 2024 and will be followed up by evaluation studies and further policy measures.

There has been a desired growth in the number of learners applying for and being accepted into further studies in special education. The studies are partially financed by the Government.

The Directorate for Education and Training has also increased its support measures directed at the municipalities and counties, e.g. by developing digital resources on enhancing inclusive practices in kindergartens and schools.

Where to find more information

[Meld. St. 6 \(2019–2020\) Early intervention and inclusive education in kindergartens, schools and out-of-school-hours care](#) (English)

[Meld. St. 6 \(2019–2020\) Tett på – tidlig innsats og inkluderende fellesskap i barnehage, skole og SFO](#) (Norwegian)

Knowledge Promotion Reform 2020

Focus and aim of the law or policy

In 2020, the Government introduced a Knowledge Promotion Reform 2020 curriculum. The curriculum consists of a general part, subject and hour distribution and curricula for subjects. The new curriculum aims at a more learner-active school that includes all learners.

Completion Reform 2020

Focus and aim of the law or policy

In 2020, the Government introduced the Completion Reform. The aim is for nine out of ten learners to complete and pass upper-secondary education by 2030. The Completion Reform – With open doors to the world and the future contains measures to increase the number of young people and adults who pass their studies and vocational training and are well prepared for further education and working life.

One important measure of the reform is removing the time limit for completing upper-secondary education.

The follow-up service for 16- to 19-year-olds and the Youth Guarantee for 20- to 24-year-olds both seek to ensure that no young people fall through the cracks. Special measures



for the long-term unemployed, for young people from ethnic minorities and for young people with special needs seek to strengthen their participation in education and competitiveness in the labour market.

There is a political aspiration that no young person under the age of 25 should find themselves outside of education, training or employment and that they should all be engaged in some form of purposeful activity through both learning and employment.

Where to find more information

[Completion Reform – With open doors to the world and the future](#) (Norwegian)

Kindergarten Act (amendments 2021–2022)

Focus and aim of the law or policy

On 1 January 2023, new formal regulations came into force for kindergartens through an update of the Kindergarten Act.

These updates to the existing Kindergarten Act from 2021 and 2022 include formal regulations for private kindergartens to be independent legal entities, prohibition of owning or running other businesses, and an obligation to report.

In addition, a [guide](#) (in Norwegian only) has been developed on co-operation of services for children, young people and their families.

Another focus was on providing a safe and good environment in the kindergarten. New regulations entered into force in 2021 that state that kindergartens cannot accept any violations, such as bullying, discrimination or harassment. If an employee suspects or knows that a child is not in a safe and good environment, they must report it. The report is followed by an investigation and acted upon based on a professional assessment.

Likely impact of the law or policy

One aim is to make sure that public grants and parent payments benefit the children in the kindergarten, and to give insight into private kindergartens' use of public grants and parent payments.

The new regulations also enable the Directorate for Education and Training to conduct supervision activities in private kindergartens, which are obliged to co-operate, according to Section 9 of the Kindergarten Act.

Furthermore, a new regulation requires the municipality to treat private and municipal kindergartens the same when it performs its duties as kindergarten authority.

Where to find more information

[Kindergarten Act](#) (English)

[New regulations in Kindergarten Act § 42 regarding a safe and good environment in the kindergarten](#) (Norwegian)

[Kindergarten Act, Chapter 8](#) (Norwegian)



Welfare Acts (2022)

Focus and aim of the law or policy

On 1 August 2022, changes in 13 different Welfare Acts came into force.

Likely impact of the law or policy

The changes were made to harmonise and strengthen the regulations on co-operation between the different services that are relevant for children and young people.

Equality for all: Norway's strategy for disability-inclusive development (2022–2025)

Focus and aim of the law or policy

This strategy provides a foundation for future efforts to promote inclusion of the rights of persons with disabilities in Norwegian development cooperation. Norway has two primary objectives for its activities in this area: i) to promote compliance with the UN [United Nations] Convention on the Rights of Persons with Disabilities, and ii) to work proactively to support the core principle of the 2030 Agenda to 'leave no one behind'. This is part of the broader effort to promote gender equality and reduce disparities ([Equality for all](#), p. 3).

Likely impact of the law or policy

The development cooperation is to have a twin-track approach in which mainstreaming of the rights of persons with disabilities is combined with targeted measures. Integrating the rights of persons with disabilities as a cross-cutting element of development cooperation policy design, plans and programmes is crucial for ensuring that persons with disabilities are able to take part in social development on an equal footing with the rest of society. This is in line with the principles underpinning Norwegian development cooperation, which include human rights as one of four cross-cutting issues ([Equality for all](#), p. 3).

Where to find more information

[Equality for all: Norway's strategy for disability-inclusive development \(2022–2025\)](#)
(English)

[Likestilling for alle: Styrket innsats for inkludering av personer med nedsatt funksjonsevne i utviklingspolitikken \(2022–2025\)](#) (Norwegian)



Independent Schools Act (last revisions 1 August 2023)

Focus and aim of the law or policy

The Independent Schools Act regulates private primary and secondary education. The Act has undergone both minor and major revisions over the years (most recently in 2023).

Some of the latest revisions have reduced the number of alternative legal grounds for approval of new independent schools. A private primary or lower-secondary school must provide either an alternative religion or other life philosophy, a pedagogical alternative that is generally recognised, or follow an internationally certified, approved curriculum. Primary or lower-secondary schools that accommodate learners with special needs may be approved, as may Norwegian primary or lower-secondary schools abroad.

Likely impact of the law or policy

The reduced alternative legal grounds for approval of new independent schools may lead to a reduction in the number of approved new private primary or lower-secondary schools.

Where to find more information

[Education at a Glance 2023](#) (Norwegian)

New Education Act, 2023

Focus and aim of the law or policy

The Education Act of 1998 regulates, among other things, public primary and lower-secondary education, upper-secondary education and training in enterprises. The new Education Act was declared on 9 June 2023 and comes into force on 1 August 2024.

Many of the rules in the 1998 Education Act have been continued in the new act, including the rules on special education, but with some changes in the designation of special education, with different categories. Furthermore, it has been clarified in the law that the local support system has a double mandate: to provide individual assessments and to support schools in their work towards inclusive education for all learners.

Several new rules have also been adopted. These include rules that will contribute to more learners completing upper-secondary education, rules that clarify the learner perspective in the law, and rules that strengthen early intervention. The new Education Act also contains amendments that will help to clarify which rights and duties apply, and amendments that will make the regulations better adapted to today's society.

Where to find more information

[New Education Act](#) (Norwegian)



POLAND

New standard for teacher training 2019

Focus and aim of the law or policy

In 2019, a new standard for teacher training was introduced, which includes preparation for inclusive education in the special pedagogy curriculum in higher education institutions.

In addition, from 1 September 2022, it became mandatory to hire teacher specialists in pre-schools and schools and establish standards for their employment.

Implementing the first stage of standardisation of the employment of specialist teachers, including special pedagogues and psychologists, in mainstream pre-schools and schools began in September 2022. Standards for their employment in non-special pre-schools and schools (public and non-public) were introduced by law. Funds for this purpose have been provided. Article 29 of the Act of 12 May 2022 introduced transitional provisions for the first stage. This amended the Act on the education system and certain other acts (Journal of Laws, item 1116).

In addition, public in-service teacher training centres carry out tasks in the state's educational policy. This is in line with the Minister of National Education's Regulation of 28 May 2019 on in-service teacher training centres (Journal of Laws of 2019, item 1045, as amended).

Likely impact of the law or policy

The new regulation is expected to increase the number of full-time specialist teachers in 2024 by 143% (Article 42d of the Act of 26 January 1982, Teachers' Charter, Journal of Laws 2021, item 1762, as amended).

