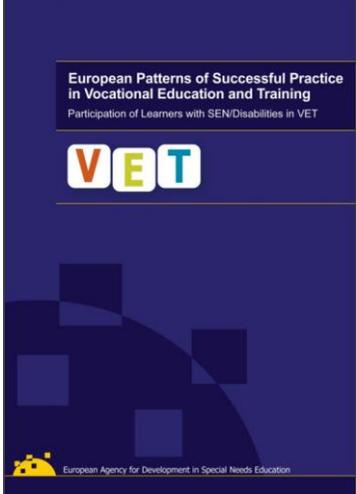
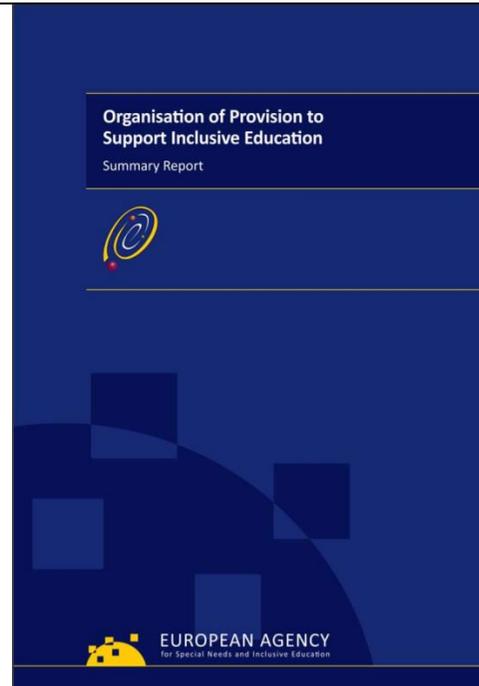


Name of European Agency document	Cover photo	Brief
<p>European Patterns of Successful Practice in Vocational Education and Training 2013</p> <p>Link: EN: <a href="https://www.european-agency.org/sites/default/files/european-patterns-of-successful-practice-in-vet_vet-report_en.pdf">https://www.european-agency.org/sites/default/files/european-patterns-of-successful-practice-in-vet_vet-report_en.pdf</a> MT: <a href="https://www.european-agency.org/sites/default/files/european-patterns-of-successful-practice-in-vet_VET-Report_MT.pdf">https://www.european-agency.org/sites/default/files/european-patterns-of-successful-practice-in-vet_VET-Report_MT.pdf</a></p>		<p>This report on European Patterns of Successful Practice in Vocational Education and Training (VET) was developed as a result of a coherent and comprehensive analysis of 28 VET practices, examined in the course of the Vocational Education and Training: Policy and Practice in the field of Special Needs Education (VET) project.</p> <p>The report identifies similarities and differences in successful VET examples and provides recommendations to improve the performance of countries' VET systems in particular areas.</p>
<p>Agency position on inclusive education systems – flyer (2016)</p> <p>EN: <a href="https://www.european-agency.org/sites/default/files/agencyflyer2017-en_a4_electronic.pdf">https://www.european-agency.org/sites/default/files/agencyflyer2017-en_a4_electronic.pdf</a> MT: <a href="https://www.european-agency.org/sites/default/files/AgencyFlyer2017-MT_A4_electronic.pdf">https://www.european-agency.org/sites/default/files/AgencyFlyer2017-MT_A4_electronic.pdf</a></p>		<p>This paper presents the Agency's position on the aspiration of all Agency member countries to develop more inclusive education systems. More specifically, it presents the essential features of inclusive education systems that will be used to guide the development and direction of Agency activities in the medium to long term.</p> <p>This paper aims to guide on-going as well as future thinking and discussions regarding Agency work and how it can support countries in their efforts to develop more inclusive education systems. As such, it presents the horizon and focal point that Agency activities will be aligned to.</p> <p>The position presented in the paper is fully in line with European Union and international stated priorities for education.</p>

