

# **STRUCTURAL SUPPORT REFORM SERVICE: SPECIAL EDUCATION REFORM IN CYPRUS.**

## **DELIVERABLE 3: DRAFT RECOMMENDATIONS**

---

### **CONTENTS**

<b>STRUCTURAL SUPPORT REFORM SERVICE: SPECIAL EDUCATION REFORM IN CYPRUS.....</b>	<b>1</b>
<b>DELIVERABLE 3: DRAFT RECOMMENDATIONS.....</b>	<b>1</b>
<b>FIRST DRAFT RECOMMENDATION .....</b>	<b>2</b>
Introduction.....	2
<b>DRAFT RECOMMENDATIONS.....</b>	<b>3</b>
1. Legislation.....	3
2. Policy.....	6
3. Operating principles (structures and processes) .....	9
<b>ANNEX.....</b>	<b>14</b>
<b>GLOSSARY.....</b>	<b>14</b>
Description and Aims .....	14
<b>REFERENCES.....</b>	<b>33</b>



---

# FIRST DRAFT RECOMMENDATION

---

## Introduction

---

The Ministry of Education and Culture (MoEC) in Cyprus has planned a legislative reform of its special education provision with the aim to make the education system more inclusive, aligned with the priorities stated at European and international level.

Upon request of the MoEC Cyprus, the EU Commission Structural Reform Support Service (SRSS), contracted the European Agency for Special Needs and Inclusive Education (Agency), to assist in conducting an analysis of the current policy framework regarding special needs and inclusive education, in order to identify its strengths and weaknesses. The aim of the analysis was to lead to a document presenting recommendations that can be used as a basis for a new bill on special needs and inclusive education.

The Agency has prepared the draft recommendations based upon the results of the mapping framework developed for the SRSS programme in Cyprus.

The aim of this mapping framework was to provide a structured tool for the detailed analysis of national information, agreed by the MoEC (legislation, policy, reports and other documentation) on the country's system for inclusive education. National information includes:

- a) the results of the open consultation launched by the MoEC in Cyprus;
- b) complementary key information and data on the education system in Cyprus provided by MoEC and relevant stakeholders (parents associations, disability associations, teachers associations, school psychologists association, Ombudsman, Commissioner for children's rights);
- c) key issues and recommendations regarding the situation in Cyprus from European and international reports.

The mapping framework uses a grid to analyse documentary evidence from Cyprus regarding inclusive education. The grid outlines the main components that are linked to specific recommendations for policy-/decision-makers; components are grouped under the following headings:

- Legislation and policy
- Operating principles (Structures and processes).

The draft recommendations take into account the results of the mapping analysis for the country priorities, indicated by the MoEC. These national priorities are:

- The definition of pupils with special educational needs (SEN) in relation to pupils with disabilities
- The identification and assessment procedures for pupils with SEN
- The educational provision in different school/education settings
- The role of special schools in inclusive education
- The role and involvement of parents in inclusive education.



A list of twenty three draft recommendations have been developed. They are solely a proposal, requiring a further in-depth discussion and elaboration. They are all supported by a short explanation of their reason and elements for their implementation. The great majority of them are key ones addressing the above mentioned national priorities. A few additional ones complement and support the work towards inclusive education. All draft recommendations will be discussed in the workshop in the first week of October 2018.

Feedback from the MoEC, the steering committee, the SRSS and stakeholders, as well as the results of the workshop discussions in the first week of October, are essential to complete and prepare the final recommendations.

The attached Annex presents a glossary with the operational definitions of the key terms used in all documents of the SRSS work.

## DRAFT RECOMMENDATIONS

---

It is important to highlight that recommendations concerning the three different components – legislation, policy and operating principles- are inter-connected and support/complement each other.

### 1. Legislation

---

The mapping of the country system for inclusive education, based on the analysis of relevant documents approved by MoEC, has led to the identification of the following evidence-based recommendations, considering the national priorities. The recommendations aim to reinforce the strengths of the existing legislation and address the areas for reflection already raised.

