Agency Activities 1996-2016

EUROPEAN AGENCY
for Special Needs and Inclusive Education

AGENCY ACTIVITIES

1996–2016

European Agency for Special Needs and Inclusive Education

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LIST OF ABBREVIATIONS

Abbreviation	Full version
Agency:	European Agency for Special Needs and Inclusive Education
Belgium (Fl.):	Belgium (Flemish speaking community)
Belgium (Fr.):	Belgium (French speaking community)
CPRA:	Country Policy Review and Analysis
DAISY:	Digital Accessible Information SYstem
EASIE:	European Agency Statistics on Inclusive Education
EC:	European Commission
ECE:	Early childhood education
ECI:	Early childhood intervention
ESL:	Early School Leaving
ET 2020:	Education and Training 2020
EU:	European Union
HEAG:	Higher Education Accessibility Guide
i-access:	Accessible Information Provision for Lifelong Learning
ICT:	Information and communication technology
ICT4IAL:	ICT for Information Accessibility in Learning
IECE:	Inclusive Early Childhood Education
IECP:	Inclusive Education and Classroom Practice
INS HEA:	Institut d'enseignement supérieur et de recherche Handicap et besoins éducatifs particuliers
IST:	Information Society Technologies
ITP:	Individual transition plan
MIPIE:	Mapping the Implementation of Policy for Inclusive Education

Abbreviation	Full version
NCs:	National Co-ordinators
OECD:	Organisation for Economic Co-operation and Development
PAG:	Project Advisory Group
RA4AL:	Raising Achievement for All Learners – Quality in Inclusive Education
RBs:	Representative Board members
SEN:	Special educational needs
SNE:	Special needs education
UK:	United Kingdom
UNCRPD:	United Nations Convention on the Rights of Persons with Disabilities
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNESCO IBE:	UNESCO International Bureau of Education
UNESCO IITE:	UNESCO Institute for Information Technologies in Education
UNICEF:	United Nations Children's Fund
VET:	Vocational education and training

PREAMBLE

This document provides an overview of the Agency's main activities during the period 1996–2016. Projects and other activities are listed thematically. The overview includes information about the aims, participating countries, outputs and contact persons[1]. Within each thematic area, the activities appear chronologically, listing the most recent work first.

Over the years, the Agency has covered a wide variety of topics. These range from 'Early Childhood Intervention' and 'Teacher Education for Inclusion', to 'Information and Communication Technology for Inclusion'. In all, the Agency has conducted 35 thematic projects from 1996–2016. It has also carried out a wide range of activities, including data collection, desk research, country policy review work, and the establishment of learning communities.

During this time, over 975 experts have been involved in Agency project work and have benefitted from Agency activities.

Originally, outputs were mainly in the form of print material. Over time, however, the focus has shifted towards effective digital media dissemination, using e-publishing procedures and various tools to reach a wider audience[2]. Available project outputs include reports, literature reviews, informative flyers, policy briefs, online databases, guidance tools, self-assessment tools, etc.

The Agency was established in 1996 by agreement between the ministers of education in its member countries. It is an independent organisation that acts as a platform for collaboration for its member countries, working towards ensuring more inclusive education systems.

It is the only European body maintained by member countries with the specific mission of helping them improve the quality and effectiveness of their inclusive provision for all learners. The Agency does this by combining the perspectives of policy, practice and research in order to provide member countries and stakeholders at the European level with evidence-based information and guidance on implementing inclusive education.

The member countries' representatives decide the specific priorities that the Agency focuses upon within the framework of its annual and multi-annual work programmes. This ensures that the work aligns with the priorities of the ministries of education in the member countries. At the same time, all Agency work is in line with and directly supports international and EU policy initiatives on education, equity, equal opportunities and rights for all learners.

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[1] The RBs and the NCs listed are those in the role at the time of the project in question.

[2] *Information Dissemination and Web Usage Statistics*, 2013, p. 3.

For information about on-going Agency activities, please visit its website: www.european-agency.org.

The majority of Agency project outputs are available in the languages of the member countries. All Agency publications are free of charge and can be downloaded directly from the Agency website's Publications section: www.european-agency.org/publications.

AGENCY DATA COLLECTION

European Agency Statistics on Inclusive Education (2014 onwards)

EASIE has developed from the Agency's biennial data collection activities. The EASIE data collection is a biennial exercise with Agency member countries. It provides data on learners officially identified as having SEN, as defined in each country.

The EASIE activities focus on:

- informing countries' work in relation to the UNCRPD (2006) and EU objectives for education and training;

- considering inclusive education based on whole potential populations;

- data on the SEN population, but from an inclusive perspective which informs debates on the rights of access to and participation in inclusive education.

The current work aims to be the starting point for developing longer-term data collection on quality and effectiveness issues.

Main output: Public web area for data.

Contact person: Amanda Watkins.

Project adviser: András Lénárt.

PAG: Tiina Kivirand (RB, Estonia), Ulrike Suntheim (NC, Germany) and Lars-Åke Larsson (RB, Sweden).

Participating countries: All Agency member countries.

Mapping the Implementation of Policy for Inclusive Education (2010–2011)

This one-year project ran from 2010 to 2011. It arose because policy-makers working in inclusive education expressed a need to know what qualitative and quantitative information to collect and the best methods for doing so in order to map the implementation of policies for inclusive education. They need to have agreed signposts to track progress towards educational inclusion, which is a clear priority for all EU member states. This project's goal was to provide them with clear proposals for mapping policy implementation.

Main output: Conference reports; *Mapping the Implementation of Policy for Inclusive Education* final report.

Contact person: Amanda Watkins.

External consultant: Serge Ebersold.

PAG: Theo Mardulier (RB, Belgium Fl.), Patrick Beaufort (RB, Belgium Fr.) and Zsuzsa Sipkai (NC, Hungary).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden, UK (England), UK (Scotland), UK (Wales).

SNE Data Collection (2004, 2006, 2008, 2010 and 2012)

The Agency SNE data collection was a biennial exercise with data provided by the RBs. In all cases, this data was from official ministerial sources. All data referred to pupils officially identified as having SEN, as defined in each country. All information was collated within a print and electronic document.

In 2012, the Agency initiated new activities to develop its data collection work. The aim was to trial methods for systematically collecting data linked to key indicators for inclusive education. These activities eventually developed into the current EASIE data collection.

The European Commission Directorate-General for Education and Culture used the information within the Commission Progress Reports for 2009 and 2010.

Main output: Web information; summary report.

Contact person: Amanda Watkins.

Participating countries: All member countries.

AGENCY IMPACT STUDIES

Summative Impact Study (2012)

The summative impact study served to collect 'evidence' of added value of the Agency work – for member countries and at European level. The summative study considered developments since the 2009 Interim study. It also provided evidence of the potential impact of the Agency's multi-annual work programme 2007–2013 overall.

Main output: A summative impact study.

Contact person: Amanda Watkins.

External consultants: Lizanne DeStefano (University of Illinois at Urbana-Champaign) and Ulf Jansson (Department of University and Didactics, Stockholm University).

PAG: Guðni Olgiersson (RB, Iceland), Filomena Pereira (RB, Portugal) and Beatrice Kronenberg (NC, Switzerland).

Participating countries: No project experts. The following countries contributed to the impact study data collection: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Wales), UK (Scotland).

Agency Interim Impact Evaluation (2009–2010)

This was a mid-term evaluation of Agency impact in member countries in the period 2007 to 2013. During this time, the Agency was co-funded by the Jean Monnet Programme under the EU Lifelong Learning programme.

Both the mid-term and the final evaluation would be used not only as exercises to collect information to meet the European Commission's request, but also as opportunities for informing about the Agency's work. The two studies were bi-linked and 'developmental' – the 2009 study was the starting point in terms of methodology and content for the end-point evaluation in 2012–2013.

Main output: Mid-term impact evaluation.

Contact person: Amanda Watkins.

External consultant: Lizanne DeStefano (University of Illinois at Urbana-Champaign).

PAG: Guðni Olgiersson (RB, Iceland), Filomena Pereira (RB, Portugal) and Beatrice Kronenberg (NC, Switzerland).

