

INDEX

- 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) New priorities for European cooperation in education and training, 9
- Access, 2, 6, 20, 21, 22, 25, 26, 27, 30, 46, 49, 57, 67, 73, 74, 80, 90, 91, 92, 94, 97, 102, 103, 160, 162, 163, 164, 167–170, 173, 174, 175, 176, 182, 197, 220, 230, 235, 239, 243, 244, 245, 246, 247, 261, 267, 269, 274, 275, 277
- Access to ICT, 161, 163
- Access to information, 165, 166, 169, 170, 240, 266
- Accessibility, 32, 95, 163, 164, 165, 166, 168, 169, 173, 176, 177, 194, 200, 233, 245, 264, 266, 269
- Accountability, 11, 49, 50–55, 56, 57, 69, 83, 210, 211, 214, 218, 219, 220, 221, 222, 223, 224, 230, 232, 236, 241, 248, 278
- Achievement, 6, 46, 53, 54, 55, 67, 96, 113, 117, 118, 147, 151, 181–202, 210, 221, 223, 231, 241, 243, 250, 277, 278
- Action research, 80
- Active learning, 65
- Active participation, 13, 124, 130, 275, 276
- Additional support, 28, 29, 30, 217, 218, 231, 232, 233, 234
- Affordability, 22, 32, 163, 168
- African Americans, 145
- Agency Position on Inclusive Education Systems, 12
- Albania, 41
- An updated strategic framework for European cooperation in education and training, 67
- Apprenticeship, 91, 104
- Areas of teacher competence for inclusion, 71
- Assessment, 3, 27, 41, 70, 81, 101, 113, 147, 172, 174, 190, 197, 209–224, 235, 241, 245, 247, 258, 276
- Assessment challenges, 214
- Assessment for learning (AfL), 212, 221, 224, 274
- Assessment framework, 14, 215, 217, 223, 276
- Assessment in Inclusive Settings, 214, 248
- Assessment policy-practice gap, 209
- Assistive technology, 172, 174
- Attention deficit hyperactivity disorder (ADHD), 218
- Attitudes, beliefs and core values, 72

- Austria, 42, 113, 138
 Autism spectrum disorder (ASD), 148
- Baltic States, 140
 Bangladesh, 148
 Barriers, 6, 25, 71, 95, 99, 124, 130, 149, 150, 152, 177, 184, 200, 201, 210, 217, 220, 222, 232, 240, 247, 265, 266, 269
 Belgium, 2, 42, 43, 138, 146
 Bilingual, 140, 142
 Broadband, 161, 163, 168
- Career guidance, 92, 93
 Career-long learning, 83, 276
 Caribbean, 140, 145
 Cedefop, 90, 93, 96, 97
 Central and Eastern Europe and the Commonwealth of Independent States (CEECIS), 41
 Cerebral palsy, 171
 Change, xiii, xiv, 5, 6, 23, 47, 69, 73, 74, 94, 96, 101, 103, 113, 116, 117, 118–125, 127, 128, 129, 130, 131, 132, 133, 134, 143, 160, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 201, 202, 216, 274, 278
 Change management, 185
 Changing thought-action style, 117, 133
 Charter of Fundamental Rights of the European Union, xiv
 Charter of Luxembourg, 268
 China, 140, 148
 Class team, 196, 197, 199
 Classroom observation, 148, 149, 150, 188
- Collaborative practice, 74, 185
 Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources, 176
 Community of practice, 123, 132, 133, 202, 278
 Comparability, 236
 Compartmentalisation, 51, 52
 Compensation, 47, 279
 Conceptions of inclusive education, 3, 12
 Conclusions on improving the quality of teacher education, 66
 Continuous professional development (CPD), 14, 124, 276
Copenhagen Declaration, 90
 Cost benefit, 231, 235, 239
 Cost-effectiveness, xiii, 40, 50, 53, 54, 57, 230, 240, 247
 Council Conclusions, 8, 66, 168, 230, 268
 Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training, 268
 Council Conclusions on ‘Post i-2010 Strategy – towards an open, green and competitive knowledge society’, 164
 Council Conclusions on Accessible Information Society, 168