As a guiding principle, inclusive education legislation must adopt all the necessary legislative measures to mainstream learners' rights. Appropriate effect and visibility must be given to the principles and rights provided for and enshrined in the UNCRC and UNCRPD, as well as more broadly by other international human rights instruments. The principle of the 'best interests of the child' must be widely known and consistently applied by all professionals, and appropriate campaigns targeted at public and private actors would raise the general awareness of the UNCRC and UNCRPD. Adequate mechanisms must be in place, to ensure monitoring of the implementation of the UNCRPD and the UNCRC by the Ombudsman's office and the Commissioner for the Protection of Children's Rights respectively.

#### *First Recommendation*

***Legislation directing inclusive education systems must be underpinned by the fundamental commitment to ensuring every learner's right to inclusive and equitable educational opportunities.***

The recommendation highlights that legislation for inclusive education systems needs to ensure that all learners of any age are provided with meaningful, high-quality educational



opportunities in their local community, alongside their friends and peers. This commitment needs to be clearly expressed by legislation.

#### *Second Recommendation*

***Legislation on inclusive education must have a human rights approach and requires a re-thinking of services based on the principle of universal design.***

The education system as a whole is designed to increase quality and equity of all learners, by guaranteeing that all learners have access to the necessary support to fulfil their learning and development potential.

Universal Design for Learning (UDL) addresses the diversity of learner needs by suggesting flexible goals, methods, materials and assessment processes that support educators to meet learners' varied needs. A UDL framework incorporates flexible design of learning situations with customisable options, which allow all learners to progress from their own, individual starting points.

#### *Third Recommendation*

***Definitions of learners with special educational needs and/or disabilities must be focused on environmental or social factors (social model of disability) and not on labelling individual learners.***

Legislation on inclusive education is addressed to any 'learner with additional support needs', from pre-primary to higher education and lifelong learning, who experiences barriers to learning resulting from learner-environment interaction.

For a wide variety of reasons, these learners require additional support and adaptive pedagogical methods in order to participate and meet learning objectives. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.

#### *Fourth Recommendation*

***Legislation for inclusive education at all system levels must recognise the need to be cross-sectoral and cross-ministerial.***

The recommendation indicates that a greater co-ordination is required at all levels to ensure that a mechanism is provided with the necessary human, technical and financial resources to co-ordinate learner rights policy that is comprehensive, coherent and consistent at national and local levels.

#### *Fifth Recommendation*

***The concept of discrimination in inclusive education must be clearly defined in legislation and should address multiple forms and intersectional forms of discrimination.***

Denial of reasonable accommodation (i.e. adjusted policies and practices in education and associated services for learners with additional support needs, which remove barriers to participation and learning) must be considered a form of discrimination linked to personal characteristics.



#### *Sixth Recommendation*

***Legislation must include a model of provision in mainstream schools, according to learners' individual needs.***

Given the concerns around the placement of learners in segregated provision and the resourcing of schools and services, the development of a new model of continuum provision is required.

This new model of provision can involve three different levels of support:

- general support, provided to any learner 'at risk', without the requirement of an official statement of disability or additional support;
- intensified support (which could include additional teaching, differentiated curriculum, part time instruction as co-teaching or in small groups, etc.);
- special support (which includes additional measures, such as significant curriculum and assessment adaptations, individual education plans, etc.).

The main principle of this model of provision is that moving to the next level of support is possible only if the previous has proven to be insufficient.

#### *Seventh Recommendation*

***Inclusive education for learners with additional support needs must be provided in mainstream classes.***

In principle, inclusive education must be provided for 'learners with additional support needs' in mainstream classes. If the support provided within the mainstream class is not sufficient, learners with additional support needs can attend:

- special units within mainstream schools, where staff roles are clearly defined;
- special settings (for learners with more complex needs), until the gradual transformation of special schools into 'resource centres for inclusive education'. This must be for as limited a time as possible.

#### *Eighth Recommendation*

***Legislation must support the changing role of special schools.***

Legislation must support and encourage the changing role of special schools. Special schools are to be gradually transformed into 'resource centres for inclusion'. The aim is to increase the capacity of mainstream schools to act inclusively and make learning opportunities accessible to all learners.

#### *Ninth Recommendation*

***Legislation must highlight and encourage the active role and participation of learners and families.***

Based on the principle of participation, learners' views must be sought at regular intervals, regarding the way in which educational programmes are implemented and the extent to which their needs are met. The aim is to constantly adjust programmes to best serve learners' interests.