Where to find more information

[Teachers' Charter consolidated text](#) (Polish)

[Regulation on in-service teacher training centres 2019](#) (Polish)

[Ministry of Education and Science priorities education policy 2022/2023](#) (Polish)

Integrated Skills Strategy 2030

Focus and aim of the law or policy

The Integrated Skills Strategy results directly from the development Strategy for Responsible Development (including the perspective up to 2030). The aim is to provide the strategic framework for skills development needed for:

- strengthening social capital;
- social inclusion;
- economic growth;



- achieving a high quality of life.

Likely impact of the law or policy

The implementation is expected to contribute to the development of skills relevant to the needs of learners, society and the economy. It will also improve the co-ordination of related activities of the stakeholders involved.

Where to find more information

[Integrated Skills Strategy 2030](#) (English)

Regulation on counselling and guidance 2020

Focus and aim of the law or policy

The Ministry of Education introduced the Regulation on counselling and guidance 2020. It includes an individualised learning path for compulsory annual pre-school preparation, and for learners who are not in special education but have special needs and an official assessment from the counselling centre.

Classes within the path can be implemented together with other learners and individually, according to the learner's needs.

Teachers, class teachers and teacher specialists providing psychological and pedagogical support to learners assess the effectiveness of the support provided and suggest further activities to improve learners' achievement. If a learner received psychological and pedagogical support in a pre-school, school or educational facility, the class teacher or headteacher considers the previous support received in future planning. If the conclusions show there is no improvement in the learner's achievement, despite the psychological and pedagogical support provided to the learner in the pre-school, school or educational facility, the headteacher – with the consent of the learner and/or their parents – asks the public counselling centre to carry out a diagnosis and indicate a solution to better support the learner.

Where to find more information

[Regulation on counselling and guidance 2020](#) (Polish)

Regulation on pedagogical supervision, amendment 2021

Focus and aim of the law or policy

Internal quality assurance is part of the pedagogical supervision system, which includes evaluation as the main mechanism. The related legislation on internal supervision applies to the public sector only. Internal supervision is exercised by the school head in collaboration with other management staff, and teachers are involved in their work appraisals. Annual evaluations cover issues that are considered relevant to the school's activities. Their scope may vary from year to year. Outcomes of internal evaluation are considered in external evaluation. The national legislation or guidelines did not introduce any changes to internal pedagogical supervision during the COVID-19 pandemic.



Starting from the 2022/2023 school year, teacher appraisal is an integral part of professional promotion. Performance appraisal focuses on the performance of teachers' duties defined in the legislation.

The assessment covers the extent to which the teacher has implemented a professional development plan, which the teacher and the school head agree on before starting an induction or probation period. It may end with a positive or negative outcome. A positive outcome is one of the preconditions for promotion.

Where to find more information

[Act Teacher Charter, consolidated 2021 item 1762](#) (Polish)

[Act Teacher Charter, amendment 2022](#) (Polish)

[Regulation on pedagogical supervision, amendment 2021](#) (Polish)

Strategy for Persons with Disabilities 2021–2030

Focus and aim of the law or policy

At the initiative of the Ministry of Education and Science, the Council of Ministers has adopted the first Strategy for Persons with Disabilities. The aim is to include people with disabilities in social and professional life, thereby creating a space that is truly accessible for everyone.

The strategy's priorities include independent living, accessibility, education, work, living conditions and social protection, health, awareness-raising and co-ordination.

Within education, the identified goals are related to increasing the quality of inclusive education, strengthening inclusion, and intensifying early support for children and families with or at risk of disabilities.

Likely impact of the law or policy

The document is expected to be a roadmap for national policy for persons with disabilities. It will support them to live independently and to fully participate in all areas of life.

Where to find more information

[The first Polish Strategy for Persons with Disabilities](#) (English)

Law on School Education 2021 consolidated, as amended

Focus and aim of the law or policy

The Law on School Education includes the following amendments:

- A system for monitoring the careers of secondary school graduates from public and non-public schools was introduced in 2021.



- Teaching in a foreign language may be provided in international classes at school. In such a class, learners who are not Polish citizens receive instruction in Polish as a foreign language.

Where to find more information

[Law on School Education 2021 consolidated, as amended](#) (Polish)

Act on Aid for Ukraine citizens 2022

Focus and aim of the law or policy

Inter-school preparatory classes can be created for learners from Ukraine. In these classes, in addition to learning the Polish language, classes may be organised to support learners' adaptation and development for further education. Provision was made for support from local government units in fulfilling additional educational tasks related to the education, upbringing and care of refugee learners who are Ukrainian citizens, including tasks not previously financed by the educational subsidy: pre-school education of children aged 2.5–5 years and learner transportation.

The [Act of 12 March 2022 on aid for Ukrainian citizens](#) in connection with the armed conflict in Ukraine (Journal of Laws, item 583, as amended) aims to facilitate the admission of learners with disabilities from Ukrainian refugee families to pre-schools and schools. To this end, changes have been made, which include increasing the number of classes in mainstream education and integrating learners in special pre-schools, schools and educational groups. Admission to special pre-schools, special schools, special residential schools or special education centres was allowed for learners in this group without a decision on the need for special education, based on a statement from the parents or temporary carer. It was made possible to employ non-teachers. Support in public psychological and pedagogical counselling centres was also enabled to improve the identification of Ukrainian learners' special educational needs, and to provide them with psychological and pedagogical support.

In addition, with Ukrainian refugee learners in mind, it became possible to increase the number of additional free Polish language classes and remedial classes in schools by abolishing the weekly limits on hours. It is also now possible to appoint people who are not registered examiners but who know the Ukrainian language to the teams checking the examination papers (eighth-grader or matriculation exams) of learners from Ukraine, (Regulation of the Minister of Education and Science of 21 March 2022 on the organisation of education, upbringing and care of children and youth who are citizens of Ukraine – Journal of Laws of 2022, item 645, as amended).

The Ministry of Education and Science has developed recommendations for teachers and school pedagogues entitled 'How to talk to learners about Ukraine'. These have been forwarded to all schools, educational facilities and education authorities.

In addition, the Children's Ombudsman disseminated online training, entitled 'How to talk to children about war'.



Information was developed for parents or those with day-to-day custody of children from Ukraine and directors of educational facilities on support for children with special educational needs.

Likely impact of the law or policy

The expected impact is to increase the support for learners from Ukrainian refugee families and provide resources for the teachers and specialists supporting them.

Where to find more information

[Regulation on the education of Ukrainian citizens 2022](#) (Polish)

[Act on aid for Ukraine citizens 2022](#) (Polish)

[How to talk to learners about Ukraine 2022](#) (Polish)

[Training: How to talk to children about war 2022](#) (Polish)

Act on the education information system, consolidated 2022

Focus and aim of the law or policy

From the 2022/2023 school year, the education information system will collect data on the extent of support provided by a pre-school, school or educational facility to learners who have a decision on the need for early childhood development support, special education, individual annual pre-school preparation/individual teaching, or counselling and guidance centres.

Where to find more information

[Act on the education information system, consolidated 2022](#) (Polish)

[Act on School Education System, amendment 2022](#) (Polish)

Regulation on the Children and Youth Council 2022

Focus and aim of the law or policy

The Minister of Education and Science established the Children and Youth Council (Order of the Minister of Education and Science, 11 January 2022). The Council's tasks include taking positions and expressing opinions. This includes making proposals on issues affecting children and young people in matters covered by the government department of education and upbringing and presenting opinions on planned changes, including proposals for solutions.

Poland has youth councils operating in communities, districts and voivodeship assemblies, the Polish Council of Youth Organisations, as well as the Youth Council to the President of the Republic of Poland.