- Council Conclusions on the Social Dimension of Education and Training, 8, 230, 268
- Council of Europe, 25, 31, 140
- Council of the European Union, xiv, 8, 9, 21, 66, 68, 164, 168
- Council recommendation of 31 March 1992 on child care, 25
- Country-Specific Recommendations (CSRs), 11
- Crisis awareness, 116, 117, 131, 133
- Cultural change, 117, 130, 191, 278
- Curriculum, 5, 14, 24, 26, 28, 29, 48, 52, 69, 78, 79, 81, 113, 125, 171, 192, 200, 210, 215, 216, 217, 219, 220, 240, 258, 276
- Cyprus, 139
- Cyprus recommendations on inclusive assessment, 219
- Czech Republic, 139
- Data, 55, 95, 101, 142, 143, 147, 148, 155, 160, 171, 214, 215, 219, 221, 233, 234, 235, 236, 237, 238, 239, 240, 242, 243, 244, 247, 249, 250, 259, 260, 277, 278
- Data collection, 49, 54, 55, 142, 162, 233, 235, 236, 237, 238, 239, 240, 242, 247, 249, 259, 277
- Decentralised education system, 48, 49
- Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 8, 268
- Denmark, 51, 119, 138, 146
- Developments in educational policy, 80
- Diagnosis, 217, 218
- Digital Agenda for Europe, 164
- Digital competency/literacy, 164, 167
- Digital divide, 163, 164, 176
- Digital question papers (DQPs), 173
- Disability studies, 73, 76, 78
- Diversity, xiv, 5, 6, 12, 13, 22, 26, 27, 39, 40, 43, 45, 54, 56, 64, 65, 66, 67, 68, 69, 70, 71, 73, 74, 75, 76, 80, 95, 99, 115, 123, 129, 140, 141–142, 183, 186, 194, 195, 196, 197, 198, 199, 200, 201, 202, 214, 231, 232, 240, 242, 248, 250, 261, 262, 267, 270, 271, 275, 277, 278
- Double-loop learning, 117
- Dropout, 25, 42, 45, 92, 100
- Dyscalculia, 218
- Dysgraphia, 218
- Dyslexia, 218
- Early Childhood Development and Disability, 31
- Early childhood education and care (ECEC), xv, 11, 20, 268
- Early Childhood Intervention (ECI), 22, 240, 244
- Early intervention, 8, 230, 241
- Education and Training 2020 (ET 2020), xiv, 67, 90
- Education and Training Monitor, 11
- Effectiveness issues, 247
- Efficiency, 90, 229–250, 265, 277
- Employability, 9, 25, 68, 94, 100, 101, 244

- Employment, 30, 47, 48, 51, 92, 93–96, 97, 98, 101, 102, 103, 104, 138, 161, 164, 239, 244, 246, 258, 261
- End users' voices, 262, 271
- Equal opportunities, 2, 55, 66, 268
- Equal rights, 264
- Equity, xiv, xv, 6, 7, 8, 9, 10, 11, 13, 25, 30, 40, 42, 45–50, 57, 69, 80, 91, 125, 141, 153, 154, 161, 162, 163–167, 176, 182, 220, 229–250, 267, 268, 271, 275, 277
- Equity in education, 8, 45, 69, 125, 161, 162, 163, 164, 165, 231, 248, 249, 267, 268
- Estonia, 139
- Ethnic diversity, 154
- Ethnic minority, 121, 140, 142
- Ethnicity, 68, 143, 145, 147, 148, 151, 153
- Europe 2020 Strategy, 68, 167, 168
- European Accessibility Act, 164, 168, 169
- European Commission, xiv, 9, 21, 22, 23, 25, 26, 31, 38, 39, 41, 43, 55, 67, 68, 75, 79, 90, 94, 140, 141, 161, 163, 164, 168, 183, 201, 257
- European Disability Strategy 2010–2020, xiv, 67, 93, 94
- European Employment Strategy (EES), 94
- European Free Trade Association (EFTA), 2
- European Parliament, 139, 163, 257
- European Parliament Hearing, 7, 100
- European qualifications framework (EQF), 96
- European Quality Assurance in Vocational Education and Training (EQAVET), 95
- European Social Fund (ESF), 149
- European Union (EU), xiv, 2, 11, 43, 64, 93, 139, 161, 257, 267
- European Year of People with Disabilities, 257
- Eurostat, 22, 31, 55, 91, 93, 94
- Eurydice, 22, 31, 38, 39, 41, 54, 79, 140, 219
- Everyday life, 21, 32, 161
- Evidenced-based policy-making, 230
- Excellence, xiv, 5, 45, 53, 57, 182, 220
- Family partnership, 26
- Feedback, 24, 29, 188, 193, 213, 217, 219, 278
- Financing, 48, 49, 51, 265
- Finland, 135*n*5, 139, 146
- Five Key Messages for Inclusive Education, 258
- Formative assessment, 212, 213, 222
- France, 38, 42, 44, 47, 138
- Funding, 22, 26, 30, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 54, 55, 56, 57, 58, 112, 125, 126, 168, 240, 259, 260, 265
- Funding mechanisms, 43, 44, 45, 46, 47, 48, 49, 50, 52, 56, 57, 58, 259, 260, 265
- Further education, 93, 239
- Germany, 2, 47, 104, 113, 116, 117, 118, 132, 138, 194
- Globalization, 90, 94