Participating countries: No experts. The following countries contributed to the data collection: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Wales), UK (Scotland).

Examining Agency Impact (2006)

This internal project focused on how using existing examples of good practice and exchanging possible strategies could enhance impact in countries. It arose from a clear need to assist new member countries in developing effective tools for disseminating and implementing the findings of Agency studies and projects. The Impact Working Group drafted a survey to collect first-hand information about strategies for promoting impact being used in countries, as well as specific examples of Agency impact. It covered five areas: the work of the RBs, of the NCs, and of nominated project experts, Agency events, and the future.

The report considered the question of how to define and understand impact. Apart from presenting a definition of impact, together with countries' own modifications, suggestions for improving and monitoring impact were provided.

Main output: *Examples of Agency Impact. Summary of Survey Results* (internal report).

Contact person: Amanda Watkins.

PAG: Ulvi Soomlais (NC, Estonia), Guðni Olgiersson (RB, Iceland), Filomena Pereira (RB, Portugal) and Beatrice Kronenberg (NC, Switzerland).

Participating countries: No project experts. The following countries contributed to the data collection: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Switzerland, Spain, Sweden, UK.

ASSESSMENT

Assessment in Inclusive Settings (2006–2008)

This project was a continuation of the 'Assessment' project (phase 1). During this second phase, the project focused on examining innovative practice. It attempted to develop and further explore the phase 1 findings in order to see how inclusive assessment could be implemented. Phase 2 concentrated on practice in context by considering school-level practice and its inter-relationship with regional- and national-level initiatives. Recommendations were drawn from this examination of practice over an extended period.

The project aimed to inform and educate educational policy-makers, i.e. provide them with relevant information to guide their decision-making.

Main output: The Cyprus Recommendations; the online Assessment Resource Guide, a pack with a series of extract guidelines/recommendations on innovative assessment practice ('Assessment for Learning and Pupils with Special Educational Needs', 'Implementing Inclusive Assessment', 'Outline Indicators for Inclusive Assessment', 'The Cyprus Recommendations').

Contact person: Amanda Watkins.

External consultant: Nick Peacey (Institute of Education, London).

PAG: Christine Pluhar (RB, Germany), Zuzana Kaprova (RB, Czech Republic), Victoria Alonso (NC, Spain) and Preben Siersbæk (NC, Denmark).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Spain, Switzerland, UK (England and Wales).

Assessment (2005–2006)

The main goal of the Assessment project (phase 1) was to develop a knowledge base on assessment policy and practice in the participating countries. This knowledge derived from descriptions of assessment policy and best/innovative practice in the countries. The project used these descriptions (the country reports) to identify what elements of assessment policy support or hinder best practice and what elements of best practice could inform future policy-making. A key objective of producing these reports was to have clear information on the particular assessment policy situations in the countries. This allowed the issues relating to assessment practice in primary inclusive classrooms to be examined and understood.

Inclusive assessment's overall goal is for all assessment policies and procedures to support and enhance successful inclusion and participation for all learners vulnerable to exclusion, including those with SEN.

Main output: A public web area with country overview material; a synthesis report of the analysis material; a flyer.

Contact person: Amanda Watkins.

External consultant: Nick Peacey (Institute of Education, London).

PAG: Christine Pluhar (RB, Germany), Zuzana Kaprova (RB, Czech Republic), Victoria Alonso (NC, Spain) and Preben Siersbæk (NC, Denmark).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Spain, Switzerland, UK (England).

COUNTRY CONSULTANCY WORK

For an additional consultancy fee, member countries can commission the Agency to conduct tailored audits of aspects of their systems for inclusive education. The goal is to improve system effectiveness in terms of policy and practice. The Agency conducts the external audit independently, but in close collaboration with the country in question.

Iceland Audit (2015–2016)

Iceland commissioned the Agency to undertake an audit of its inclusive education system during 2016. The objective is to examine how successful the implementation of the Icelandic policy for inclusive education is in practice. Agency staff members and external experts are conducting the audit, working in co-operation with, but independently from, national stakeholders.

Contact person: Amanda Watkins.

Malta – implementation phase work (2015–2016)

In 2014, the Agency conducted an external audit of special needs and inclusive education policies and practice across state, church and independent schools in Malta. Following this, the Maltese Ministry for Education and Employment requested the Agency's assistance as a critical friend in the implementation phase of the audit recommendations.

Contact person: Amanda Watkins.

Malta Audit (2014)

In 2014, the Maltese Ministry for Education and Employment commissioned the Agency to conduct an external audit of special needs and inclusive education policies and practice across Malta's state, church and independent schools. The audit considered structure, process and outcome factors. The final audit report was presented in December 2014 and launched at a press conference in February 2015.

Contact person: Amanda Watkins.

COUNTRY POLICY REVIEW AND ANALYSIS ACTIVITIES (CPRA)

Country Policy Review and Analysis – second phase (2016–2017)

A new group of Agency countries volunteered for a second phase of the CPRA work, which started in autumn 2016.

The analysis activities from the pilot phase will be rolled out to all countries, using a phased approach.

In 2017, the focus will be on the various policy analysis activities with phase 2 countries. More Agency staff team members will be involved in this work. There will be a number of working meetings for the staff team, as well as with country representatives.

At the end of the phase 2 work, there will be a full review meeting. All countries and staff members involved will attend. They will identify developments and improvements to the CPRA processes and outcomes.

Main output: Individual policy analysis grids and synthesis section for all countries involved.

Contact persons: Victoria Soriano and Amanda Watkins.

External consultant: None.

Participating countries: Belgium (Fr.), Estonia, Hungary, Latvia, Slovak Republic, Slovenia, Spain.

Country Policy Review and Analysis Activities – pilot phase (2014–2015)

During 2015, a group comprising Agency staff and RBs from France, Lithuania, Norway and UK (England), and a wider reference group involving RBs from Italy, Malta, Portugal and UK (Scotland), collaborated to develop the framework for the CPRA work.

The pilot work has developed an analysis framework. It maps recommendations from Agency thematic project reports against the European measures that are in line with the European Commission's ET 2020 objectives and Country-Specific Recommendations.

Three policy actions – prevention, intervention and compensation actions – are being considered within a further synthesis analysis of country findings.

The analysis activities from the pilot phase will be rolled out to all countries, using a phased approach.

Main output: Methodology report; framework for analysis; individual policy analysis grids and synthesis section for all countries involved; cross-country analysis.

Contact persons: Victoria Soriano and Amanda Watkins.

External consultant: None.

Pilot group: RBs from France, Norway, Lithuania and UK (England).

Reference group: RBs from Italy, Malta, Portugal and UK (Scotland).

Participating countries: No experts.

EARLY CHILDHOOD INTERVENTION

Inclusive Early Childhood Education (2015–2017)

The three-year IECE project aims to identify, analyse and subsequently promote the main characteristics of quality inclusive ECE for all children.

It focuses on the structures and processes that ensure a systemic approach to providing high-quality inclusive ECE. Such ECE effectively meets the academic and social learning needs of all children from the school's local community (from three years old to the start of primary education – five to seven years old). The project builds upon the outcomes of the Agency's previous 'Early Childhood Intervention' projects (2004, 2010).

Expected main output: An IECE literature review; a web area with country information collected during the project lifetime; an IECE self-assessment tool; a quality analysis of 32 examples of inclusive practice in ECE; an added value report; the 'Ecosystem for inclusion in early childhood education model'; a summary report on the state of the art of IECE in Europe.

Contact person: Mary Kyriazopoulou.

Project adviser: Paul Bartolo (President, International School Psychology Association and University of Malta).

External consultants: Climent Giné (University of Barcelona, Spain) and Eva Björck-Åkesson (Jönköping University, Sweden).

PAG: Regina Labiniene (RB, Lithuania), Filomena Pereira (RB, Portugal), Philippa Stobbs (NC, UK – England) and Věra Vojtová (NC, Czech Republic).