Where to find more information

[Regulation on the Children and Youth Council 2022](#) (Polish)

[Youth Council to the President 2022](#) (Polish)



PORTUGAL

Law No. 116/2019

Focus and aim of the law or policy

Law No. 116/2019 introduces changes to Decree-Law No. 54/2018, which states the Ministry of Education's commitment to pursuing inclusive policies and sets the legal framework for inclusive education.

Likely impact of the law or policy

It sets the legal framework at all levels of education and teaching, which prioritises learners with specific educational needs in accordance with the provisions of Articles 27 and 36 of Decree-Law No. 54/2018, in the wording provided by Law No. 116/2019, of 13 September.

Where to find more information

[Law No. 116/2019](#) (Portuguese)

Ordinance No. 181/2019, 11 June

Focus and aim of the law or policy

Ministerial Implementing Order No. 181/2019 of 11 June allows public and private schools to manage more than 25% of the curriculum, according to their autonomy and flexibility.

This enables each school to design and present a plan focused on curriculum and pedagogical innovation. These plans require Ministry of Education validation.

Likely impact of the law or policy

Ordinance No. 306/2021 of 17 December amended Ordinance No. 181/2019 of 11 June, to include greater flexibility when designing upper-secondary education and training provision. Pathways can be created using all the options of the specific subjects and courses.

This is expected to facilitate the implementation of innovative curricular and organisational school plans based on the need to implement appropriate curricular and pedagogical responses to meet educational community challenges and to improve the quality of learning, the focus on meeting diverse learners' needs and, ultimately, the success of all.

Where to find more information

[Ordinance No. 181/2019 of 11 June](#) (Portuguese)

[Ordinance No. 306/2021 of 17 December](#) (Portuguese)



Legislative Order No. 5/2020, 21 April

Focus and aim of the law or policy

Legislative Order No. 5/2020 of 21 April establishes registration and renewal procedures and the rules for distribution of learners in each school and classroom. It amends Legislative Order No. 6/2018 of 12 April.

Likely impact of the law or policy

This legislative order introduces changes aimed at improving the enrolment and renewal procedure. It ensures greater efficiency associated with dematerialisation, modernisation and administrative simplification, with electronic recording of enrolment renewals, and monitoring compliance with compulsory schooling and school drop-outs.

Where to find more information

[Legislative Order No. 5/2020, 21 April](#) (Portuguese)

Decree-Law No. 70/2021

Focus and aim of the law or policy

Decree-Law No. 70/2021 of 3 August approves the legal framework for individual tuition and home-schooling. It is designed for learners covered by compulsory schooling who intend to learn the Portuguese curriculum. It also defines the rules and procedures regarding enrolment and attendance, the process of supervision and monitoring, and certification of learning, so all learners develop the skills, attitudes and values stipulated in the Students' Profile by the End of Compulsory Schooling.

Likely impact of the law or policy

To ensure that all learners:

- do not see their right to quality education undermined;
- comply with the national curriculum;
- participate effectively in the teaching activities carried out at school;
- have their progress monitored;
- are protected from the risk of drop-out or continued failure;
- achieve the aims of primary and secondary education as well as the principles, vision, values and areas of competence set out in the Students' Profile by the End of Compulsory Schooling.

Where to find more information

[Decree-Law No. 70/2021](#) (Portuguese)



National Strategy for the Inclusion of Persons with Disabilities 2021–2025

Focus and aim of the law or policy

The National Strategy for the Inclusion of Persons with Disabilities is underpinned by the fundamental principles of respecting and guaranteeing the human dignity of persons with disabilities, of their autonomy, independence and self-determination, of participation in all areas of life, of the promotion of equality and non-discrimination in its various dimensions, including multiple discrimination, and of respect for difference and diversity.

Likely impact of the law or policy

The Strategy will contribute to strengthening existing activities on promoting rights and prioritising measures and actions that contribute to the inclusion of people with disabilities over the defined period.

Initial results show an increase in persons with disabilities being covered by the Social Benefit for Inclusion and in support centres for independent living all over the country.

Where to find more information

[National Strategy for the Inclusion of Persons with Disabilities](#) (Portuguese)

[National Strategy for the Inclusion of Persons with Disabilities](#) (English)

[Statement by Ana Sofia Antunes, Secretary of State for Inclusion](#) (English)

National Plan to Combat Racism and Discrimination 2021–2025

Focus and aim of the law or policy

The National Plan to Combat Racism and Discrimination 2021–2025 reflects the Government's commitment to combatting racism and discrimination. It includes concrete actions in 10 key areas of intervention: governance and knowledge, education and culture, higher education, labour and employment, housing, health and social welfare, justice and security, participation and representation, sport, and communication.

Likely impact of the law or policy

This first national plan aims to promote equality, combat racism and racial discrimination, considered as:

... any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life (Article 1 of the [International Convention on the Elimination of All Forms of Racial Discrimination](#)).



Where to find more information

[National Plan to Combat Racism and Discrimination 2021–2025](#) (English)

Integration of refugee children into pre-school education, 2022

Focus and aim of the law or policy

The legislation aims to support refugee children’s inclusion in pre-school education.

Where to find more information

[Integration of refugee children into pre-school education](#) (Portuguese)

[More information on the integration of refugee children](#) (Portuguese)

2023–2026 Action Plans of the National Strategy for Equality and Non-Discrimination

Focus and aim of the law or policy

The National Strategy for Equality and Non-Discrimination addresses three main domains: equality between women and men; violence against women, gender violence and domestic violence; and discrimination on the grounds of sexual orientation, gender identity, transgender and sexual characteristics.

Likely impact of the law or policy

The approval of the three Action Plans for 2023–2026 consolidates the progress achieved so far in these areas, with a view to the sustainable development of the country and the achievement of substantive and transformative equality.

Where to find more information

[2023–2026 Action Plans of the National Strategy for Equality and Non-Discrimination](#) (English)

[2023–2026 Action Plans of the National Strategy for Equality and Non-Discrimination](#) (Portuguese)



SERBIA

Law on the Dual Model of Studies

Focus and aim of the law or policy

The Law on Dual Education emphasises the availability and equal conditions for quality access to dual education for everyone, without any discrimination regarding gender, race, nationality, culture, ethnicity and religious affiliation, language, sexual orientation, place of residence, material condition, disability or other personal characteristics. It also states that the school administration, in co-operation with the competent authority of the autonomous province or the local self-government, must prepare the municipal or city learner enrolment plan proposal for secondary schools. Preparation of the enrolment plan must ensure the conditions for including learners with developmental disorders and disabilities and learners from vulnerable groups.

Where to find more information

[Law on Dual Education](#) (Serbian)

[Law on the Dual Model of Studies in Higher Education](#) (Serbian)

Strategy for education development in the Republic of Serbia by 2030

Focus and aim of the law or policy

The Strategy for education development in the Republic of Serbia (Official Gazette No. 63/21) is a broad strategy which refers to all education levels from ISCED 0–8, as well as adult education, teacher education and other aspects of the education system. The strategy is a step towards the harmonisation of education policies with policies in science, technical and technological development in modern society. It also aims to harmonise education regulations with international documents and initiatives (e.g. United Nations, European Union and Council of Europe).

The main goal is to improve access to quality education for children, learners and adults, as well as the educational achievements of all learners in general, and especially those from vulnerable social groups.