Organisation of Provision to Support Inclusive Education – Summary Report  
EN: <https://www.european-agency.org/sites/default/files/Organisation%20of%20Provision%20Summary%20Report.pdf>  
MT: [https://www.european-agency.org/sites/default/files/OoPSummaryReport\\_MT.pdf](https://www.european-agency.org/sites/default/files/OoPSummaryReport_MT.pdf)



The Organisation of Provision to Support Inclusive Education project (2011–2014) examined the following key question: how are systems of provision organised to meet the needs of learners identified as having disabilities in inclusive settings within the compulsory school sector?

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

Early School Leaving and Learners with Disabilities and/or Special Educational Needs: To what extent is research reflected in European Union policies?  
<https://www.european-agency.org/sites/default/files/ESL%20-%20To%20what%20extent%20is%20research%20reflected%20in%20EU%20policies.pdf>



This report summarises the key research literature on learners with special educational needs and/or disabilities with regard to the phenomenon of early school leaving (ESL). It compares its findings and implications to the positions adopted by EU policy documents. It makes recommendations on how policy-makers might tackle the issue of ESL more effectively, particularly as it impacts on learners with special educational needs and/or disabilities.

Financing of Inclusive Education: Mapping  
Country Systems for Inclusive Education

[https://www.european-agency.org/sites/default/files/Financing\\_of\\_Inclusive\\_Education\\_EN.pdf](https://www.european-agency.org/sites/default/files/Financing_of_Inclusive_Education_EN.pdf)

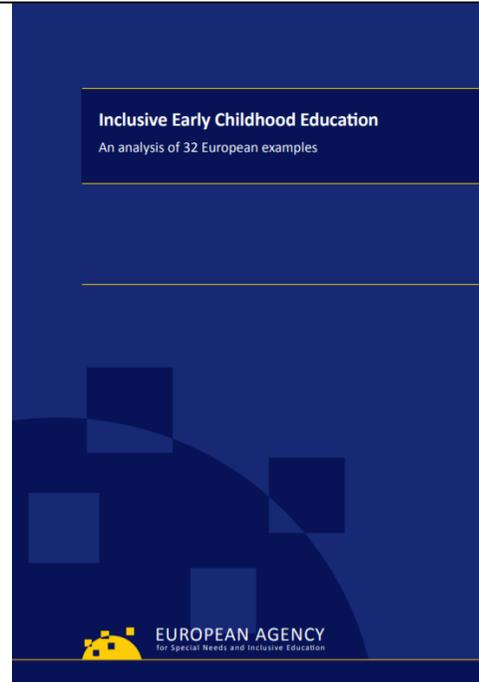


Countries have grown increasingly committed to the aim of inclusive education in recent decades and have developed financial, technical and methodological incentives. As a result, financing of inclusive education has become a crucial topic for evaluating the extent to which existing inclusive education policies effectively meet learners' rights, improve schools' capacity to be equitable, effective and efficient, and avoid the short- and long-term costs of exclusion related to lost productivity, human potential, health and poor well-being.

This report examines the funding of inclusive education. It particularly focuses on funding mechanisms within the systems for inclusive education, targeted at meeting the needs of learners with recognised special educational needs. The Financing of Inclusive Education project was conducted via desk research and country data gathering between 2015 and 2016.