Families are involved as equal partners in all educational processes and their views are taken into account when decisions are made about their children, balanced with the 'best interests of the child'.

## 2. Policy

---

The mapping of the country system for inclusive education, based on the analysis of relevant documents approved by the MoEC, has led to the identification of the following evidence-based recommendations, taking into account the national priorities.

As a guiding principle, inclusive education policy must be based on a human rights approach that increases quality and equity for all learners. It must include provision of high quality education for all, with a particular focus on learners with additional support needs, for the fulfilment of their learning and development potential.

Action schemes for the implementation of the UNCRC and UNCRPD must be in place, in order to monitor laws, procedures and practices; raise awareness of rights of learners with additional support needs; increase learner power and participation; and increase representation of learner interests.

Policy measures at cross-ministerial level must ensure early and efficient assessment and intervention for young children (0–3 years), as well as appropriate family support. Measures for developing transition plans for children transferring from early childhood education to primary school, as well as to other phases of education, must also be included.

Closer co-operation between special education teachers and other professionals and class teachers must be promoted.

### *Tenth Recommendation*

***Policy must be guided by a clear vision that inclusive education relies on a rights-based approach that increases quality and equity for all learners.***

The policy governing inclusive education systems must provide a clear vision for and conceptualisation of inclusive education as an approach for improving the educational opportunities of all learners, with a special focus on learners with additional support needs.

Policy must also clearly outline that the effective implementation of inclusive education systems is the shared responsibility of all educators, leaders and decision-makers.

### *Eleventh Recommendation*

***Policy measures must ensure that schools have the capacity to deal with a diversity of learners.***

An inclusive education system builds upon the process of increasing the capacity of mainstream schools to meet the needs of all learners, rather than distributing additional resources for learners with additional support needs.

Policy measures must therefore include processes for developing and strengthening the attitudes, skills and abilities of professionals, as well as the support, resources and



working procedures that educational organisations and communities require to successfully implement inclusive education. These may include, among others, raising awareness about diversity, teacher training on inclusive education, inclusive pedagogy, personalised learning etc.

#### *Twelfth Recommendation*

***Policy on inclusive education must ensure that the curriculum is in line with the principle of universal design for learning.***

The universal design for learning (UDL) is designed with flexibility to meet diverse learner needs.

Three principles for curriculum development are based on the UDL approach, to provide:

- a) information through multiple means of representation (present information and content in different ways);
- b) multiple means of action and expression (differentiate the ways that learners can express what they know);
- c) multiple means of engagement (stimulate interest and motivation for learning).

#### *Thirteenth Recommendation*

***Policy for inclusive education must ensure that there are adequate structures and processes in the school system to include all learners.***

Policy must ensure that adequate structures and processes of the school system are in place to accept and include all learners, including learners with additional support needs, by:

- improving the training of teachers (initial and on-going);
- increasing awareness and enhancing co-ordination among professionals;
- Creating a more effective structure for understanding the range of diverse needs and how to reduce potential barriers to learning.

#### *Fourteenth Recommendation*

***Policy for inclusive education must ensure that specialist support services are available in mainstream schools.***

Specialist support services (including physiotherapy, occupational therapy, speech therapy, psychotherapy, etc.) could be made available in mainstream schools by transferring specialist staff from special schools to mainstream schools as part of the process of transforming special schools into resource centres.

#### *Fifteenth Recommendation*

***Policy for inclusive education must ensure that all necessary infrastructure is available and accessible in public schools.***

All necessary infrastructure, such as buildings, furniture, equipment and outdoor facilities, must be available and accessible in all public schools.



---

There must also be adequate access to resourcing, where appropriate. This includes curriculum access with assistive technology, changes to teaching and learning arrangements, classroom organisation and timetabling, etc.

*Sixteenth Recommendation*

***Policy must ensure the active role and participation of learners and families.***

Policy must ensure that families are supported with and informed of the needs of the learner, through close collaboration with schools.

Policy must also ensure that families are equal partners in the decision-making process and that the monitoring of this process is guaranteed.

Policies and structures must be in place to ensure that the voices of all learners, including learners with additional support needs, are heard and are encouraged to express their views and to participate in decision-making.