The vision to further improve inclusion and equity is that by 2030 all learners should develop their competences through high-quality inclusive education which contributes to their well-being and encourages their active participation in the community. Education in the Republic of Serbia must be provided for all children, learners and adults alike, according to the principles of social justice and equal opportunities without discrimination. The education system must provide equal rights and access to education



to all, without discrimination or any kind of separation. To implement this vision, attention will be paid to:

- further developing and fully implementing the legal and strategic frameworks and harmonising them with the confirmed international agreements and generally accepted standards in the field of inclusive education;
- further developing improvements to and funding of inclusive education;
- maintaining and improving the system of additional support, with a focus on key transitions from one educational level to the next, for learners:
 - of Roma nationality;
 - with developmental impairments and disabilities or learning difficulties;
 - in unfavourable positions;
 - living in Roma settlements;
 - from families of low socio-economic status;
 - from rural areas;
 - from a migrant background;
- strengthening human capacities for implementing and monitoring inclusive education;
- further sustainable investment to improve teacher competences;
- improving the physical, communication and technological accessibility of the education system;
- promoting the long-term impact of inclusive education;
- promoting gender equality;
- promoting and supporting the active role of parents in education.

Likely impact of the law or policy

Numerous regulations that improve inclusive education have entered into force.

The strategy includes a plan of reforms to ensure the implementation of general objectives by 2030. Each general objective includes specific objectives, measurable targets and mechanisms.

Where to find more information

[Strategy for education development in the Republic of Serbia](#) (Serbian)

[Action plan for realisation of the Strategy for education development in the Republic of Serbia by 2030](#) (Serbian)



Bylaw on Continuous Professional Development of Teachers and Education Staff, 2021

Focus and aim of the law or policy

The Bylaw on Continuous Professional Development of Teachers and Education Staff, adopted in 2021, focuses on the continuous professional development system for employees in education institutions and other issues of importance for its development.

Professional development is a complex process that involves constant review and development of the competences of education employees to enable them to perform better and improve learner development and achievement. A mandatory part of professional development is professional training, which is achieved through various activities defined in this bylaw. An integral part of professional development is career development by advancing to a certain position.

From 2022, the priority areas for professional training are:

- applying an inclusive and democratic approach in education to ensure quality education for all (individualisation and differentiation, preventing drop-out, providing additional educational support to learners from vulnerable groups, support for transitions to the next level of education, and work with gifted learners);
- strengthening competencies to evaluate educational work and learner achievements (monitoring learner progress, self-evaluation, formative assessment, peer assessment);
- a methodology of working with learners that encourages the development of functional knowledge, skills and attitudes (competency- and outcome-orientated learning and teaching, active learning, research methods, thematic teaching, project learning);
- improving employees' professional – methodological, pedagogical and psychological – knowledge in the education field;
- strengthening the educational role of the institution in developing intercultural education and the formation of values necessary for life and work in modern society;
- improving digital competences and use of information and communication technologies in implementing the educational process.

Likely impact of the law or policy

Teachers must commit a certain amount of their time to professional training to keep their position and licence. While professional training of academic staff is not required nor regulated by law, it is necessary for career advancement, and is mainly based on scientific work.

Where to find more information

[Bylaw on Continuous Professional Development of Teachers and Education Staff](#) (Serbian)



SLOVENIA

Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs

In January 2019, the Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs of 2017 came into force. It introduced amendments to the support system for children with special needs and/or disabilities or children at risk.

The Act established early intervention centres. These are based in the health sector but multi-professional support is available for parents. Children with special educational needs and children at risk are identified within the family, in the health system via primary preventive health care or other treatment in a kindergarten, educational institution, social care institution, or via social work services. Parents have a single point of contact for all the support they need. The early intervention centre writes an individual plan that recommends the specific support for the child. The child can be identified very early as being at risk or having special needs.

Within the centres, multi-disciplinary teams run diagnoses, evaluate children's abilities and the needs of the child and their parents, then prepare individualised plans to help the family if needed. If an individualised plan is not necessary, the multi-disciplinary team prepares notes with suggestions for an individualised programme for parents and the kindergarten.

Likely impact of the law or policy

The new act mainly ensures that children are no longer labelled. Instead, they receive an individual plan of the support they need. As specified by the new law, children will get help as early as possible, and parents will receive information in one place.

Existing development clinics have gradually converted into early treatment centres, where children are seen by different professionals who recommend and provide support that is best suited to their needs.

Where to find more information

[Act Regulating the Integrated Early Treatment of Pre-school Children with Special Needs](#)
(Slovenian)

National Strategy for the Development of Reading Literacy 2019–2030

In December 2019, the Government of the Republic of Slovenia adopted the National Strategy for the Development of Reading Literacy 2019–2030. The new strategy's focus is on reading literacy as the cornerstone of other literacies. The strategy aims for everyone in Slovenia to develop the level of literacy needed to lead an active life and become skilled at work.



Reading literacy is considered the foundation for economic progress, sustainable development and social cohesion and as a prerequisite of lifelong learning. Special attention is placed on vulnerable groups.

The strategy includes a framework of specific goals for different age/target groups, and descriptors of reading literacy levels by age group. In February 2021, the Government of the Republic of Slovenia appointed a Reading Literacy National Council. One of its key responsibilities is to monitor the strategy's implementation.

Likely impact of the law or policy

The action plan is currently being adopted.

Where to find more information

[National Strategy for the Development of Reading Literacy 2019–2030](#) (Slovenian)

National Programme for Children 2020–2025

Focus and aim of the law or policy

The National Programme for Children 2020–2025 sets out goals to improve children's well-being and opportunities, and strengthen their protection and rights. The programme includes four priority areas: equal opportunities for children, participation of all children, safety of children in a digital environment and a life without violence, and child-friendly procedures.

This programme also identifies groups of children who are particularly vulnerable: children from socially, culturally and financially disadvantaged backgrounds, children with special needs, hearing-impaired children and users of sign language, visually impaired children, children of national and ethnic communities (members of the Italian and Hungarian national communities, Roma children), and migrant and refugee children (including unaccompanied children and asylum-seekers).

Where to find more information

[National Programme for Children 2020–2025](#) (Slovenian)

Intervention for Children and Youth with Emotional and Behavioural Disorders in Education, 2020

Focus and aim of the law or policy

In December 2020, the National Assembly of the Republic of Slovenia adopted the Act on Intervention for Children and Youth with Emotional and Behavioural Disorders in Education. The act sets out the operations of behaviour-related educational institutions. In the future, these institutions will provide integrated help to children and young people with emotional and behavioural disorders, either on their own or in co-operation with other professional centres. The act provides several possibilities for flexible support and



co-operation of individual sectors. It also introduces mechanisms to better protect the rights and safety of children, young people and staff.

The act seeks to establish a single setting for integrated treatment of young people with emotional and behavioural disorders in behaviour-related educational institutions. These are overseen by different ministries. The act facilitates the establishment of professional centres to provide preventive activities for children and young people in kindergartens and schools.

Likely impact of the law or policy

The approach is likely to foster a focus on holistic treatment of individuals through the co-operation of a multi-disciplinary team.

In 2020, following the adoption of the act, the Council of Experts of the Republic of Slovenia adopted a new programme for general education, the 'Education Programme for Children and Youth with Emotional and Behavioural Issues and Disorders and Recommendation for Implementation of the Programme'.

The amendment introduced new approaches to working with children and young people with special educational needs. It also included new support measures, such as preventive activities that lead to early detection of support needs and a continuity of support provided to children, young people and their families, and schools.

A network of professional centres was set up to provide the best support for learners. The new solutions and methods of working support learners and families, as well as the professionals supporting them.

The professional centres have fixed tasks, which include prevention, provision of mobile teams and supporting learners in daily life. The professional centres also have standardised protocols for co-operating with families and other institutions that support learners.