Inclusive Early Childhood Education: An analysis of 32 European examples

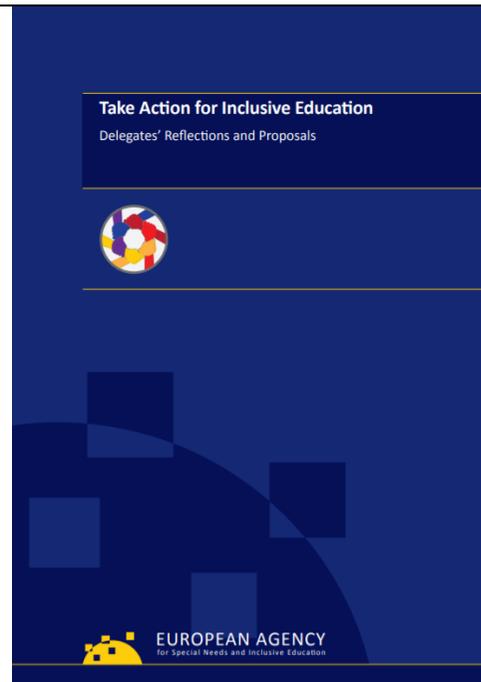
<https://www.european-agency.org/sites/default/files/IECE%20%C2%AD%20An%20Analysis%20of%2032%20European%20Examples.pdf>



This report is part of the three-year Inclusive Early Childhood Education (IECE) project, which ran from 2015 to 2017. The project aimed to identify, analyse and subsequently promote the main characteristics of quality inclusive pre-primary education for all children from three years of age to the start of primary education.

This report presents the findings of the qualitative thematic analysis of 32 example descriptions of IECE across Europe that were submitted to the IECE project in 2015. The analysis identified 25 subthemes on quality IECE that were presented within a new model: the Ecosystem Model for IECE. This new model was inspired by a combination of two major perspectives on quality early childhood education, namely the outcome-process-structure model and the ecological systems model. The Ecosystem Model, grounded in the example descriptions by practitioners and their advisors on IECE, aims to promote a deeper and wider understanding of the issues related to IECE. It is expected to enhance IECE research, policy and practice in Europe and internationally

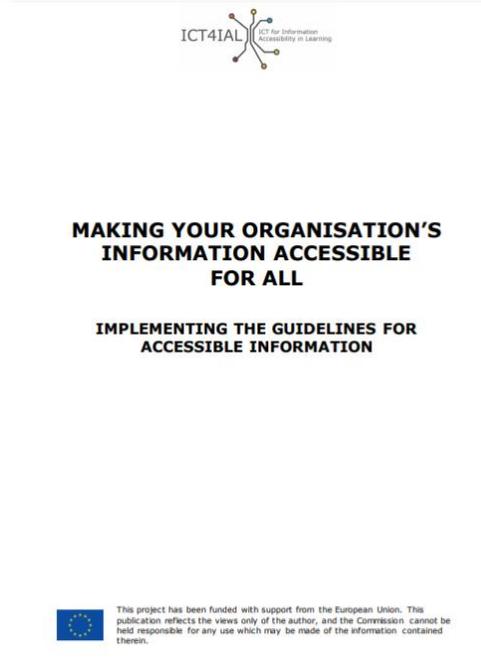
Take Action for Inclusive Education: Delegates' Reflections and Proposals  
EN: [https://www.european-agency.org/sites/default/files/Take\\_Action\\_for\\_Inclusive\\_Education\\_EN\\_1.pdf](https://www.european-agency.org/sites/default/files/Take_Action_for_Inclusive_Education_EN_1.pdf)  
MT: [https://www.european-agency.org/sites/default/files/Take%20Action%20for%20Inclusive%20Education\\_MT.pdf](https://www.european-agency.org/sites/default/files/Take%20Action%20for%20Inclusive%20Education_MT.pdf)