- Governance, 26, 30, 40, 50, 51, 52, 53, 56, 57, 112
- Greece, 139
- Higher education, 44, 48, 51, 65, 75, 101, 104, 146, 244, 246, 257
- High-incidence disability, 42
- Highstakes assessment, 216, 219, 220
- Holistic, 26, 27, 29, 68, 69, 212, 223, 240
- Host country, 139, 143
- Human rights, 7, 45, 56, 67, 80, 232, 271
- Hungary, 139
- I-access, 245
- Iceland, 2, 44, 139
- ICTs in Education for People with Disabilities, 164
- Immigration, 138, 139, 140, 141, 142, 247
- Incentives for inclusive education, 40
- Incheon Declaration, 11
- Inclusion, xiii, xiv, 3–6, 6–8, 8–12, 24, 26, 27, 28, 30, 32, 33, 39, 44, 46, 48, 55, 63–83, 94, 99, 104, 113–116, 118, 119, 120, 121, 123, 124, 126, 129, 132, 134, 150, 152–153, 154, 162, 164, 167, 194, 200, 210, 211, 212, 216, 222, 231, 233, 238, 239, 241, 244, 250, 258, 264, 271, 276, 277, 279
- Inclusion and learner achievement, 116
- Inclusive assessment, 209–224, 274, 276, 278
- Inclusive Early Childhood Education (IECE), 19–33
- Inclusive education, xiii, xiv, xv, xvi, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12–13, 13–14, 37–58, 64, 66, 67, 68, 69, 73, 74, 75, 77, 78, 79, 80, 81, 83, 94, 95, 99, 112, 113, 139, 154, 161, 162, 167, 175, 176, 181, 182, 183, 186, 187, 191, 194, 215, 221, 229–250, 256, 257, 258, 259, 261, 262, 264, 267–270, 271, 273–279
- Inclusive learning opportunities, 159–177, 274
- Inclusive pedagogy, 72, 73, 76, 185, 216
- Inclusive principles, 119, 217, 221, 224
- Inclusive VET, 92, 97, 99, 104
- Increasing inclusive capability in education and schools, 113, 116, 117, 133
- Independent living, 46, 102, 244
- India, 148, 150
- Individual learning needs, 11, 13, 231, 234, 273
- Induction, 65, 79, 82, 83, 189
- Information and communication technologies (ICT), 163, 165, 240
- Information society, 164
- Initial identification of needs, 214
- Initial teacher education (ITE), 65, 194, 249
- Innovation, 9, 72, 90, 190, 193, 202, 212, 249
- Input-process-outcome model, 237
- In-service teacher education, 43
- In-service training, 28, 72