### 3. Operating principles (structures and processes)

---

The mapping of the country system for inclusive education, based on the analysis of relevant documents approved by the MoEC, has led to the identification of the following evidence-based recommendations, taking into account the national priorities.

As a guiding principle, the operational principles for the implementation of structures and procedures within inclusive education systems must be those of equity, effectiveness, efficiency and raising achievements for all stakeholders – learners (including learners with additional support needs), their parents and families, educational professionals, community representatives and decision-makers – through high-quality, accessible educational opportunities. Towards this goal, a mechanism should be developed to ensure and facilitate national dialogue for a shared understanding of inclusive education among all stakeholders.

Strategies must be in place to support schools to build strong leadership teams and distribute tasks among all school stakeholders with the vision of inclusive education, following the contemporary approach of distributed leadership. Incentives must be provided to encourage all schools to develop policies and action plans for inclusive education.

Effective transition must be planned from primary to secondary by developing action plans and support structures, improving co-ordination of suitably qualified staff in schools and thinking about class size.

Clear strategies must support schools to use general funding base allocations more flexibly to promote inclusive education.

A comprehensive cross-sectoral/cross-ministerial (Ministry of Education and Culture, Ministry of Health and Ministry of Labour, Welfare and Social Insurance) policy framework must improve the quality of all educational professionals' work in inclusive education.

#### *Seventeenth Recommendation*

***Measures and action plans must be introduced for the inclusive education of learners with additional support needs, thus avoiding unnecessary segregated special school placement.***

In principle, inclusive education and training must be provided for learners with additional support needs in the mainstream class. Learners with additional support needs should spend the majority of their time with their peers in the mainstream class (80% or more of their time). If the support provided within the mainstream class is not sufficient, learners with additional support needs can attend:

- special units within mainstream schools (part time attendance in special units, clear definition of the roles of the staff);
- special schools (i.e. in the case of learners with more complex needs, until the



gradual transformation of special schools into ‘resource centres for inclusive education’).

Flexible resource allocation mechanisms must be in place to promote inclusive education and avoid segregated special school placement.

Mechanisms must also be in place for supporting the early identification, advance planning and high level of support in inclusive educational settings for learners with more complex needs.

#### *Eighteenth Recommendation*

***Action schemes for the transformation of special schools into ‘resource centres for inclusive education’ must be developed.***

The transformation of special schools into ‘resource centres for inclusive education’ will be a step-by-step process, involving a complete plan with specific timeframes and the following actions:

1. In the short term, the special school will play a dual role by educating learners with complex needs and acting as a resource centre for mainstream schools.
2. Gradual transfer of learners with additional support needs from special schools into mainstream schools with adequate human and technical support.

Gradual move of staff working in special schools (i.e. special educators, physiotherapists, occupational therapists, etc.) and equipment into mainstream settings. Specialist staff will be used as a resource, sharing their expertise with other teachers and participating in the learning process of all.

#### *Nineteenth Recommendation*

***Action plans must set out clear roles and tasks for the resource centre for inclusive education.***

The action plan for the new role of special schools as resource centres for inclusive education must include:

- support in providing high quality education for learners with additional support needs in inclusive settings;
- support of mainstream teachers and other specialist staff to increase their knowledge and skills in working with learners with additional support needs;
- consultations on the development of individual educational plans as well as transitional plans;
- assistance in monitoring the effects of teaching and support provided;
- organisation of in-service training;
- engagement in co-teaching with mainstream teachers and other collaborative learning activities.



### *Twentieth Recommendation*

***Action schemes must be developed for a new three-level model of provision in mainstream schools, according to learners' individual needs.***

The new model of provision involves three different levels of support for learners in mainstream schools, aiming to increase personal, interpersonal and social development. The main principle of this model is that moving to the next level of support is possible only if the previous has proven insufficient. The three levels of support are:

1. *General support*, provided to any learner 'at risk', without the requirement of an official statement. This can include differentiated instruction, curriculum adaptations, co-teaching, etc.
2. *Intensified support*, provided to learners whose needs are not met by the general support. This can include differentiated curriculum pathways, psycho-pedagogical support, targeted interventions, etc.