Participating countries: Austria, Belgium (Fr.), Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

Early Childhood Intervention Update (2009–2010)

This was a one-year project update of the Early Childhood Intervention project (2003–2005). It aimed to provide an overview of the progress and main changes in the participating countries since 2005 in relation to some key elements – availability, proximity, affordability, interdisciplinary working and diversity. These were identified in the first Agency project. The first document aimed to collect information about national ECI services and provisions addressed to children from 0 to maximum 6 years old. The second document comprised questions relating to

existing policy measures and their implementation, as well as existing practices in relation to the five key elements.

Main output: A web area with country reports collected during the project update; a summary report presenting the progress and main changes in ECI in Europe.

Contact person: Victoria Soriano.

External consultant: None.

PAG: Malgorzata Donska-Olszko (NC, Poland), Filomena Pereira (RB, Portugal), Bojana Globacnik (RB, Slovenia) and Yolanda Jiménez Martínez (NC, Spain).

Participating countries: Austria, Belgium (Fl.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, UK (England), UK (Northern Ireland), UK (Scotland).

Early Childhood Intervention (2003–2005)

This project built upon the Agency's *Early Intervention in Europe* report. It examined key issues, such as education services' increased involvement in the field of early intervention, the target population's main characteristics, the planning and implementation of transfer from early intervention services to education, and the positive perception of early intervention as a means of implementing active policies against exclusion. The report summarised the analysis of key aspects of ECI in the countries involved in the project. It also provided recommendations, mainly addressed to professionals in this field.

Main output: A dedicated web area with key documents for reference, recommendations and contacts; a flyer; a report; a summary report.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: Austria, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK (England).

Early Intervention in Europe (1997–2000)

This research project described how different countries deal with the issues and practicalities surrounding early intervention services and support. The descriptions and findings refer to the situation in the 17 Agency member countries up to May 1998. This general information was supplemented and developed using examples and genuine case studies detailing how the different countries would handle particular scenarios for early intervention.

The report specifically explores three main issues for early intervention: the organisation of services, early intervention teams and co-operation with families.

It also examines two aspects of the early intervention teams, i.e. the functions and the tasks to be undertaken.

Main output: Full report.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, UK (England and Wales).

EUROPEAN COMMISSION PROGRAMME

Knocking on SOCRATES' door. Participation of People with Disabilities within the SOCRATES Programme (1999–2001)

The Agency conducted the evaluation study 'Participation of People with Disabilities within the SOCRATES Programme' on behalf of the European Commission, Directorate-General for Education and Culture. It consists of three elements of information collection and analysis:

1. Facts, i.e. statistics regarding potential and actual participation rates

2. Reasons, i.e. participants' and non-participants' reasons for being involved in the programme or not

3. Examples of experiences of people with disabilities who participated in the programme.

The evaluation concludes with recommendations for SOCRATES II for developing participation within individual mobility actions and within project-based actions, as well as for improving access to information and the development of the programme management.

Main output: A summary report.

Contact person: Amanda Watkins.

External consultants: Sip Jan Pijl (Rijksuniversiteit, Groningen, Netherlands) and Lucien Bertrand (Service Ré-Éducatif Ambulatoire, Luxembourg).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK.

The Role of Inclusive Education in Response to the Migrant Crisis Across Europe (2016)

This thematic session, adjoined to the Agency's bi-annual meeting in May 2016, was organised together with the Dutch EU Presidency. The key question addressed was 'How can education effectively respond to newcomers and/or refugee pupils?'

For further information, please refer to the section on 'Thematic Sessions at Bi-Annual Meetings'.

Contact person: Victoria Soriano.

Education Committee of the European Council meeting (2015)

On 3 December, the results of the 'Inclusive Education: Take Action! Luxembourg Recommendations' Hearing were presented to the Education Committee of the European Council under the Luxembourg Presidency of the EU.

Contact person: Victoria Soriano.

Council meeting of the Ministers of Education (2015)

Under the Luxembourgish EU Presidency, Luxembourg's Minister of Education, Children and Youth, Mr Claude Meisch, presented a short video of the 'Inclusive Education: Take Action! Luxembourg Recommendations' Hearing during a Council meeting of the Ministers of Education on 23 November. He also presented the *Luxembourg Recommendations* that came out of the Hearing.

Contact person: Victoria Soriano.

'Inclusive Education: Take Action! Luxembourg Recommendations' (2015)

A European Hearing for young learners with and without disabilities and/or special needs took place as an official event of the Luxembourg Presidency of the EU.

Contact person: Mary Kyriazopoulou.

For further information about the Hearing, please refer to the separate section on 'Events'.

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[3] Agency involvement in EU Presidency events ranges from presentations, participation and organisation of EU Presidency events, to contributions to these events.

ICT for Information Accessibility in Learning dissemination conference (2015)

The dissemination conference of the ICT4IAL project was co-hosted by the Latvian Ministry of Education as an official EU Presidency event. The event was held in parallel with the Agency's spring 2015 bi-annual meeting.

Contact person: Marcella Turner-Cmuchal.

For more information about the ICT4IAL project, please refer to the separate section on 'Information and Communication Technology'.

From Inclusive Education to Inclusive Employment for People with Disabilities (2015)

The Ministry of Welfare of the Republic of Latvia, in co-operation with the European Commission, organised this high-level meeting as an EU Presidency event. The Agency was invited to contribute as a speaker.

Contact person: Victoria Soriano.

'Theory for Practice in the Education of Contemporary Society' international seminars and international conference (2015)

The Agency gave a presentation at the conference organised by the Latvian Disabled Children and Youth Sport Federation under the Latvian EU Presidency.

Contact person: Secretariat.

Early Childhood Education and Care & Early Language Learning (2014)

The Agency participated in the conference on early childhood education and care and early language, co-organised by the European Commission Directorate-General for Education and Culture and the Italian EU Presidency.

Contact person: Mary Kyriazopoulou.

Education in the Digital Era (2014)

Agency staff participated in the European High-Level Conference on 'Education in the Digital Era'. The conference was organised by the European Commission in close co-operation with the Italian EU Presidency. It brought together ministers, high-level experts and policy-makers from across Europe. They discussed the challenges and opportunities that the digital era brings to European education.

Contact person: Amanda Watkins.

Raising the Achievement of All Learners (2014)

The Greek Ministry of Education co-hosted the kick-off meeting of the Agency project on Raising the Achievement of All Learners in Inclusive Education. It was an official event under the Greek EU Presidency in 2014.

Contact person: Verity Donnelly.

For more information, please refer to the separate RA4AL project section.

Early childhood education and care: For more and better quality for all (2014)

Agency staff participated in the conference 'Early childhood education and care: For more and better quality for all', organised by the Hellenic Ministry of Education under the Greek EU Presidency in June 2014.

Contact person: Mary Kyriazopoulou.

The Role of VET in Making Education More Inclusive (2013)

Agency staff participated in the Lithuanian Presidency conference on 'The Role of VET in Making Education More Inclusive', held in Vilnius in November 2013.

Contact person: Harald Weber.

Agency bi-annual meeting, May (2013)

The bi-annual meeting in Dublin was an associated event under the Irish EU Presidency. It was co-hosted by the Irish Department of Education and Skills.

Contact person: Secretariat.

The Professional Identity of Teacher Educators (2013)

An Agency staff member joined the Irish EU Presidency Conference on Integration, Innovation and Improvement, entitled 'The Professional Identity of Teacher Educators'.

Contact person: Verity Donnelly.

Vocational Education and Training (VET) – Policy and Practice in the Field of Special Needs Education (2012)

The Cypriot Ministry of Education and the Agency co-hosted the final VET project conference as an official EU Presidency event.

Contact person: Mary Kyriazopoulou.

For further information about the project, please refer to the section on 'Transition from School to Employment'.

Raising Achievement for All Learners – Quality in Inclusive Education dissemination conference (2012)

The main activity within the RA4AL project was a European conference. It was held in Odense in June 2012 as an event under the Danish EU Presidency in joint collaboration with the Municipality of Odense.

Contact persons: Verity Donnelly and Mary Kyriazopoulou.

For further information about the project, please refer to the separate RA4AL project section.

Agency Young Views on Inclusive Education (2011)

A Polish EU Presidency representative was keynote speaker at the Agency's European Parliament Hearing.

Contact person: Victoria Soriano.

For further information about the European Parliament Hearing, please refer to the separate section on 'Events'.