- Institutionalisation of inclusive thought-action style, 118
- Instructional practices, 185, 188, 193
- Integration, 4, 71, 72, 73, 102, 119, 201, 250, 268, 278
- International Bureau of Education (IBE), xiv
- International Conference on Education, xiv, 6, 94
- International Labour Organization, 92
- International policy, 164, 169, 176, 249
- International Telecommunication Union (ITU), 160, 162
- Internet, 160, 161, 170
- Intervention, 8, 23, 55, 130, 139, 212, 217, 230, 241, 258, 279
- Iraq, 137
- Ireland, 28, 41, 45, 51, 79, 185, 186, 187, 188, 192, 193
- Italy, 139
- Key messages for policy-makers, 258, 259
- Knowledge society, 164
- Labelling, 39, 41, 42, 56, 69, 217, 218, 235, 236
- Labour market, 25, 48, 90, 91, 92, 93, 94, 95, 97, 98, 100–103, 239, 243
- Languages, 3, 4, 64, 143
- Latvia, 139
- Leadership, 83, 99, 114, 124, 185, 186, 187, 188, 189, 192, 214
- Learner achievement, 116, 133, 212, 215, 221
- Learner deficit, 114, 133
- Learner heterogeneity, 122
- Learner learning, 212, 220, 223
- Learner participation, 245, 274
- Learner participation in decision-making, 274
- Learner progress, 210, 213, 215
- Learner voice, 194, 198, 202, 275
- Learners with SEN, 5, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 50, 53, 54, 55, 56, 57, 92, 94, 97, 98, 211, 231, 233, 234, 236, 239, 242, 243, 245, 246, 247
- Learners' rights, 50–55, 57, 81, 232, 233, 241, 243, 247, 274, 277
- Learning chain of command, 130, 134
- Learning communities, 7, 10, 74, 76, 82, 194
- Learning Divides, 250
- Learning opportunities, 170, 171, 174, 175, 183, 192, 216, 232, 245, 247, 274, 275
- Learning support, 41, 44, 75
- Lifelong guidance, 94, 95
- Lifelong learning, xiv, 9, 10, 11, 20, 25, 46, 70, 72, 73, 74, 90, 92, 94, 164, 165, 168, 200
- Lithuania, 139
- Low-incidence disability, 42
- Luxembourg, 138, 257, 267
- Luxembourg Recommendations, 267–270
- Mainstream schools, 40, 41, 42, 49, 51, 56, 113, 123, 125, 185, 233, 234, 242, 261, 265, 270
- Malta, 38, 44, 54, 113, 139
- Mapping the Implementation of Policy for Inclusive Education, 249

- Meaningful educational opportunities, 274, 275
 Mentoring, 65, 66, 80
 Migration, 69, 138, 139, 140, 141, 142
 Millennium Development Goals (MDGs), 165, 170
 Ministerial Declaration on ICT for an Inclusive Society, 167
 Minority ethnic groups, 140, 145, 146, 147, 248
 Moldova, 41
 Monitoring, 11, 50, 53, 54, 55, 57, 102, 129, 162, 176, 200, 202, 210, 211, 220, 231, 232, 233, 235, 237, 238, 239, 240, 241, 243, 244, 245, 247, 248, 250, 265, 277
 Monitoring and evaluation, 26, 29–30, 49, 233
 Mother tongue, 142, 143
 Multicultural Diversity and Special Needs Education, 142
 Multiculturalism, 150–152, 154
 Multi-disciplinary team, 100, 212
 Multi-professional teams, 124, 197

 National policy contexts, 176
 National qualifications catalogue (NQC), 96
 National qualifications frameworks (NQFs), 96–97
 Needs-based approach, 6
 Netherlands, 41, 138
 No More Failures (OECD report), 7
 Norway, 2, 47, 51, 139, 146
 Not in employment, education or training (NEET), 109

 Open educational resource (OER), 177
 Organisation for Economic Co-operation and Development (OECD), 10, 43, 112, 182
 Organisation of Provision to Support Inclusive Education (OoP), 113, 184
 Outcome of the Council Meeting of 18 and 19 May, 2015, 9
 Overcoming barriers, 124, 130, 247