*Special support*, provided to learners whose needs are not met by the intensified support. This can include additional measures, such as significant curriculum adaptations, individual education plans, development of personal and autonomy competences, transition plans etc.

### *Twenty-first Recommendation*

***Mechanisms must be in place to identify the support needs of learners as early as possible and be geared towards early intervention and prevention.***

Mechanisms to identify the support needs of learners as early as possible may include:

- schools being more involved in the process of initial identification of learners at risk;
- developing transparent and specific criteria to guide the assessment process;
- the creation of Regional Centres for Assessment and Support for Inclusive Education. These centres could have the following responsibilities:
  - carrying out assessments of the learners in context (school, home, community) through a multi-professional team;
  - suggesting appropriate support which could be provided immediately through a dedicated budget;
  - on-going monitoring of the learning and teaching environment;
  - co-ordinating support and communication between parents, teachers and specialist staff and professionals to ensure that goals are achieved;
  - in-service training.

### *Twenty-second Recommendation*

***Clearly defined strategies must be elaborated to increase the capacity of all schools to meet a greater diversity of needs.***



Clearly defined strategies must be developed to increase the capacity of all schools to meet a greater diversity of needs and support learners with additional support needs, through:

- A flexible and inclusive curriculum, in line with the principle of universal design.
- The use of inclusive pedagogy and personalised learning as the main approaches to teaching and learning.
- Accessible teaching materials, assistive technology and alternative ways of communication.
- Differentiated instruction and inclusive assessment.
- The provision of a second teacher (special educator) for co-teaching in the classroom.
- Adequate specialist provision.
- Appropriate school infrastructure.
- On-going CPD/training of teaching and support staff on inclusive education and the principle of universal design.
- Improved vocational training and guidance.
- Additional teaching in primary and secondary education.

Specific qualification and recruitment criteria for special support workers (i.e. care assistants/escorts).

#### *Twenty-third Recommendation*

***Initial and continuing professional development (CPD) opportunities for inclusive education must be available to all staff.***

Initial and continuing professional development opportunities for inclusive education could include:

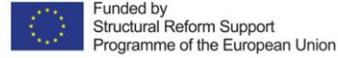
- A focus on a human-rights-based approach, as outlined in the UNCRPD.
- A school-based, teacher-centered form of teachers' professional learning;
- The Cyprus Pedagogical Institute (CPI) continuing to develop the technical and educative basis for teachers' professional development and supporting schools to develop strategic plans for staff training in inclusive education.
- Sufficient and flexible funding for different forms of initial teacher education (ITE) and CPD that work to address local capacity-building issues for inclusive education.
- Efforts to equalise the opportunity of appropriate professional learning across all schools (i.e. diversifying the range of approaches offered to better accommodate secondary and VET schools in particular).
- Strategies to develop school leadership competences and leadership teams for inclusive education in all relevant training opportunities. These can include:
  - The development of professional networks;



- 
- The potential role of a mentor and the use of specialist input from a range of stakeholders;
  - Use of the action research / reflective practice / lesson study approach.
  - Clear strategies supporting the creation of professional learning communities.
  - Strategies to promote effective collaboration and joint work between schools and higher education providers/universities.
  - Incentives for teachers to seek out CPD opportunities.



REPUBLIC OF CYPRUS



---

## ANNEX

---

## GLOSSARY

---

### Description and Aims

The glossary below was developed for the Structural Reform Support Service (SRSS) programme in Cyprus and is mainly addressed to the Ministry of Education and Culture (MOEC).

The glossary provides operational definitions of the key terms used in the field of inclusive education and complements other documents of the SRSS work.

It contains terms from the European Agency Glossary (<https://www.european-agency.org/resources/glossary>), as well as terms related specifically to the Cypriot context. Its purpose is to:

- Collect and provide short operational or working definitions of key terms used in the SRSS work, derived both from the national and international literature.
- Provide a shared language for all those involved in the SRSS work in Cyprus.