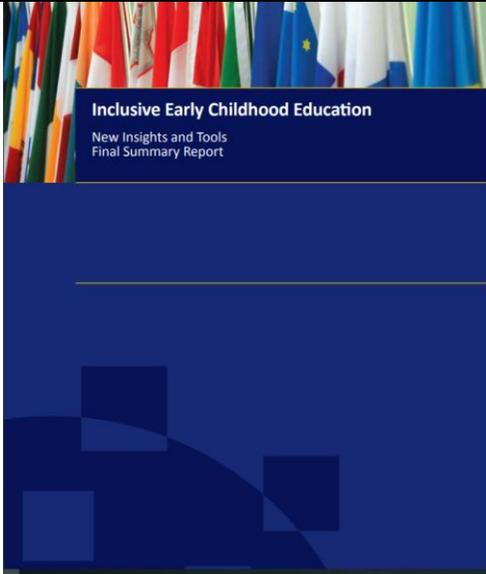
On 16 October 2015, the Luxembourg Presidency of the Council of the European Union hosted the Agency's fourth Hearing, entitled 'Inclusive Education – Take Action!'. Seventy-two young people from across Europe, both with and without special educational needs and/or disabilities, had the opportunity to discuss how their schools and communities ensure inclusive education for them.

This report is based on the young people's discussions and the results presented in the plenary session.

Making Your Organisation's Information Accessible For All  
EN: [https://www.european-agency.org/sites/default/files/Making%20your%20Organisations%20Information%20Accessible%20for%20All\\_EN.pdf](https://www.european-agency.org/sites/default/files/Making%20your%20Organisations%20Information%20Accessible%20for%20All_EN.pdf)  
MT: [https://www.european-agency.org/sites/default/files/Making%20your%20Organisations%20Information%20Accessible%20for%20All\\_MT.pdf](https://www.european-agency.org/sites/default/files/Making%20your%20Organisations%20Information%20Accessible%20for%20All_MT.pdf)

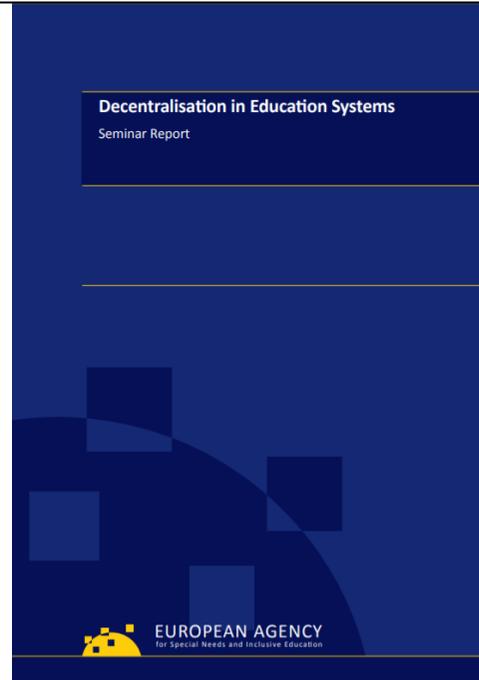


Making Your Organisation's Information Accessible For All is an additional output of the ICT for Information Accessibility in Learning (ICT4IAL) project, aimed at organisations. This report can be used in conjunction with the Guidelines for Accessible Information. It builds on lessons learned during the trialling of the Guidelines in three partner organisations. It contains recommendations for organisations that wish to provide accessible information. It applies to the education sector in particular, but also applies more widely as the processes are universal. This document contains details of each recommendation, along with a model of how your organisation could implement the Guidelines.

<p>Inclusive Early Childhood Education: New Insights and Tools - Final Summary Report  EN: <a href="https://www.european-agency.org/sites/default/files/IECE-Summary-ENelectronic.pdf">https://www.european-agency.org/sites/default/files/IECE-Summary-ENelectronic.pdf</a>  MT: <a href="https://www.european-agency.org/sites/default/files/iece-summary-mt_0.pdf">https://www.european-agency.org/sites/default/files/iece-summary-mt_0.pdf</a></p>		<p>This report is a summary of the synthesis report that brings together the main findings of the Inclusive Early Childhood Education (IECE) project. The summary report focuses on the project's three new contributions to policy-making, research and practice in IECE. These are:</p> <ul style="list-style-type: none"> <li>a rationale for and implications of adopting an inclusive vision and goals as the main standards of IECE policy and provision;</li> <li>the development and use by practitioners of a Self-Reflection Tool for improving IECE settings;</li> <li>adaptation of an Ecosystem Model of IECE within the setting, community and national levels.</li> </ul> <p>The report concludes with a set of recommendations mainly directed at policy-makers. They are presented within the framework of the new Ecosystem Model of IECE.</p>