Where to find more information

[Education Programme for Children and Youth with Emotional and Behavioural Issues and Disorders](#) (Slovenian)

[More information on the Education Programme for Children and Youth with Emotional and Behavioural Issues and Disorders](#) (Slovenian)

Constitutional law supplementing the Constitution of the Republic of Slovenia with the entry of sign language, 2021

In June 2021, the National Assembly declared the constitutional law supplementing the Constitution of the Republic of Slovenia with the addition of Slovenian sign language, sign languages of the Hungarian and Italian national minorities and the language of the deafblind. Slovenia has thus become the first country in the world to include the language of the deafblind in its constitution.



Likely impact of the law or policy

As a result of the change in the Constitution, in October 2021 the education ministry adopted an action plan to introduce Slovenian sign language in pre-school, basic school and upper-secondary education in 2021–2024. It was developed by a working group which consisted of representatives of the professional community (institutes that provide education programmes adapted to deaf and hard-of-hearing learners and higher education institutions), interest groups, the National Education Institute, and the education ministry. The action plan aims to address the individual aspects of education for learners with hearing impairments, the contents of the education programmes and the mechanisms necessary to support the provision.

The action plan includes four sets of activities:

- Analysis of the situation and mechanisms for on-going monitoring
- Duties and responsibilities related to education programmes for deaf and hard-of-hearing learners
- Promoting the learning and teaching of Slovenian sign language
- Planning, co-ordinating and monitoring activities.

Each individual set specifies the objectives and expected outcomes, including indicators, operators, dates, timeframe and funding. Activities began in 2021 and 2022. An on-going study is evaluating the current model of education for hearing-impaired learners. Data collection on these learners has been improved and existing and new training programmes for education staff have been carried out.

Work is underway to better include sign language in the curricula. New models of practice are currently being tested. Currently, there are few sign language interpreters available, and the accreditation process needs will be further developed.

Where to find more information

[Constitution of Slovenia](#) (Slovenian)

[Constitution of Slovenia](#) (English)

[Action plan to introduce Slovenian sign language in pre-school education](#) (Slovenian)

National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030

The National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030 (NPUR) was adopted in 2021. The NPUR's main long-term strategic objective is to enable and/or contribute to the actual equality, inclusion and participation of Roma by 2030, by following the objectives of the new European Union Roma Strategic Framework. The NPUR is the strategic document for the period. It determines the main goals and fundamental measures to improve the socio-economic situation of the Roma community and its members. It aims to create conditions to increase their social inclusion and empowerment, strengthen the participation of



members of the Roma community in processes that improve their own position, and achieve their full inclusion and equality in Slovenian society.

The NPUR also includes measures regarding education. Among the main sectoral goals, one is closely linked to education: to increase the inclusion of Roma children in quality pre-primary and mainstream education. The strategic objectives for education set in the NPUR are a higher level of inclusion of Roma children in pre-primary education programmes, successful completion of basic school education (primary and lower-secondary), involving the Roma people in further education and increasing knowledge and experience for successful integration into the labour market. The planned measures include updating the Strategy for education of Roma learners, providing conditions for participation in education, establishing help from Roma assistants in kindergartens and schools, increasing social and cultural capital in Roma settlements, and promoting language learning for Roma learners.

Likely impact of the law or policy

Following the NPUR, the Strategy for education of Roma learners 2021–2030 was prepared. It includes several measures that implement objectives in the NPUR. Among other things, it establishes the legal basis for employing Roma assistants. Since the 2022/2023 school year, more than 60 Roma assistants have been employed in Slovenian kindergartens and basic schools. Most of them are members of the Roma community and their advantage is the knowledge of the Romani language. Their key tasks are:

- helping children overcome emotional and language barriers;
- establishing and maintaining contact with parents and helping them;
- co-operating with school/kindergarten staff to foster the inclusion of Roma learners and create and implement measures to improve their performance;
- providing activities for learners and their parents in the environments where they live;
- promoting the importance of education in the Roma community.

Roma assistants are also role models for Roma learners, parents and the entire Roma community.

Where to find more information

[National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030](#) (English)

[National Programme of Measures for Roma of the Government of the Republic of Slovenia for the Period 2021–2030](#) (Slovenian)

[Strategy for education of Roma learners](#) (Slovenian)

[Inclusion of Roma in education](#) (Slovenian)



Decree on the methods to ensure the rights of persons with temporary protection

Focus and aim of the law or policy

In March 2022, the Slovenian Government adopted the Decree on the methods to ensure the rights of persons with temporary protection. It determines a decreased payment for kindergarten attendance for families with a temporary protection status. Families with the right to social assistance benefit or to an allowance by law and this decree are exempt from payment for the duration of that right.

Where to find more information

[Decree on the methods to ensure the rights of persons with temporary protection](#)
(Slovenian)



SPAIN

National Strategy for Preventing and Fighting Poverty and Social Exclusion 2019–2023

Focus and aim of the law or policy

The National Strategy for Preventing and Fighting Poverty and Social Exclusion 2019–2023 addresses the Spanish Government's commitment to achieving cohesion and social progress by adequately addressing the needs of the population, especially those most vulnerable to poverty and social exclusion.

Likely impact of the law or policy

It is expected to improve social protection. It emphasises preventing vulnerability by investing in people and improving their education and training.

Where to find more information

[National Strategy for Preventing and Fighting Poverty and Social Exclusion 2019–2023](#)
(English)

Organic Law Amending the Organic Law of Education (LOMLOE, 2020)

Focus and aim of the law or policy

The Organic Law Amending the Organic Law of Education (LOMLOE) completely overhauls the education system. It constitutes the latest and most concrete commitment to the effective management of diversity in the classroom. The ultimate objective is to strengthen equity and the system's inclusive capacity, mainly in comprehensive education. This strengthens inclusive education as a human right for all people, especially those who are more vulnerable to exclusion.

It provides mainstream schools with the necessary measures to care for and accommodate the needs of learners with disabilities. Education administrations will continue to provide the necessary support to special education centres so that they can adequately support mainstream schools, in addition to providing schooling for learners with highly specialised needs.

The LOMLOE proposes a transversal approach to guarantee all learners' success in education by continuously improving educational centres and the personalisation of learning.

It addresses other issues across education levels, including early drop-out, grade repetition and school segregation.



Likely impact of the law or policy

The LOMLOE recognises inclusive education as a human right for all people, reflecting the United Nations Convention on the Rights of Persons with Disabilities, ratified by Spain in 2008, allowing those in situations of greatest vulnerability to be reached.

The LOMLOE includes a children's rights approach, as established in the United Nations Convention on the Rights of the Child, among the guiding principles of the system. It recognises the best interests of the child, their right to education and the State's obligation to ensure the effective fulfilment of their rights.

Therefore, this reform acknowledges the best interests of the learner and places learners' rights among the guiding principles of the system. It promotes gender equality, encourages the continuous improvement of schools and the individualisation of learning, puts the development of digital competences in a central role and recognises the importance of education for sustainable development.

Where to find more information

[LOMLOE](#) (Spanish)

[Summary of the LOMLOE](#) (English)

Regional Decree on inclusion and Regional Order to address diversity

Focus and aim of the law or policy

A Decree from Cantabria and an Order from Galicia include references to regulatory frameworks to address inclusion and diversity.

Likely impact of the law or policy

These regulatory developments respond to an adjustment in the recently approved LOMLOE regarding attention to diversity.

Where to find more information

[Decree 78/2019: Organisation of attention to diversity in public and private subsidised centres that provide non-university education](#) (Spanish)

[Order of 8 September 2021 which implements Decree 229/2011 regulating attention to learner diversity](#) (Spanish)

National Strategy for Roma Equality, Inclusion and Participation 2021–2030

Focus and aim of the law or policy

The revised National Strategy for Roma Equality, Inclusion and Participation 2021–2030 follows the guidelines set out in the European Union's Roma Strategic Framework for Equality, Inclusion and Participation 2020–2030.