 Pakistan, 150
 Parents, 11, 13, 25, 26, 28, 29, 30, 38, 39, 43, 47, 83, 122, 124, 125, 126, 127, 128, 129, 130, 144, 150, 163, 176, 185, 187, 191, 197, 198, 199, 202, 212, 214, 217, 218, 221, 240, 242, 249, 261, 271, 274, 278
 Participation in Inclusive Education, 177, 244
 PDF, 171
 Pedagogues, 126, 127
 Pedagogy for all, 194, 199, 200
 Peer assessment, 213, 222, 223
 Peers, xv, 5, 7, 12, 29, 38, 42, 56, 68, 101, 150, 171, 184, 200, 201, 231, 234, 236, 244, 262, 267
 Personalisation, 184, 198, 213
 Personalised approaches, 13, 276
 Poland, 139, 140
 Policy Guidelines on Inclusion in Education, 233, 268
 Policy implementation, xv, xvi, 13, 163, 194, 273
 Policy-practice gap, xv, 40, 170, 185, 186, 194, 273, 277
 Portfolios, 70
 Portugal, 96, 97, 139

- Poverty, 22, 27, 91, 93, 103, 138, 165, 234, 245
- Pre-primary education, 20, 21
- Pre-school, 22, 25, 126
- Pre-service teachers, 72, 74, 76
- Presidency of the European Union, 257, 267
- Prevention, 119, 241, 279
- Procurement, 160, 164, 166, 169, 176
- Professional development, 67, 73, 74, 75, 76, 80, 81, 113, 184, 186, 187, 188, 259, 276
- Professional learning, 65, 74, 194
- Profile of Inclusive Teachers, 73, 221
- Programme for International Student Assessment (PISA), 117
- Promoting Accessible Information for Lifelong Learning: Recommendations and findings of the i-access project, 168
- Protean careers, 92, 94
- Pupils' council, 263
- Qualitative methods, 149
- Quality, 8, 10, 23, 26, 32, 33, 43, 51, 55, 57, 90, 95, 139, 231, 246, 267
- Quality assurance, 54, 57, 83, 90, 124, 239, 240
- Quality Framework for Early Childhood Education and Care, 21
- Quality improvement, 94, 95, 96, 97
- Quality indicators, 24, 32, 33, 240
- Quantitative methods, 32, 145
- Racism, 141, 145, 146, 147, 148, 183
- Raising achievement, 13, 181–202, 274
- Raising Achievement for all Learners (RA4AL), 183, 185–194, 248
- Raising the Achievement of all Learners in Inclusive Education, 182
- Recruitment, 66, 70, 79, 264
- Referral, 43, 54
- Reflective practice, 214
- Reform of teacher education, 69
- Regimes of inclusion, 5
- Relational trust, 186, 191, 192
- Resource allocation mechanisms, 40, 50, 56
- Resource centres, 121, 123, 124
- Right to inclusive education, 167
- Rights-based approach, 6, 10, 68
- Roma children, 31
- Russia, 41
- Salamanca Statement, xiii, 6, 94, 268
- School culture, 67, 75, 113, 114, 116, 117, 130, 133, 195, 196, 197
- School ethos, 11, 194, 195, 275
- School failure, xiv, 8, 10, 25, 182, 249
- School for all, 125, 131, 132, 195
- School inspectorate, 124, 125
- School leadership, 11, 66, 67, 114, 189, 214
- School placement, 71, 76, 78, 215
- School self-evaluation, 186, 187, 189