Innovation for Digital Inclusion conference (2011)

An Agency staff member spoke at the conference organised as an event under the Polish Presidency of the EU, Directorate-General Information Society, Directorate ICT for Societal Challenges.

Contact person: Marcella Turner-Cmuchal.

Mapping the Implementation of Policy for Inclusive Education (2011)

The second MIPIE project conference was co-hosted with the Hungarian Ministry of National Resources, Department of Education, as an event under the Hungarian EU Presidency.

Contact person: Amanda Watkins.

For further information about the project, please refer to the separate project section 'Mapping the Implementation of Policy for Inclusive Education'.

Inclusive Education: A Way to Promote Social Cohesion (2010)

The Spanish Ministry of Education and the Agency co-hosted this conference as an official EU Presidency event. The conference conclusions had a major impact on the *Council Conclusions on the Social Dimension of Education and Training* from the EU Education Ministers.

Main output: 'Inclusive Education: A Way to Promote Social Cohesion' conference conclusions.

Contact person: Victoria Soriano.

Promotion of Mental Health and Well-being of Children and Young People – Making it Happen (2009)

The Agency Director spoke at this conference, which the Swedish Ministry of Health and Social Affairs hosted as an official EU Presidency event.

Contact person: Cor J. W. Meijer.

Inclusive Conference on Inclusive Education (2008)

The Agency was represented on the planning committee for the conference hosted by the French Ministry of Education as an official EU Presidency event. The Agency Chair, Director and two staff members spoke at the conference.

Contact person: Victoria Soriano.

The European Hearing of Young People with SEN (2007)

This was an official EU Presidency event co-hosted with the Portuguese Ministry of Education.

Contact person: Victoria Soriano.

For further information about the Hearing, please refer to the separate section on 'Events'.

The 'Inclusive Education: Take Action! Luxembourg Recommendations' Hearing (2015)

The 'Inclusive Education: Take Action! Luxembourg Recommendations' Hearing took place in Luxembourg on 16 October 2015 within the framework of the Luxembourgish EU Presidency.

The Hearing followed up on and pursued the results of the three previous European Hearings the Agency organised in 2003, 2011 and 2007.

The key terms were empowerment and involvement of the learners themselves. The Hearing had a dual aim:

- to share the Agency's findings with the young learners;
- to listen to them in order to identify progress in the implementation of inclusive education from the learners' perspective since the first Hearing in 2003.

Each Agency member country nominated two learners aged 14 or 15. The Luxembourgish EU Presidency presented the young people's agreed recommendations to the Education Committee of the European Council in December 2015.

Main output: *Luxembourg Recommendations* declaration, which the Luxembourg Presidency of the EU presented to a Council meeting of the Ministers of Education in November 2015.

Contact person: Mary Kyriazopoulou.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Czech Republic, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales), Bulgaria (Observer), Romania (Observer).

International Conference – Inclusive Education in Europe – key messages: putting theory into practice (2013)

The objective of the conference was to share key messages from the Agency's 2007–2013 work programme. It also looked ahead at possible developments from 2014 onwards. The event was a success, with over 170 attendees.

The conference included presentations from five keynote speakers. They addressed the conference's five key messages, which then were discussed in separate working groups:

- As early as possible
- Inclusive education benefits all
- Highly qualified professionals
- Support systems and funding mechanisms
- Reliable data.

There was a very productive policy panel, thanks to high-level ministry representatives from Belgium's French and Flemish speaking communities, Lithuania and Poland, and representatives from European institutions.

Main output: A document with the main messages addressed by decision-makers and researchers invited to the conference, entitled *International Conference – First Results;* a document with presentations from the researchers invited to the conference.

Contact person: Victoria Soriano.

Participating countries: All Agency member countries. Key international and European organisations also attended.

European Hearing (2011)

In November 2011, the Agency hosted a European Hearing at the European Parliament in Brussels. This event gave young people from across Europe the opportunity to express their views on inclusive education. Each Agency member country had a maximum of three young delegates both with and without disabilities and/or SEN from vocational and secondary education contexts. There were seven working groups, dedicated to both secondary and vocational education settings. Here, the young people discussed what inclusive education means to them, how to achieve it, its benefits and the remaining challenges to overcome.

Main output: Young People's Declaration; a summary of the main results from the young people's discussions.

Contact person: Victoria Soriano.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

International Conference – Inclusive Education: A Way To Promote Social Cohesion (2010)

The conference's objectives were to develop knowledge and understanding of inclusive education as one of the main factors for social cohesion and inclusion, promoting democratic principles, values and beliefs regarding equality and social justice. The meeting also aimed to exchange experiences in these fields with Latin American countries.

Within this framework, the conference contents influenced the educational policies that promote equity, social cohesion and active citizenship. That is, to respond to the challenges of early school dropouts, learners from disadvantaged backgrounds, those with special needs, and migrants.

Main output: A summary report.

Contact person: Victoria Soriano.

Participating countries: No project experts. The Agency supported the Spanish Ministry of Education in organising the conference as an event of the Spanish EU Presidency.

European Hearing in the Portuguese Parliament (2007)

This Hearing took place during the Portuguese EU Presidency in the second half of 2007. It involved young people from the Agency member countries and permitted them to meet and express their opinions about their education and future. They discussed their views on SNE in working groups (i.e. secondary education, vocational education and higher education). Afterwards, the young delegates presented their results in the Portuguese Parliament before an audience of European and Portuguese decision-makers, as well as UNESCO. The event also served to evaluate progress and identify outstanding challenges from the previous Hearing in 2003.

Main output: The Lisbon Declaration *Young People's Views on Inclusive Education*; a summary report including a flyer; a DVD.

Contact person: Victoria Soriano.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland, UK (Wales).

European Parliament Hearing (2003)

The European Hearing was organised in the framework of the European Year of People with Disabilities. Young people from Agency member countries had the

opportunity to discuss educational issues with members of the European Parliament and with their peers from other European countries. At the Hearing, the young people debated the challenges they were facing, the dichotomy of mainstream versus special education and their future. The debate reflected the three questions each delegation was requested to prepare in advance of the event. The majority of the participants (14–20 years) in mainstream education represented almost all types of disabilities.

Main output: The whole event was recorded and each of the transcribed country presentations was available on the Agency web; a report and CD-ROM. A thematic issue of *EuroNews* focused on the European Hearing. (Web area no longer available)

Contact person: Victoria Soriano.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK.

Brussels Conference (2001)

The Agency organised a conference on European perspectives in SNE. Invited officials from the European Parliament, EC, international organisations, Agency networks and key participants attended. The main findings regarding the Agency's priority themes were presented and discussed with professionals and policy-makers. The focus was on the Agency's thematic work areas, and on an overall European perspective on SNE.

Main output: The Brussels Conference proceedings.

Contact person: Victoria Soriano.

Participating countries: All Agency member country representatives and representatives from EU institutions.

FINANCING OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Financing Policies for Inclusive Education Systems (2016–2018)

Building upon the one-year mapping project on 'Financing of Inclusive Education', this project will run from 2016 to 2018. Through work with policy-makers and detailed case studies, it examines different approaches to educational financing. The Ministries of Education from Italy, Lithuania, Netherlands, Norway, Portugal and Slovenia are country partners in the project.

The goal is to work primarily with country policy-makers, but also researchers and wider stakeholders in inclusive education, to systematically examine different approaches to educational financing.

Expected main output: Open-source Policy Guidance Framework.

Project manager: Amanda Watkins.

Project adviser: Serge Ebersold.

Participating countries: Italy, Lithuania, Netherlands, Norway, Portugal, Slovenia.

Financing of Inclusive Education (2014–2015)

This one-year project explored funding mechanisms in use in countries. It aimed to identify critical factors within modes of funding that support access to education, as outlined in Article 24 of the UNCRPD (2006).

It served as a pilot for the three-year 'Financing Policies for Inclusive Education Systems' project (please see above).

Main output: Background information review; synthesis report.

Contact person: Amanda Watkins.

Project adviser: Serge Ebersold (INS HEA, France).

PAG: Marjan Zandbergen (RB, Netherlands), Alen Kofol (RB, Slovenia) and Beatrice Kronenberg (NC, Switzerland).