Decentralisation in Education Systems –  
Seminar Report

[https://www.european-agency.org/sites/default/files/Decentralisation%20in%20Education%20Systems\\_0.pdf](https://www.european-agency.org/sites/default/files/Decentralisation%20in%20Education%20Systems_0.pdf)



The extent to which national education systems are decentralised clearly affects policy and practice for inclusive education. Decentralisation is a key variable in context analysis and change management at all levels of the education system.

This paper builds on the various discussions held within the Thematic Seminar on Decentralisation in Education Systems, jointly organised by the Icelandic Ministry of Education, Science and Culture and the European Agency, held in Reykjavík in October 2016. The seminar participants were representatives from 29 European countries, along with key decision-makers from national level and local municipalities in Iceland.

The seminar included keynote inputs and workshops. It explored the strengths and challenges of countries' different approaches through discussion around four key topics that arise within decentralisation debates in all countries

Governance

Regional disparity

Quality assurance

Data collection.

The paper presents the key issues raised by these country examples, in line with discussions around the need to build capacity across and between levels within education systems and the need to examine 'dimensions of decentralisation'.

Financing Policies for Inclusive Education Systems: Final Summary Report

<https://www.european-agency.org/sites/default/files/fpies-summary-en.pdf>



This brief report provides an overview of the Financing Policies for Inclusive Education Systems (FPIES) project (2016–2018). FPIES is co-funded by the Agency and the European Commission's Erasmus+ Key Action 3 'Forward-Looking Cooperation Projects' framework.

The FPIES project systematically examined different approaches to educational financing and aimed to identify effective funding policy tools that work towards reducing disparity in education. This is a summary report based on the analysis presented in the synthesis report.

European Agency Statistics on Inclusive Education: Key Messages and Findings (2014 / 2016)

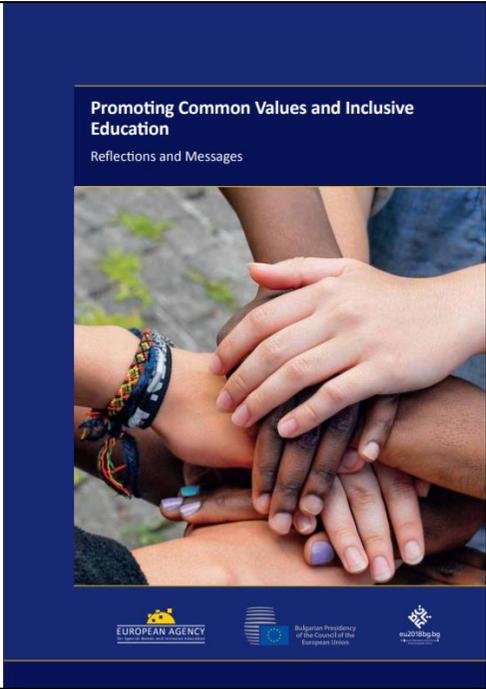
[https://www.european-agency.org/sites/default/files/easie\\_key\\_messages\\_and\\_findings\\_2014-2016\\_0.pdf](https://www.european-agency.org/sites/default/files/easie_key_messages_and_findings_2014-2016_0.pdf)



The EASIE Key Messages and Findings (2014 / 2016) report highlights the key messages and main findings from the first two EASIE datasets and Cross-Country Reports:

2014, based on the 2012/2013 school year  
2016, based on the 2014/2015 school year.  
This report provides an overarching 'interpretation' of the 2014 and 2016 datasets. It highlights key messages and emerging findings across the datasets that are important for the Agency member countries' work. It does not offer a detailed statistical analysis of the data or cover all forms of data analysis that may be possible using the dataset.