- Segregated settings, 41, 46, 55,
120, 234
- Self-assessment, 222, 223
- Self-efficacy, 74, 79, 188
- Serbia, 41
- Shared professional understanding,
70, 277
- Single-loop learning, 117
- Skill Training Model, 193
- Slovenia, 113
- Social exclusion, 25, 103, 161, 279
- Socialinclusion, 6, 8, 48, 91, 95,
103, 149, 164, 183, 230, 231,
232, 242
- Socioeconomic disadvantage,
147, 153
- South Africa, 41
- Spain, 2, 139
- Special educational needs (SEN),
xv, 4, 5, 6, 38, 125, 137–155,
161, 168, 186, 211, 236, 240,
257, 274
- Special needs education (SNE), 5,
43, 55, 76, 127, 142, 146, 161,
164, 268
- Special schools, 38, 39, 40, 41, 42,
44, 51, 56, 119, 123, 132, 150,
165, 233, 234
- Specific learning difficulties
(SpLD), 144, 148, 218
- Specific learning disability, 42
- Staff Working Document, 9
- Strength-based learning
environment, 200
- Student achievement, 185,
190, 193
- Student teachers, 65, 70, 75, 77, 78,
79, 248
- Success factors, 92, 97, 98, 102, 104
- Summative assessment, 222, 224
- Support systems, 259, 260, 265,
276, 279
- Sustainable Development Goals
(SDGs), 10, 96, 165
- Sweden, 113, 116, 117, 125, 126,
131, 132, 138, 146
- Switzerland, 2, 138
- Syria, 137
- System efficiency, 232
- Teacher education, 8, 65, 66, 71, 76,
77, 78, 79, 80, 81, 83, 194, 221,
223, 248, 276
- Teacher Education for Inclusion
(TE4I), 64, 70, 71, 76, 78, 81,
83, 221, 248, 276
- Teacher Education for Inclusion
Across Europe – Challenges
and Opportunities, 69
- Teacher educators, 66, 70, 71, 72,
73, 75, 76, 77, 78, 79, 81, 83,
223, 248
- Teachers Matter (OECD
report), 64
- Teaching And Learning
International Survey (TALIS),
43, 188
- Team teaching, 188, 193
- Teamwork, 28, 99, 122, 123, 200,
214, 240
- Terminology, 3, 4, 140, 262
- Thematic Working Group on Early
Childhood Education and
Care, 21, 26
- Theory-practice gap, 70
- Thought-action style, 118, 133, 134
- Tipping-point leadership,
111–134, 278
- Tolerance, 8, 53, 64, 141, 268,
269, 271

- Transition, 11, 29, 46, 48, 52, 55, 56, 78, 97, 98, 101, 102, 104, 231, 238, 239, 243, 245, 246, 258, 261
- Transition from School to Employment, 245
- Tunis Commitment, 169
- UK (England), 139, 145, 146, 147, 148, 153, 154, 155
- UK (Scotland), 72, 77, 170, 171
- Ukraine, 41
- Underachievement, 8, 10, 145, 183, 234
- UNESCO Institute for Information Technologies in Education (IITE), 245
- United Kingdom (UK), 2, 24, 138, 145, 170, 171
- United Nations, 10, 39, 46, 165
- United Nations Children's Fund (UNICEF), 21, 25, 39, 41, 42, 43, 49, 51, 55, 220
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 10, 39, 40, 45, 46, 161, 162, 165, 166, 167, 168, 169, 170, 175, 234
- United Nations Convention on the Rights of the Child (UNCRC), 230
- United Nations Educational, Scientific and Cultural Organization (UNESCO), 6, 12, 21, 25, 27, 31, 40, 45, 64, 90, 92, 94, 95, 96, 112, 140, 161, 164, 165, 167, 169, 170, 233, 245, 250, 268
- United States (US), 23, 47, 51, 71, 74, 145, 197
- Universal design, 6, 167, 172, 173, 177, 270
- Universal design for learning (UDL), 172
- Universal Instructional Design (UID), 94
- Vocational Education and Training (VET), 89–104, 275
- Vulnerable children, 23, 25, 26, 27, 30, 32
- Within-school variability, 182
- Workforce, 26, 28, 70, 75, 91, 93
- Working environment, 100
- Working Group on Schools Policy, 67
- World Education Forum, 11, 21
- World Health Organization (WHO), 25, 31, 65, 240
- World Report on Disability, 65, 240
- World Summit on the Information Society (WSIS), 164
- WSIS + 10 Review and Strategic Direction for Building Inclusive Knowledge Societies for Persons with Disabilities, 169
- Young people's views, 7, 268
- Zero Project, 165