Participating countries: Croatia, Estonia, Finland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland, UK (England), UK (Scotland), UK (Wales).

Financing of Special Needs Education (1997–2000)

This project focused on the key factor of how inclusive education is realised, namely on funding. It presented an initial analysis of the relationship between funding and inclusion in 17 European countries, along with an analytical framework. Said

framework could be used to find new ways of re-structuring financial policies in order to stimulate inclusive practices.

Main output: Full report; summary report.

Contact person: Cor J. W. Meijer.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, UK (England), UK (Wales).

GOVERNMENTAL BI-LATERAL PROJECTS

Inclusion in the Czech Republic (2000–2002)

The Danish Ministry of Education commissioned the Agency to undertake this bi-lateral governmental project on behalf of the Danish and Czech Ministries of Education. It aimed to promote the concept of inclusion in the Czech Republic by exchanging knowledge between Czech and Danish parents and experts in the field of SNE. The priority areas were early intervention, integration, transition and parental involvement.

Main output: Two reports.

Contact person: Ole Lissabeck Nielsen.

Participating countries: Denmark and Czech Republic.

Inclusion in Estonia (1997–1999)

The Danish Ministry of Education commissioned the Agency to undertake this bi-lateral governmental project on behalf of the Danish and Estonian Ministries of Education. The main aims were to improve Estonian mainstream schools' readiness to include learners with SEN and to reduce the transfer of learners to special schools in the first two to three school years. The secondary aims were to raise mainstream schools' awareness of the problems involved and to enhance their perception of the possibilities for educating all learners, regardless of their educational needs.

Main output: A report.

Contact person: Ole Lissabeck Nielsen.

External consultant: None.

Participating countries: Denmark and Estonia.

Inclusion in Higher Education (2015)

The Agency held a thematic seminar on inclusion in higher education during its bi-annual meeting in Rome, in November 2015.

For further information, please refer to the section on 'Thematic Sessions at Bi-Annual Meetings'.

Higher Education Accessibility Guide (2009–2010)

The Agency HEAG database of information was reviewed, revised and updated during 2009. The aim was to offer the best possible information resource for students with disabilities who were considering studying higher education abroad. This included relevant information relating to studying abroad on the European and national level, as well as on the institutional level.

Main output: An online database (no longer available).

Contact person: Marcella Turner-Cmuchal.

External consultant: None.

Participating countries: Austria, Belgium (Fr.), Cyprus, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Slovak Republic, Spain, Sweden, Switzerland, UK (England)[4].

Participation of Students with Disabilities in Higher Education (2009)

Thematic session held during the bi-annual meeting in Warsaw, Poland, in November 2009.

For further information, please refer to the section on 'Thematic Sessions at Bi-Annual Meetings'.

HEAG – Higher Education Accessibility Guide (2001–2002)

The HEAG guide was a database that provided coherent information regarding disability support services in 17 European countries. It aimed to help students with SEN and their teachers make decisions about possibilities for study programmes and exchange activities. The project was carried out in collaboration with the University of Leuven (Belgium).

Main output: An online database (no longer available).

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[4] In addition to the Agency's member countries, Croatia and Slovak Republic also participated in the project work on a self-funded basis.

Contact person: Amanda Watkins.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK.

INCLUSIVE EDUCATION AND CLASSROOM PRACTICE

Inclusive Education in Action (2009, 2010)

This project started in 2009, supported by additional grants from the European Commission and UNESCO. It was conducted in collaboration with the UNESCO Education for All Secretariat. The project developed a web portal of innovative examples of inclusive education policy to exemplify the UNESCO *Policy Guidelines on Inclusion in Education*. These guidelines consider in detail how the 'policy cycle' for inclusive education can be supported. They stipulate 13 action areas for policy development.

The Agency maintains the website. All countries have had the opportunity to contribute by submitting examples of inclusive education practice.

Main output: A web portal providing the Inclusive Education in Action Framework and rationale, access to the UNESCO *Policy Guidelines* and an examples database with policy statements, policy evaluations, project descriptions, case study accounts and much more.

Contact person: Verity Donnelly.

External consultant: None.

PAG (2009): Theo Mardulier (RB, Belgium Fl.), Pirjo Koivula (NC, Finland), Chris Forlin (Institute of Education, Hong Kong), Renato Opertti (UNESCO IBE), Kenneth Eklindh (UNESCO, Paris), Maria Reina (Global Partnership for Disability and Development, New York) and Harald Weber (Institut für Technologie und Arbeit – ITA, Germany).

Participating countries: Open to all countries.

Participation in Inclusive Education – A Framework for Developing Indicators, follow-up project (2009–2010)

The second phase of the IECP Indicators project aimed to build upon the first phase's work and to develop a model for understanding participation within the context of inclusive education. It took a systematic approach by developing a framework for participation, analysing existing indicator systems and identifying ways to link data or information generated at the individual, classroom, school, local and national levels. The project tried to provide a better understanding of the complex issues surrounding how policies and practices can help to ensure participation for children, teachers and parents. Its systematic approach also helped to identify gaps in existing indicator systems and propose a way forward for developing new indicators on participation for inclusive education in Europe.

Main output: A web area on the project activities and a synthesis report presenting a framework for participation, analysing existing indicator systems and identifying

ways to link data or information generated at the individual, classroom, school, local and national levels.

Contact persons: Harald Weber and Mary Kyriazopoulou.

External consultants: Judith Hollenweger (RB, Switzerland) and Martyn Rouse (Emeritus Professor at the School of Education, University of Aberdeen, UK – Scotland).

PAG: Judith Hollenweger (RB, Switzerland) and Martyn Rouse (Emeritus Professor at the School of Education, University of Aberdeen, UK – Scotland).

Participating countries: No project experts.

Development of a set of indicators for inclusive education in Europe (2008)

'Indicators for Inclusive Education' was an update of the Agency's previous work on IECP. It aimed to develop a methodology leading to a set of indicators suitable for national-level monitoring, as well as being applicable at a European level.

The set of indicators needed to focus on policy conditions that could support or hinder the development of inclusive education in schools. Overall, the project's intention was to develop suitable indicators that support constructive comparisons and mutual learning from good – i.e. effective and successful – approaches to inclusive education.

Main output: A web area on the project activities and a synthesis report on the framework and rationale, aims and objectives as well as the methodology used to develop the set of indicators for monitoring developments in inclusive education.

Contact persons: Harald Weber and Mary Kyriazopoulou.

PAG: Zsuzsa Hámori-Váczy (RB, Hungary), Judith Hollenweger (RB, Switzerland), Kalomira Ioannou (NC, Cyprus) and Anders Øystein Gimse (NC, Norway).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK (England), UK (Scotland).

Inclusive Education and Classroom Practice in Secondary Education (2003–2004)

This project was a continuation of the IECP study in primary education. Its main question was: 'How can differences in the classroom be dealt with and which conditions are necessary for dealing with the differences in classrooms?'

It entailed a review of international literature, case studies in 14 European countries, expert visits in five countries, and various discussions involving experts

and NCs. Based on these, a number of features regarding the development of inclusive classrooms within secondary schools were identified.

In addition to the findings regarding classroom practice in primary education (co-operative teaching, co-operative learning, collaborative problem-solving, heterogeneous grouping and effective teaching), two more factors were identified as being effective for inclusive education: home area system and alternative learning strategies.

Main output: Web area containing a summary report, an e-report with literature reviews, descriptions of provisions at the sites involved in the project and detailed information about the exchanges; *EuroNews 13* – a thematic issue focusing on IECP.

Contact person: Cor J. W. Meijer.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK (England).

Inclusive Education and Classroom Practice in Primary Education (1999–2002)

This project focused on how to deal with differences in the classroom in primary education and on how to equip mainstream schools to deal with learners with SEN. It aimed to provide teachers and key stakeholders in and around schools with knowledge about handling learner differences in the classroom. It also provided information about the conditions necessary to deal with these differences using resources within and outside the classroom.

Main output: Literature overviews on the state of the art of classroom practice, case study descriptions of models of classroom practice in mainstream primary schools. IECP project information web area (country reports, overviews of exchange visits and the final extensive report, e-report and summary report).