The report presents the 10 key messages emerging from the 2014 and 2016 EASIE

		<p>work and the main findings in relation to five equity issues that the EASIE work has been developed to examine.</p> <p>These equity issues are:</p> <ul style="list-style-type: none"> <li>Access to mainstream education</li> <li>Access to inclusive education</li> <li>Placement of learners with an official decision of SEN</li> <li>Gender breakdowns of data on placement of learners with an official decision of SEN</li> <li>ISCED level breakdowns of data on placement of learners with an official decision of SEN.</li> </ul>
<p>Promoting Common Values and Inclusive Education - Reflections and Messages  <a href="https://www.european-agency.org/sites/default/files/promoting_common_values_and_inclusive_education.pdf">https://www.european-agency.org/sites/default/files/promoting_common_values_and_inclusive_education.pdf</a></p>		<p>This publication presents the results of the event organised by the Bulgarian Presidency of the Council of the European Union and the European Agency for Special Needs and Inclusive Education at the Council of the European Union on 21 June 2018.</p> <p>The publication builds upon the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching and the Council conclusions on moving towards a vision of a European Education Area, adopted by the Council of the European Union on 22 May 2018.</p>

**Key Actions for Raising Achievement: Guidance for teachers and leaders**

<https://www.european-agency.org/sites/default/files/Key%20Actions%20for%20Raising%20Achievement.pdf>



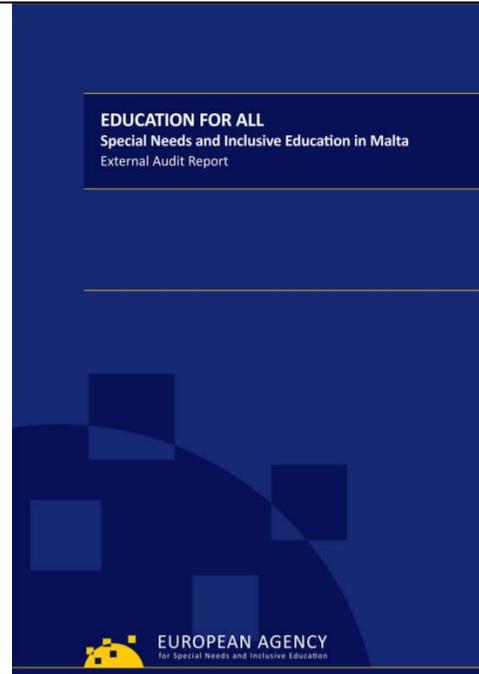
This guidance provides materials from the Agency's Raising the Achievement of All Learners in Inclusive Education project (2014–2017). Its aim is to support schools to focus on equity and inclusion in order to provide a quality education and raise the achievement of all learners.

The guidance is organised according to specific actions that are required individually and collectively to raise learner achievement, together with corresponding key messages relevant to the day-to-day practice of school leaders and teachers. Throughout the guidance, practice examples from the project Learning Communities (LCs) and participating countries illustrate what each action looks like in a school context.

By sharing key research and practice examples, this guidance encourages leaders, teachers and other school-based professionals to read, reflect and collectively consider the potential of the project learning for their own situation. Decision-makers can consider effective ways to support the implementation of such practice in their local/national policy context.

Education for All Special needs and inclusive education in Malta - External Audit Report.