The policies are aimed at:

... the prevention and elimination of discrimination and antigypsyism, the policies of social inclusion and the promotion of measures that guarantee the participation of Roma and the entities of the Roma associative movement in all spheres of public life (National Strategy for Roma Equality, Inclusion and Participation 2021–2030, p. 4).

Likely impact of the law or policy

It is expected to systematise knowledge on the Roma people and strengthen general and mainstream policies regarding their inclusion.

Where to find more information

[National Strategy for Roma Equality, Inclusion and Participation 2021–2030](#) (English)

Strategic Framework for Citizenship and Inclusion, against Racism and Xenophobia 2023–2027

Focus and aim of the law or policy

A co-operation and collaboration agreement was devised to promote co-operation and collaboration between different institutions of the State's general administration.

Likely impact of the law or policy

Representatives from different areas are expected to propose actions to be developed within the framework of the inter-institutional agreement.

Where to find more information

[National Legislation of Spain against Discrimination](#) (English)

[Strategic Framework for Citizenship and Inclusion, against Racism and Xenophobia 2023–2027](#) (Spanish)

Decrees to address transition in education at different levels

Focus and aim of the law or policy

Transition between phases of education is also included in the decrees on organisation and minimum requirements for different education levels. These include:

- [Royal Decree 95/2022](#), which establishes the organisation and minimum education of early childhood education
- [Royal Decree 157/2022](#), which establishes the organisation and minimum education of primary education
- [Royal Decree 217/2022](#), which establishes the organisation and minimum education of compulsory secondary education



- [Royal Decree 243/2022](#), which establishes the organisation and minimum education of the *Bachillerato* [upper-secondary education].

Likely impact of the law or policy

These decrees include the minimum prescriptive teachings for all territories. Each Autonomous Community develops them according to the LOMLOE, considering its learners' characteristics.

Where to find more information

[LOMLOE curriculum](#) (Spanish)

Spanish Strategy on Disability 2022–2030

Focus and aim of the law or policy

The Spanish Strategy on Disability 2022–2030 addresses the gender perspective, considers the needs of people with special needs and/or disabilities and involves all administrations.

In the educational field, the strategy follows the guidelines of the new education law (LOMLOE) to ensure the right to education of learners with disabilities through their presence, progress, participation and co-existence in the educational community.

The Ministry of Education and Vocational Training also proposes developments and designs a territorial co-operation programme with the educational administrations of the Autonomous Communities on inclusive education for learners with disabilities.

It stresses the importance of providing and optimising adequate resources to allow learners with disabilities to exercise their right to education and promote inclusive educational contexts for all learners.

Likely impact of the law or policy

Within the educational field, it is expected that actions at the state and regional level will promote respect for the rights of people with disabilities through educational policies.

Where to find more information

[Spanish Strategy on Disability 2022–2030](#) (Spanish)



SWEDEN

Education Act, Amendments 2021 – Distance education

Focus and aim of the law or policy

The possibility of offering distance education was expanded to additional subjects for learners who cannot attend school due to a documented medical, psychological or social issue. This provision may be subcontracted to a competent external entity. Some doubts have been expressed as to what constitutes a competent external entity.

The change in the Education Act was accompanied by the addition of a new paragraph to the Public Access to Information and Secrecy Act. The paragraph is on integrity for persons applying to upper-secondary school courses where distance education is in use.

2021–2031 Strategy for the systematic follow-up of the disability policy

Focus and aim of the law or policy

The Swedish Agency for Participation (MFD) has been tasked with co-ordinating the delivery of Sweden's strategy to implement its disability policy. MFD is working with 29 different public authorities to ensure that the strategy is mainstreamed across all the relevant sectors. In the education sector, the Swedish National Agency for Education is leading the initiative with the National Agency for Special Needs Education and Schools (SPSM), the Schools Inspectorate and two higher education authorities.

Where to find more information

[About the strategy](#) (Swedish)

Education Act, Amendments 2022 – Assessment

Focus and aim of the law or policy

A new principle for assessment requires teachers to make a holistic assessment of a learner's knowledge in relation to the subject's marking criteria. The aim is for assessment that better reflects learners' skills and promotes their knowledge development. It should better reflect learners' development over time and avoid them being penalised by outlying poor results.



Education Act, Amendments 2022 – Amended syllabi

Focus and aim of the law or policy

A greater focus on facts and understanding was introduced in syllabi for compulsory schools, state special schools and Sami schools. The central content has been amended to make it more contained, concrete and sequenced.

Similar amendments were made to the syllabi for adapted compulsory schools and for deaf learners with an intellectual disability who attend state special schools.

It focuses on reducing the number of learning goals and being less prescriptive as to specific knowledge criteria, while making content and progression between different year groups clearer.

Education Act, Amendments 2022 – Additional study time and expanded access to holiday school

Focus and aim of the law or policy

The Education Act was amended to offer learners in years 4–9 of compulsory school additional study time and help with schoolwork or homework for at least two hours per week.

The compulsory holiday school for learners who finish year 9 without achieving results that qualify them to enter upper-secondary education was expanded by 25 hours. Instead of being available only at the end of the school year, it is now also available during year 9.

Education Act, Amendments 2022 – Safety and conducive study conditions

Focus and aim of the law or policy

Changes have been made to the law to give teachers and headteachers greater competence in discipline and the right to intervene in disruptive learner behaviour. School staff have the mandate to enact immediate and temporary measures to give learners a safe and conducive study environment. Headteachers may also suspend or temporarily relocate a learner who threatens school safety and study conditions.

The amendments strengthen the mandate to forbid the use of mobile telephones in school without express permission. They also tighten the complaints regime so that school organisers must be involved in a complaint before the Schools Inspectorate can initiate any response.

SPSM has raised some concerns that the new rules might unduly affect learners with certain disabilities.



National Quality Framework, 2023

Focus and aim of the law or policy

In 2023, the Swedish Government approved a national quality framework composed of:

- national goals for the school system to achieve (one for each school form and one for municipal adult education);
- sub-goals (4–7 per goal) and indicators that break down the overall goals;
- a set of success factors for achieving the framework's overall goals.

The justification for the framework is partly to provide a shared concept and language around what constitutes quality and equity in schools, and partly to allow for more efficient measurement of success and corresponding identification of required improvements. The system is part of a collective movement towards constant monitoring, assessment and improvement of the school system.

Where to find more information

[National Quality Framework](#) (Swedish)

Education Act, Amendments 2023 – Pre-primary education

Focus and aim of the law or policy

The Education Act has been amended to support a higher level of pre-primary attendance to enable more children to develop their Swedish language proficiency at an early stage. Municipalities now have a proactive duty to contact the guardians of children who will turn three during that year if that child has not already been assigned a place at a pre-school. The aim of contacting the guardians is to inform them of the aim of pre-primary education and their child's right to a place in a pre-school. The municipality must contact the child's guardian each autumn and each spring if the child does not attend, until the spring of the year in which the child turns six.

In addition, municipalities now have a duty to offer a pre-school place to some groups of children from the year in which they turn three, even if their guardians have not applied for one. This applies where:

- the child was born abroad and has lived in Sweden for less than five years;
- the child's guardians were born abroad and have been resident in Sweden for five years or less.

This duty does not apply to children who are not legally resident in Sweden. The pre-school place must be reserved for one month after the earliest possible starting date for the child and a new place must be offered each autumn until the year in which the child turns five.