Contact person: Cor J. W. Meijer.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Luxembourg, Netherlands, Norway, Portugal, Sweden, Switzerland.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT for Information Accessibility in Learning (2013–2015)

The ICT4IAL project built on the i-access project results. The initiative's goal was to establish a multi-disciplinary network of existing international networks that cover both learning and ICT communities across and beyond Europe. The project partners were the Agency, European Schoolnet, the International Association of Universities, the DAISY Consortium, UNESCO, the Global Initiative for Inclusive ICTs and Adobe. The ICT4IAL network activities aimed to:

- raise awareness and increase the visibility of the issue of accessible information provision and its relevance for equitable lifelong learning opportunities;
- support accessible information provision within organisations through the development, trialling and evaluation of guidelines that build upon existing work in the field.

Main output: (Open-source) *Guidelines for Accessible Information*.

Contact person: Marcella Turner-Cmuchal.

External consultant: None.

PAG: Roger Blamire (European Schoolnet), Mudite Reigase (RB, Latvia), Line Knudsen (NC, Denmark), Bernhard Heinser (DAISY Consortium), Irmgarda Kasinskaite-Buddeberg (UNESCO), Serap Kurbanoglu (International Association of Universities country representative for Turkey), András Lénárt (Agency), Licia Sbattella (Global Initiative for Inclusive ICTs) and Isabelle Turmaine (International Association of Universities).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Macedonia, Netherlands, Norway, Poland, Portugal, Slovak Republic, Spain, Romania, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland).

ICT for Inclusion (2012–2013)

This project revisited the Agency's ICT project which ended in 2001. The update builds on the 2001 initial study by the Agency, as well as the findings of the co-operative work between the Agency and UNESCO IITE conducted in 2010. During the latter, detailed case studies of the use of ICT in education for people with disabilities were presented and discussed.

Main output: Web area; a synthesis report; an extended e-publication.

Contact person: Amanda Watkins.

External consultant: Terry Waller (British Educational Communications and Technology Agency).

PAG: Elżbieta Neroj (RB, Poland), Maria Kopitaki (NC, Hungary), Roger Blamire (European Schoolnet) and Natalia Tokareva (UNESCO IITE).

Participating countries: Belgium (Fl.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland).

i-access: Accessible Information Provision for Lifelong Learning (2011–2012)

This project focused on raising awareness of the issues surrounding accessible information provision for lifelong learning. This was in order to facilitate positive developments towards information accessibility in Agency member countries.

The project's main aims were to:

- use existing European and international policy and standards for information accessibility as a basis to discuss the implications and the practical implementation of accessible information provision within lifelong learning;

- produce clear recommendations – agreed at the European level by key stakeholders for lifelong learning and accessible ICT – that information providers across Europe could use to support the provision of accessible information for lifelong learning for all learners who need it.

Main output: Recommendations for Promoting Accessible Information for Lifelong Learning.

Contact person: Marcella Turner-Cmuchal.

External consultant: Dónal Rice (Senior ICT Advisor for the National Disability Authority of Ireland – NDA).

PAG: Finn Christensen (NC, Denmark) and Dónal Rice (National University of Ireland, Galway, Global Initiative for Inclusive ICTs expert advisor).

Participating countries: Belgium (Fl.), Belgium (Fr.), Cyprus, Denmark, Estonia, France, Germany, Iceland, Ireland, Italy, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Scotland).

SEN-IST-NET (2001–2004)

The 'European Network of Excellence in Information Society Technologies and Special Educational Needs' aimed to establish a European Network of Excellence. This would join together communities of researchers and practitioners from the fields of Information Society Technologies (IST) and SEN, respectively.

The SENIST.NET website provided a virtual library with full-text documents in three languages. An extensive resource guide, including a case study section with examples of innovative use of IST, was developed during the project. Experts in the participating countries developed a glossary of over 80 SNE-related words and phrases, in 14 European languages.

Main output: A conference on 'Special Needs Education and Information Technologies, Looking to the Future' in co-operation with the Spanish Ministry of Education, linked to the European Year of People with Disabilities; an online full-text virtual library. The Agency's 'Resource Guide' provided outlines, abstracts and accessibility details of key literature and other resources. (This guide is no longer available).

Contact person: Harald Weber.

External consultant: None.

Participating organisations: BIDOK, Department of Education, University of Innsbruck (Austria); Institute of Computer Science, FORTH (Greece); GIUNTI MultiMedia Srl. (Italy); European Disability Forum (Belgium); Swedish Institute for Special Needs Education (Sweden).

Participating countries: No project experts.

Information and Communication Technology in Special Needs Education (1999–2001)

This project investigated the use of ICT in the field of SNE in three phases.

- Phase 1: information gathering to provide an overview of existing country-based information, including the state of the art in each of the countries, current concerns and issues, key information sources available, and what specialists consider the future of ICT and SNE.

- Phase 2: development of an interactive internet-based knowledge base.

- Phase 3: information gathering on school-based examples of ICT use.

Main output: The ICT in SNE database, a flyer and a summary report with an overview of the policies and practices of ICT in SNE across Europe, looking at emerging issues in national and regional policy levels, infrastructure, pedagogy,

teacher and pupil level, access to relevant information and research and co-operation, and pointing out areas for future development.

Contact person: Amanda Watkins.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, UK (England).

Key Principles for Promoting Quality in Inclusive Education – Recommendations for Practice (2010–2011)

This third document in the Key Principles series draws on Agency thematic work carried out since 2003. However, it focuses on key principles for practice that support quality in inclusive education. Education policy-makers and practitioners prepared it for policy-makers and other professionals providing leadership in education. Its aim was to summarise the main principles for practice that appear to be crucial in providing quality support to learners with diverse needs in mainstream settings. The key principle recommendations aim to provide support in the move towards more inclusive education systems across Europe.

Main output: Brief report, *Key Principles for Promoting Quality in Inclusive Education – Recommendations for Practice*.

Contact person: Verity Donnelly.

External consultant: None.

PAG: George Borg (RB, Malta), John Hunter (RB, UK – Northern Ireland) and Bryndis Sigurjónsdottír (NC, Iceland).

Participating countries: No project experts.

Key Principles for Promoting Quality in Inclusive Education (2009)

Educational policy-makers prepared this document to provide other policy-makers across Europe with a synthesis of the main policy findings that emerged from the Agency thematic work supporting the inclusion of learners with different types of SEN within mainstream provision.

Main output: Brief report, *Key Principles for Promoting Quality in Inclusive Education – Recommendations for Policy Makers'*, available in a range of languages.

Contact person: Amanda Watkins.

External consultant: None.

PAG: Christine Pluhar (RB, Germany – Land), Lucie Bauer (RB, Austria), Maria Michaelidou (RB, Greece) and Zuzana Kaprova (RB, Czech Republic).

Participating countries: No project experts.

Key Principles for Policy Makers (2002–2003)

This report provides key policy guidelines regarding the Agency's priority themes in a coherent form. It focuses on the key principles reflecting universal elements of policies relating to SNE that appear to form an effective framework for promoting

inclusive education. It also focuses on policy findings from Agency thematic work, i.e. inclusion, financing and classroom practice. Furthermore, the document provides information about the Agency and its work.

Main output: Brief report, *Key Principles for Special Needs Education – Recommendations for Policy Makers*.

Contact person: Amanda Watkins.

External consultant: None.

PAG: Phil Snell (RB, UK – England), Christine Pluhar (RB, Germany – Land), Lucie Bauer (RB, Austria) and Filomena Pereira (RB, Portugal).

Participating countries: No project experts.

MULTICULTURAL DIVERSITY AND SPECIAL NEEDS EDUCATION

Multicultural Diversity and Special Needs Education (2006–2008)

This project aimed to respond to three key questions:

1. To what extent second language learning issues are linked to and confused with learning difficulties

2. How the abilities and needs of pupils with an immigrant background are assessed

3. How to support teachers, families and pupils in the best way.

The project was concerned with the three sectors of health, social and educational support. One key issue, among others, was the question of how to co-ordinate co-operation between these sectors. However, it also focused on the integration of immigrant pupils with SEN into daily school life, collaboration with families, methods/tools/support for both professionals and families and, more generally, on how to improve knowledge and information about children's needs.