<https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20%20C2%AD-%20External%20Audit%20Report.pdf>



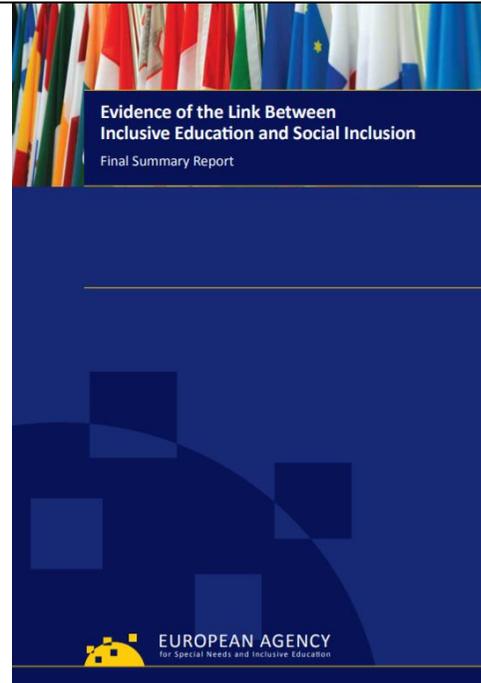
This report has been prepared for the Ministry for Education and Employment by the European Agency for Special Needs and Inclusive Education, as part of the overall Reporting Package for the External Audit of Special Needs and Inclusive Education. The Reporting Package consists of this report and seven associated Annexes, all submitted to the Ministry for Education and Employment in draft form in November 2014.

This report draws on all information collected from February to November 2014 and the subsequent analysis. It aims to present the main findings and recommendations emerging from the External Audit work and should be read in conjunction with the accompanying Annexes: External Audit Methodology, Desk Research Report, Critical Reflection Document, Framework of Standards, Exemplar Survey, Survey Results Report, and Evaluation of Policy and Practice against the Standards.

**Evidence of the Link Between Inclusive Education and Social Inclusion: Final Summary Report**

EN: [https://www.european-agency.org/sites/default/files/evidence-final-summary\\_en.pdf](https://www.european-agency.org/sites/default/files/evidence-final-summary_en.pdf)

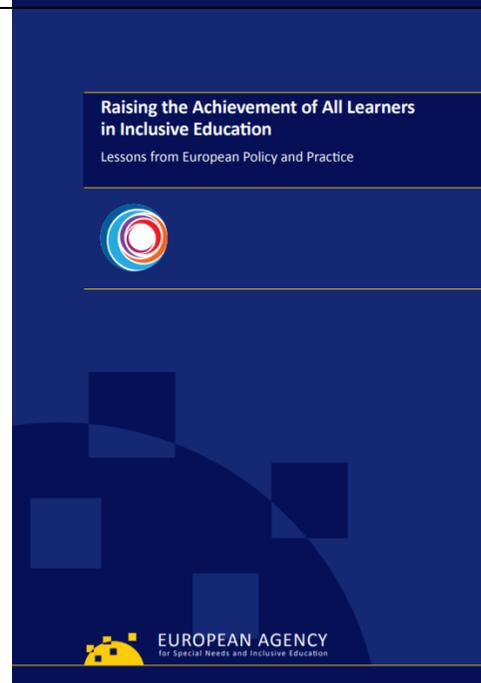
MT: [https://www.european-agency.org/sites/default/files/evidence\\_final\\_summary\\_mt.pdf](https://www.european-agency.org/sites/default/files/evidence_final_summary_mt.pdf)



This final summary report outlines the 'Evidence of the Link Between Inclusive Education and Social Inclusion' literature review's main findings and presents the key policy messages and considerations.

**Raising the Achievement of All Learners in Inclusive Education: Lessons from European Policy and Practice**

[https://www.european-agency.org/sites/default/files/ra\\_lessons\\_from\\_european\\_policy\\_and\\_practice-web\\_0.pdf](https://www.european-agency.org/sites/default/files/ra_lessons_from_european_policy_and_practice-web_0.pdf)



This report provides an overview of the Agency's Raising the Achievement of All Learners in Inclusive Education project (2014–2017). The Raising Achievement project aimed to provide evidence of effective practice in raising achievement and building capacity to meet a diverse range of learner needs.

The project report provides a synthesis of country information and findings from the project practical work. It discusses the particular challenges of raising achievement faced by participating countries, with reference to both recent literature and project work. Finally, it makes some recommendations to address these challenges.