Likely impact of the law or policy

This duty to provide and offer a pre-school place applies only to municipal pre-schools and not to independent pre-school organisers. In 2022, 78.6% of children in pre-primary education were enrolled in a municipal pre-school. There are no significant additional funds allocated to the new duty to provide places, but municipalities can apply for specific subsidies. Some groups have expressed fears that this may lead to less funding per child and worsen working conditions for pre-primary staff.

Where to find more information

[Law \(2022:833\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[What does the municipalities' obligation to conduct outreach activities mean?](#) (Swedish)

[Municipalities' work for more children in pre-school](#) (Swedish)

[Support to pre-schools](#) (Swedish)

Education Act, Amendments 2023 – Resource schools

Focus and aim of the law or policy

The Education Act has been amended to clarify the rules around establishing so-called 'resource schools' in the municipal and adapted compulsory school systems. Resource schools are schools that only admit learners who need special educational support.

Parents or guardians, or in some cases the learner's current headteacher, apply for the learner to attend a resource school. The municipality decides whether to grant a place at a municipal resource school. If there are more applicants than places, places are assigned according to which learners have the greatest need for the type of support provided in the resource school.

These rules do not apply to upper-secondary education. Independent schools were already allowed to restrict their intake to learners in need of special educational support. These schools will now also be referred to as resource schools.

Likely impact of the law or policy

The provision of education in a resource school is equivalent to providing special support in a mainstream or adapted school. The relevant school organiser is responsible for ascertaining that the learner needs the special support being provided.

The Swedish National Agency for Education and the National Agency for Special Needs Education and Schools have been tasked with developing guidelines to determine additional funding that resource schools might become eligible for and how it may be allocated in municipal and independent schools. There has been some discussion as to whether independent schools can operate resource schools on a level playing field with municipal schools, given that additional funding for learners with special needs in independent schools is allocated per year, which makes long-term planning more difficult. An evaluation of the existing financing system is underway to assess whether there is cause for reform.



Where to find more information

[Law \(2022:724\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[Law \(2022:1104\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[Questions and answers about resource schools](#) (Swedish)

[Selection rules for independent resource schools](#) (Swedish)

[Regulation of municipal resource schools – SOU 2020:42](#) (Swedish)

Education Act, Amendments 2023 – Learner health and well-being

Focus and aim of the law or policy

The Education Act has been amended to strengthen learner health and well-being work. It clarifies that this work must be carried out at individual, group and school levels, in collaboration with teachers and other school staff. It also establishes that each school must be able to access a special educational needs specialist and special teacher when the learner health and well-being team carries out special educational support activities.

Likely impact of the law or policy

The changes in the law clarify that learner health and well-being work is an integral part of wider quality assurance work through the national quality framework and cannot be considered as a peripheral activity to running and monitoring a school. The learner health and well-being team also now has a duty to collaborate with health and social services where required.

From the point of view of inclusive education, this is a critical development since it clearly places the responsibility for learner health and well-being on the whole school and not just on the learner health and well-being team. In places, full implementation of the new legal provision may require changes in the work culture.

Where to find more information

[Law \(2022:1315\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[Education Act strengthens learner health work](#) (Swedish)

Education Act, Amendments 2023 – Adapted school forms for persons with intellectual disabilities

Adapted school forms for persons with intellectual disabilities (compulsory, upper-secondary and adult education) have been renamed (formerly, it was known as *särskola*). The term ‘developmental disorder’ is amended to ‘intellectual disability’. The term ‘training school’ is abolished.

The ability to adapt the curriculum and choose subjects individually is abolished for learners studying at adapted compulsory schools and learners following the adapted school curriculum at special schools. Teaching time is extended in other areas to compensate for this change.



Where to find more information

[Law \(2022:1315\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[Regulation \(2022:1619\) on changes to school regulation \(2011:185\)](#) (Swedish)

[Regulation \(2023:327\) on changes to regulation \(2022:1619\) on amendments to school regulation \(2011:185\)](#) (Swedish)

[Regulation \(2022:1617\) on changes to upper-secondary school regulation \(2010:2039\)](#) (Swedish)

[Regulation \(2022:1623\) on amendments to regulation \(2011:1108\) on adult education](#) (Swedish)

[Swedish Education Agency's constitutional collection – SKOLFS](#) (Swedish)

[Adapted school forms for learners with intellectual disabilities](#) (Swedish)

[The guarantee for early support must apply within adapted primary schools](#) (Swedish)

Education Act, Amendments 2023 – Denominational elements in independent schools' timetables

Focus and aim of the law or policy

According to the Education Act, education must be non-denominational. This includes independent schools, independent pre-schools and independent after-school care centres. However, independent schools may apply for express permission to adopt a denominational orientation in parts of the education that do not relate to the curriculum, as long as education remains grounded in scientific research and tested empirical knowledge in all areas except the denominational activities. From 1 January 2023, there are much more specific rules on how these denominational elements may be implemented within schools.

Headteachers must inform guardians of planned activities with a denominational element in advance and in writing. The information must contain exact details about the planned activity, a reminder that learners may choose not to participate in denominational activities and a description of an alternative educational activity without a denominational element available at that time.

Where to find more information

[Education Act](#), Chapter 1, 7 § (Swedish)

Education Act, Amendments 2023 – Bilingual education

A pilot programme where learners in compulsory school years 7–9 whose customary home language with one or both parents is not Swedish has been extended until mid-2027. Through the programme, these learners can benefit from a bilingual education, by having some of their teaching in their home language.



Where to find more information

[Regulation \(2023:224\) on the continued validity of regulation \(2020:824\) on experimental activities with bilingual teaching in primary schools](#) (Swedish)

[Regulation \(2020:824\) on experimental activities with bilingual teaching in primary schools](#) (Swedish)

Education Act, Amendments 2023 – Upper-secondary school: improving chances of qualifying for higher education

Learners in upper-secondary school vocational programmes will have a greater chance of qualifying for higher education courses through the integration of required subjects and courses in their existing programme. This will require increased teaching hours for these programmes. However, learners may choose not to pursue such qualifying subjects and courses if they prefer. Those who choose this option will not be undertaking a reduced programme.

Where to find more information

[Law \(2022:275\) on the amendment to the Education Act \(2010:800\)](#) (Swedish)

[Regulation \(2022:1105\) on amendments to upper-secondary school regulation \(2010:2039\)](#) (Swedish)

[Upper-secondary school vocational programmes must provide basic eligibility for college and university](#) (Swedish)



UNITED KINGDOM (NORTHERN IRELAND)

Children and Young People's Strategy 2020–2030

Focus and aim of the law or policy

The overall aim of the Children and Young People's Strategy 2020–2030 is to improve the well-being of all children and young people. In seeking this, it is designed to be child-centred, inclusive and child-friendly by respecting the rights of children and young people. This includes promoting equality of opportunity and good relations. The strategy sets out outcomes based on the definition of well-being in the Children's Services Co-operation Act.

Likely impact of the law or policy

The Children and Young People's Strategy 2020–2030 is the overarching strategy, from which will flow a variety of cross-departmental, multi-agency plans and more detailed topic-specific strategies and programmes.

It is underpinned by the Children's Services Co-operation Act.

Where to find more information

[Children and Young People's Strategy 2020–2030](#) (English)

[Children's Services Co-operation Act \(Northern Ireland\) 2015](#) (English)

Mainstreaming Shared Education Policy

Focus and aim of the law or policy

The Shared Education vision in Northern Ireland is:

An education system where Shared Education is embedded in partnership working across religious and socio-economic divides, that delivers educational benefits, and promotes a culture of inclusivity, respect and mutual understanding, contributing to community cohesion and good relations ([Shared Education](#)).

This is underpinned by the Shared Education Act (Northern Ireland).