Main output: A web area with local and/or country reports; a summary report including a synthesis of studies and published results from research on the topic; a synthesis of local/national country reports prepared by the experts; results from the practical analysis conducted in the project; conclusions and recommendations; a list of reference documents on this thematic area.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Spain, Sweden, Switzerland, UK (England).

ORGANISATION OF PROVISION TO SUPPORT INCLUSIVE EDUCATION

Organisation of Provision to Support Inclusive Education (2012–2014)

This three-year project aimed to identify the factors within mainstream provision that allow effective support to be provided to learners in inclusive settings. It explored how support is provided for all learners. However, it particularly focused on provision for learners who are identified as having disabilities, as defined in the UNCRPD (2006).

Main output: Literature review; reports from country visits and thematic seminars; final project synthesis report; web-based resource.

Contact persons: Verity Donnelly and Mary Kyriazopoulou.

External consultants: Paul Bartolo (Malta) and Ute Hölscher (Germany).

PAG: Jean-Claude de Vreese (NC, Belgium Fr.), Panayiotis Chinas (RB, Greece), Agneta Gustafsson (RB, Sweden) and Věra Vojtová (NC, Czech Republic).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Sweden, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

RAISING ACHIEVEMENT FOR ALL LEARNERS

Raising the Achievement of All Learners in Inclusive Education (2014–2017)

This three-year thematic project focuses on raising the achievement of all learners as an imperative and quality education in inclusive settings as a strategy to accomplish this.

It aims to provide evidence of effective practice in raising achievement and building the capacity of schools and communities to include and support all learners.

Three local learning communities have been selected to examine some of the key factors that impact upon learner achievement.

The project also reflects on the impact of different national and local policy contexts and how they support organisational development.

It aims to provide guidance for teachers, school leaders and decision-makers at local and national levels.

Expected main output: Literature review; synthesis report; guidance for teachers and school leaders; key messages for policy-makers.

Contact person: Verity Donnelly.

Project adviser: Anthoula Kefallinou.

PAG: Judith Hollenweger (RB, Switzerland), Pirjo Koivula (NC, Finland), Kalomira Ioannou (NC, Cyprus), David Watt (RB, UK – Scotland) (up to end of January 2016) and Mary Hoey (RB, UK – Scotland) (from February 2016).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

Raising Achievement for All Learners – Quality in Inclusive Education (RA4AL) (2011–2012)

This one-year project aimed to address a clear need that policy-makers expressed for more information about quality education in inclusive settings as a strategy for raising achievement for all learners.

It explored the factors that support raising achievement for all learners: What does it mean for policy-makers and practitioners? What are the implications, challenges and opportunities in relation to raising achievement in inclusive education settings? How are judgements made about 'quality' and how can learners' progress and

achievement be meaningfully measured? This project also served as the basis for a further three-year Agency project on raising achievement, which started in 2014.

Main output: The main output was a conference held as an event under the Danish EU Presidency in June 2012. Other outputs include a conference report and a final synthesis report which brings together recent research, Agency work and conference outcomes.

Contact persons: Verity Donnelly and Mary Kyriazopoulou.

PAG: Finn Christensen (NC, Denmark) and Kalomira Ioannou (NC, Cyprus).

Participating countries: Austria, Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland, UK (Northern Ireland), UK (Scotland), UK (Wales).

TEACHER EDUCATION FOR INCLUSION

Empowering Teachers to Implement Inclusive Education (2015)

The Agency, on behalf of UNESCO, completed a literature review and a case study that contribute to a knowledge base on empowering teachers to address learner diversity. This work partly built on the Agency's *Teacher Education for Inclusion* (TE4I) project (2009–2012).

Contact person: Verity Donnelly.

Teacher Education for Inclusion (2009–2012)

This project's main objective was to examine how initial teacher education prepares mainstream teachers to work in inclusive settings. It aimed to provide information about best policy and practice in developing essential teacher competences for inclusive education. The project addressed the following key issues:

- What kind of teachers do we need for an inclusive society in a 21st-century school?
- What are the essential teacher competences for inclusive education?

Project activities focused on:

- the education of mainstream, general teachers and how they are prepared to work in inclusive settings;
- the initial teacher education phase as a priority.

Main output: The synthesis report, *Teacher Education for Inclusion Across Europe – Challenges and Opportunities*. Project policy and literature reviews, individual country reports and a document detailing the evidence leading to the project recommendations are also available on the project website.

Contact person: Amanda Watkins.

External consultant: Kari Nes (Hedmark University College, Norway).

PAG: Bernadette Celeste (RB, France), Don Mahon (RB, Ireland), Mudite Reigase (NC, Latvia) and Irene Moser (NC, Austria – group member to September 2010).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Scotland), UK (Wales).

TEACHER SUPPORT

Teacher Support (1997–2000)

This project focused on providing up-to-date information on the characteristics, conditions, methods, responsibilities and objectives of teacher support in 17 European countries. It also examined how support is organised, when it is given, who it is delivered to and the human and material resources involved. Three case studies describing how teacher support is practically implemented in the various countries served to supplement and develop the general findings. The report offers a key source of information for policy-makers, school and support service managers, staff and parents.

Main output: A full report; a summary report.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, UK.

THEMATIC PUBLICATIONS

Special Needs Education in Europe (Vol. 2) – Provision in Post-Primary Education (2006)

This report provides a summary of relevant information collected by the Agency in co-operation with the Eurydice network. It covers three priority areas within the field of SNE: Inclusive Education and Classroom Practice in Secondary Education, Access to and within Higher Education for Students with SEN, and Transition from School to Employment.

This document considers a number of relevant issues relating to the three aspects of post-primary education examined. These are:

- How to implement and support inclusion in secondary education
- How to increase and support access to and within higher education for students with SEN
- How to improve access to employment for young people with special needs.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: No project experts involved.

Special Education across Europe in 2003 (2002–2003)

This was an update of the Agency's 1998 integration report. It focused on the state of the art of special education policies and practices in 18 countries. The findings refer to the situation up to 2002. It aimed to re-assess the situation of special education in the member countries as compared to the findings of the 1998 report. The study was oriented towards qualitative trends and developments in the provision for learners with special needs in the European countries. It was relevant for all organisations and actors involved in (inter)national policy-making.

Contact person: Cor J. W. Meijer.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, UK (England), UK (Wales).

Special Needs Education in Europe (2002)

This document's main purpose was to develop the scope of the existing information in order to cover more countries. The five areas focused upon were:

- Inclusive Education Policies and Practices
- Funding of Special Needs Education
- Teachers and Special Needs Education
- Information and Communication Technology in Special Needs Education
- Early Intervention.

The publication considered all definitions and perspectives within the debates around SNE practice in the five key areas.

Information was collected through national reports on each topic, prepared by the Agency network via questionnaires and practical examples. The publication was a result of a long collaboration between the Agency and Eurydice.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: No project experts involved.

Integration in Europe – Provision for Pupils with Special Educational Needs (1997–1998)

Focusing on the state of the art of policies and practices in 14 European countries, this study described how different countries deal with SEN. The study was conducted at the EC's request to update the EC 1992 report on integration/inclusive education.

The study focused on trends and developments in provision for learners with SEN in the European countries. The emphasis was on qualitative developments, although some quantitative data was also presented.

Contact person: Cor J. W. Meijer.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Portugal, Spain, Sweden, UK (England), UK (Wales).

Decentralisation within the Education System: Trends, Challenges and Opportunities (2016)

The Icelandic Ministry of Education, Science and Culture co-organised this thematic seminar. It was held in connection with the bi-annual meeting in Reykjavík in October 2016. It examined some of the emerging trends in relation to decentralisation in education systems. The seminar included plenary inputs on key issues from an international perspective, as well as within the Icelandic context. It gave country representatives an opportunity to discuss challenges and opportunities linked to four key topics within decentralisation debates in all countries:

1. Governance
2. Regional disparity
3. Quality assurance
4. Data collection and monitoring.

Main output: Short report.

Contact person: Amanda Watkins.

The Role of Inclusive Education in Response to the Migrant Crises Across Europe (2016)

At the bi-annual meeting in Amsterdam, in May 2016, the Agency and the Dutch Ministry of Education, Culture and Science co-hosted a thematic session on the Role of Inclusive Education in Response to the Migrant Crises Across Europe. The Dutch Minister of Education, Culture and Science initiated the session and invited speakers gave their input. The topic was also discussed in smaller groups. Representatives from Agency member countries and invited Dutch representatives attended the session.

Main output: None.

Contact person: Victoria Soriano.

Inclusion in Higher Education (2015)

The Agency held a thematic seminar on inclusion in higher education during the bi-annual meeting in Rome, in November 2015. The Italian Ministry of Education, University and Research hosted the meeting. Invited speakers and panellists gave their input on the progress made and developments and trends in inclusion in

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[5] This does not include specific thematic sessions organised by bi-annual meeting host countries in connection with bi-annual meetings.

higher education. Representatives from Agency member countries attended the seminar.

Main output: None.

Contact persons: Harald Weber and Marcella Turner-Cmuchal.

Provision for Learners with Profound and Multiple Disabilities (2011)

This topic was discussed at a thematic exchange session at the bi-annual meeting in Malta, in November 2011. The presentations provided information about different types of provision made for this group of learners and included both school and parent perspectives. The presentations were followed by some discussions involving representatives from 27 Agency member countries.

Main output: A summary paper *Thematic session – Malta, November 2011, Learners with Profound and Multiple Learning Disabilities (PMLD)*.

Contact person: Verity Donnelly.

Provision for Early Childhood intervention (2010)

In November 2010, a thematic session on the topic 'Provision for Early Childhood Intervention' was held in connection with the bi-annual meeting in Lisbon. The *Early Childhood Intervention* summary report was presented to the country representatives. There were also reflections upon progress and developments and ECI from different perspectives by key presenters from ministries, universities, parents and the European Commission.

Main output: Summary report.

Contact person: Victoria Soriano.

Participation of Students with Disabilities in Higher Education (2009)

A thematic session on the topic 'Participation of Students with Disabilities in Higher Education' was organised in connection with the bi-annual meeting in November 2009 in Warsaw.

It drew upon information from the Agency HEAG project work and presentations from HEAG project experts in different professional roles within the compulsory and higher education sectors. The main objective was to highlight issues relating to co-operation between the two key sectors of education (i.e. compulsory and higher education) in order to promote and support the participation of students with disabilities.

The HEAG project's main outputs were presented. This was followed by a panel discussion on further development in HEAG work with students and counsellors in higher education.

Main output: None.

Contact persons: Amanda Watkins and Marcella Turner-Cmuchal.

Provision for Gifted Learners (2008)

A thematic session on provision for gifted learners was organised at the bi-annual meeting in Budapest, in November 2008. It provided an overview of how gifted learners are identified and the type of provision in place in the different countries. The speakers included Ms Csilla Fuszek, Managing Director of the Csányi Foundation, and Mr Péter Csermely, Professor at Semmelweis University.

Main output: An internal country report is available, *Gifted Learners – A Survey of Educational Policy and Provision*.

Contact person: Amanda Watkins.

Dyslexia (2003)

This was a continuation of the RB experience exchange at the bi-annual meeting held in Lucerne, Switzerland, in September 2003. Originally a policy paper conducted by the RBs, this internal report examines issues relating to policy and provision for dyslexia in the Agency member countries. The question was how the phenomena of severe difficulties in acquiring complex reading skills, which are labelled 'dyslexia' in some countries, were defined and handled within an educational context in the Agency member countries.

The internal report consists of a modest investigation which looks at the situation regarding 'dyslexia' in the Agency member countries. It tries to provide descriptive information that would be particularly useful for the Agency's RBs.

Main output: Internal report: *Dyslexia – A small-scale examination of issues relating to policy and provision in Agency member countries*.

Contact person: Amanda Watkins.

TRANSITION FROM SCHOOL TO EMPLOYMENT

Early School Leaving (2015–2016)

ESL, a one-year desk research project running from mid-2015 to mid-2016, explores whether there is evidence that learners with SEN are more likely to leave school early.

The project literature review considers both English-language European literature and publications from the United States and Australia, especially in relation to inclusive settings and learners with SEN. An analysis of policy documents has particularly examined ESL policy in practice, examples of progress, ESL data and factors cited to explain ESL.

The ESL project is closely co-ordinated with the EASIE preparation activities for future data collection with regard to ESL.

Main output: Report: *Early School Leaving and Learners with Disabilities and/or Special Educational Needs: A Review of the Research Evidence Focusing on Europe* and Report: *Synthesis of the State of the Art in Research on ESL and its Reflection in EU-Level Policies*.

Contact person: Harald Weber.

External consultants: Alan Dyson (Professor of Education, Centre for Equity in Education, University of Manchester) and Dr Garry Squires (Programme Director, Doctorate in Educational Psychology, Centre for Equity in Education, University of Manchester).

Vocational Education and Training (2010–2012)

This project aimed to identify and investigate the relevant key aspects of VET programmes for learners with SEN, with a clear link to employment opportunities. In particular, it investigated 'what works' in VET for learners with SEN and why.

The project completed the work and results achieved by two previous projects: Transition from School to Employment (1999–2002) and Individual Transition Plans (2003–2005). In order to avoid overlap with existing European or international projects or repetitions from past relevant projects, both the OECD and Cedefop were invited to participate in preparing and implementing this project.

Main output: A web area on the project activities including country reports, 28 study visit reports, summary report, literature review, a report presenting the methodology employed in the project for analysing the study visit outcomes and for setting up the VET system model, synthesis report on *European Patterns of Successful Practice in Vocational Education and Training*, policy brief and *20 Key Factors for Successful Vocational Education and Training* flyer.

Contact persons: Mary Kyriazopoulou and Harald Weber.

External consultant: Serge Ebersold (INS HEA).

PAG: Preben Siersbæk (NC, Denmark), Lucie Bauer (RB, Austria), Berthold van Leeuwen (NC, Netherlands) and Regina Labiniene (RB, Lithuania).

Senior external experts: Maria Hrabinska (Cedefop) and Serge Ebersold (INS HEA).

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, UK (England), UK (Northern Ireland), UK (Wales).

Individual Transition Plans (2003–2005)

The objective of the second phase of the 'Transition' project was to provide a rationale and practical guidelines for the development of ITP. This was in order to facilitate the transition from school to employment for young people with SEN. The main issue was the presentation of an ITP for young people with SEN about to begin their professional lives. An ITP aims to increase the young person's chances of getting a sustainable job. It matches their interests, abilities and attitudes with the requirements of a particular profession and increases their self-confidence and autonomy. Finally, it creates an optimal situation for both the young person and the employer.

Main output: A guidance tool for professionals; national information and key documents related to this topic on the Transition database; a summary report along with a CD-ROM guidance tool addressed to 'non-initiated' professionals, young people and their families; a flyer.

Contact person: Victoria Soriano.

Participating countries: Austria, Czech Republic, Estonia, Finland, France, Germany, Greece, Iceland, Latvia, Lithuania, Netherlands, Norway, Portugal, Spain, Sweden, Switzerland.

Transition from School to Employment (1999–2002)

The 'Transition' project examined existing models for transition from school to the labour market at European level. It aimed to present an overview of which strategies appear to provide good results and why, which routes are used and why, and which barriers appeared most frequently in the transition process. It also explored the roles and qualifications of teachers and other professionals involved. Practitioners participated in exchange programmes that aimed to provide an extensive overview of the key issues involved, and concrete situations were

analysed. Furthermore, the project scrutinised the main elements identified by, or in collaboration with, the OECD, UNESCO, the International Labour Office and the European Commission.

Main output: The Transition database with overviews of country information, examples and presentations of exchanges; a report in 13 languages; a flyer.

Contact person: Victoria Soriano.

External consultant: None.

Participating countries: Austria, Belgium (Fl.), Belgium (Fr.), Denmark, Finland, France, Germany, Greece, Iceland, Italy, Luxembourg, Netherlands, Norway, Portugal, Spain, Sweden, UK (England).