Likely impact of the law or policy

Various evaluation reports and pieces of external research establish the benefits and positive impact of Shared Education, in an educational, economic and societal sense. Many schools and other educational settings have embraced the concept of Shared Education. Involvement is voluntary, with approximately 63% of primary, post-primary and special schools participating, according to the latest figures (June 2021). However, it is



acknowledged further efforts are needed to maximise the potential impact of Shared Education.

Considering the success to date, and to build upon the existing policy, legislative and financial framework, the Department of Education wishes to make Shared Education accepted, normal practice across the education system as a whole and to embed the concept more fully.

Where to find more information

[Shared Education: Department of Education](#) (English)

[Shared Education Act \(Northern Ireland\) 2016](#) (English)

Sustainable Schools Policy (SSP)

Focus and aim of the law or policy

The SSP aims to ensure that all learners in primary and post-primary schools have access to a broad and balanced curriculum that meets their educational needs, in schools that are educationally and financially viable and take account of parents' expressed preference for a diverse education system. It sets out a framework of criteria and indicators for use by the Department of Education, the education planning and managing authorities, sectoral support and representative bodies, school boards of governors and the wider community. This framework helps assess whether a school may be considered fit-for-purpose or whether action is required to address emerging issues of educational and financial sustainability.

The SSP sets out six sustainability criteria and associated indicators which are the key reference for assessing existing and future education provision to ensure it meets learners' needs. The criteria are both quantitative and qualitative and cover:

- the quality of the educational experience;
- stable enrolment trends;
- sound financial position;
- school leadership and management;
- accessibility;
- strength of links to the local community.

Likely impact of the law or policy

Area Planning is the process of strategic planning for primary and post-primary provision. It has been developed to support the implementation of the SSP. The effective implementation of the SSP and the embedding of the Area Planning process are key Department of Education priorities. They aim to ensure that learners have access to a network of viable and sustainable schools that are of the right type and size, located in the right places and have a focus on raising standards.



There are two Strategic Area plans:

- Planning for Sustainable Provision (2022–2027)
- Planning for Special Education Provision (2022–2027).

These are underpinned by Operational Plans.

Where to find more information

[Sustainable Schools Policy \(SSP\) User Guide](#) (English)

[Planning for Sustainable Provision \(2022–2027\)](#) (English)

[Planning for Special Education Provision \(2022–2027\)](#) (English)

Integrated Education Act 2022 and a Strategy for Integrated Education

Focus and aim of the law or policy

In 2022, the Northern Ireland Assembly passed the Integrated Education Act (Northern Ireland) 2022. This legislation updated the legislative framework that had underpinned integrated education since 1989 and sets out a range of requirements for an Integrated Education Strategy and Action Plan.

Likely impact of the law or policy

The strategy sets out the actions the Department of Education, its key bodies, the Education Authority and the Northern Ireland Council for Integrated Education currently take to encourage, facilitate and support integrated education. It highlights a range of further work that will be taken forward to implement the Act. As required by the Act, it sets out a plan containing details on the delivery of those actions by the Department of Education and its delivery partners.

Where to find more information

[Integrated Education Act \(Northern Ireland\) 2022](#) (English)

[A Strategy for Integrated Education in Northern Ireland](#) (English)

[Integrated Education Strategy – Action Plan](#) (English)

Every CHILD – Department of Education’s 2023–2028 Corporate Plan

Focus and aim of the law or policy

Every CHILD, the Department of Education’s 2023–2028 Corporate Plan, sets out a vision that every child and young person is happy, learning and succeeding. Every CHILD was published in October 2023 and sets out key priorities to 2028. It provides a focus for everyone working within the education sector to deliver positive outcomes for children



and young people. Underpinning this vision are five new strategic priorities which help shape the actions to be taken over five years.

Every CHILD provides a framework to address the unprecedented challenges faced by the education sector, to deliver an ambitious programme of transformation that is needed and ultimately to bring meaningful, positive change for children and young people.

Likely impact of the law or policy

Every CHILD is the Department of Education’s overarching plan for five years. It sets the strategic direction (priorities) for the Department and its bodies. Annual Business Plans will stem from Every CHILD, providing more detail on key policies, programmes and projects being taken forward to deliver on the outlined priorities.

Where to find more information

[Every CHILD – Department of Education’s 2023-2028 Corporate Plan](#) (English)



UNITED KINGDOM (SCOTLAND)

2020 National Improvement Framework and Improvement Plan

Focus and aim of the law or policy

The 2023 National Improvement Framework and Improvement Plan builds on the 2020 plan. Key priorities have been agreed across the system which take account of the International Council of Education Advisers:

- Placing the human rights and needs of every child and young person at the centre of education
- Improving children and young people's health and well-being
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improving skills and sustained, positive school-leaver destinations for all young people
- Improving attainment, particularly in literacy and numeracy.

The key difference between the 2020 plan and the 2023 plan is the incorporation of the United Nations Convention on the Rights of the Child. The vision statement has also been amended to recognise the need for sustainability to be a core aspect of the learning experience.

Likely impact of the law or policy

Scottish Ministers have a statutory duty, introduced by the Education (Scotland) Act 2016, to review the National Improvement Framework and publish an annual plan. As part of the review, education authorities, teachers, young people and parents had the opportunity to express their views, which were considered in the drafting of the 2023 National Improvement Framework and Improvement Plan.

A significant educational reform is underway following Professor Ken Muir's review, [Putting Learners at the Centre](#). This provides an important context for the implementation of the 2023 National Improvement Plan. The reform includes a substantial review of the national [Curriculum for Excellence](#), qualifications and assessment ([Hayward Review](#)) and skills ([Withers Report](#)).

Where to find more information

[2020 National Improvement Framework and Improvement Plan](#) (English)

[Education – Achieving Excellence and Equity: National Improvement Framework and Improvement Plan 2023](#) (English)



UNITED KINGDOM (WALES)

Curriculum and Assessment (Wales) Act 2021 and Curriculum for Wales Framework

Focus and aim of the law or policy

The Curriculum and Assessment (Wales) Act 2021 established a new and reformed legislative framework to support the implementation of new curriculum and assessment arrangements in Wales.

The Curriculum for Wales Framework is determined nationally and includes both the curriculum requirements set out in legislation and a range of supporting guidance. The Curriculum for Wales guidance aims to help each school develop its own curriculum, enabling its learners to develop towards the curriculum's [four purposes](#).

The Curriculum and Assessment (Wales) Act 2021 established the Curriculum for Wales in law and replaced the basic curriculum (which includes, for example, the national and local curricula set out in Part 7 of the Education Act 2002). The Act makes provision for progression and assessment in connection with the curriculum for 3–16-year-olds. It also has some limited effects on the curriculum for learners above compulsory school age at maintained schools.

Likely impact of the law or policy

The Act sets out the four purposes of the curriculum in law. It also sets out the following mandatory elements which, with the exception of English, span the 3 to 16 learning continuum:

- the cross-curricular skills of literacy, numeracy and digital competence;
- the names of the areas of learning and experience (Areas);
- relationships and sexuality education (RSE);
- religion, values and ethics (RVE);
- Welsh;
- English – from age 7. Headteachers and providers of funded non-maintained nursery education have discretion over whether and to what extent they introduce English to learners between the ages of 3 and 7. This is to facilitate Welsh language immersion in the early years. Therefore, the expectation is that English-medium and bilingual schools will continue to include English in their curricula.

Where to find more information

[Curriculum and Assessment \(Wales\) Act 2021](#) (English)

[Curriculum and Assessment \(Wales\) Act 2021](#) (Welsh)

[Curriculum for Wales Framework](#) (English)

[Curriculum for Wales: Summary of legislation](#) (English)

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