No.	Term to define	Definition
1.	Accessibility	<p>Article 9 of the UNCRPD defines ‘accessibility’ as:</p> <p><i>To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas</i> (<a href="#">UN, 2006, p. 9</a>).</p> <p>Accessibility is a right to be ensured in all areas. These include education and the right to appropriate education and active citizenship through access to a flexible curriculum through personalised learning approaches.</p>
2.	Action/ practitioner research	<p>Kemmis and McTaggart (1988, p. 5) provide the following definition of ‘action research’ which emphasises its participatory, collaborative and self-reflective nature and firmly locates it as a form of social action oriented towards improvement:</p> <p><i>‘Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out’</i></p> <p>The ‘action research’ model has been used for school improvement purposes. It is a form of professional self-study where teachers intentionally consider their work to collecting data which they then use to make informed decisions about their practice and their students’ learning (Campbell, 2013).</p> <p>One of the principal intentions of action / practitioner research is that teachers raise the quality of their practice by engaging in basic classroom or school-set research addressing curriculum or other broadly pedagogical issues (IPA/SRSS European Commission, 2017).</p>
3.	Assessment	<p>Assessment refers to the ways teachers or other professionals systematically collect and use information about a learner’s level of achievement and/or development in different areas of their educational experience (academic, behaviour or social).</p>



No.	Term to define	Definition
4.	Assessment adaptation / modification / accommodation	Assessment adaptation / modification / accommodation refers to an alteration in the way a general assessment is done or test is applied. Assessment accommodation allows learners with additional support needs to show what they know or what they can do by removing the barriers that may be intrinsic in the assessment itself (for example, providing written test questions orally to learners with visual impairments).
5.	Assessment for learning	This term is used in a general way to refer to assessment procedures that inform decision-making about teaching methods and next steps in a pupil's learning. Assessment for learning is a process usually carried out in classrooms by teachers/other professionals. It involves finding and interpreting evidence and working with learners to establish where they are in their learning, the next steps to be taken and the best ways of moving forward.
6.	Assistive technology (AT)	<p>Assistive technologies (ATs) are:</p> <p><i>... adaptive devices that enable people with special needs to access all manner of technical products and services. ATs cover a whole range of ICTs, from customised keyboards and speech recognition software to Braille computer displays and closed captioning systems for TV (European Commission, cited by <a href="#">UNESCO IITE/European Agency, 2011, p. 101</a>).</i></p> <p>The British Assistive Technology Association states that:</p> <p><i>AT is any item, equipment, hardware, software, product or service which maintains, increases or improves the functional capabilities of individuals of any age, especially those with disabilities, and enables them more easily to communicate, learn, enjoy and live better, more independent lives (<a href="#">Chambers et al., 2016, p. 33</a>).</i></p>
7.	At-risk children / learners	<i>Children can be at risk of disadvantage because of their individual circumstances or because they, or their families belong to a group which is disadvantaged in society. These children may include those with disabilities, with mental health problems, in alternative care, at risk of neglect/abuse, undocumented child migrants/asylum seekers, those whose families live in poverty or are socially disadvantaged, those whose families have a migrant and/or second language background, those whose families have limited access to</i>



No.	Term to define	Definition
		<i>services, Roma and traveller children</i> ( <a href="#">European Commission, 2014, p. 68</a> ).
8.	Barriers to learning	Obstacles that prevent learners from accessing a full range of learning opportunities and limit their participation in society. Disability is often considered to be due to 'disabling barriers' which can be addressed by designing enabling, accessible environments. Barriers can be due to attitudes, language, culture, organisation of support services, power relations and structures within society.
9.	Benchmark	A reference point or standard against which performance or achievements can be assessed. A benchmark refers to the performance that has been achieved in the recent past by other comparable organisations, or what can be reasonably inferred to have been achieved in the circumstances.
10.	Capacity building	The process of building the capacity of mainstream schools to meeting the needs of all learners, rather than distributing additional resources for learners with additional support needs. This process involves increasing the knowledge and skills of all education professionals (i.e. leaders, teachers and specialist staff) as well as enhancing the collaborative practices within schools and across the local communities, with the ultimate aim of transforming learning and teaching and improving learner outcomes.
11.	Collaborative learning	Opposed to individual learning, collaborative learning develops a community-centred approach. It is a recent trend in human learning and cognition that emphasises participation, joint meaning-making, discourse and dialogue. It is characterised by collaboration, creative processes and the use of new technology.
12.	Co-teaching / Team-teaching	Co-teaching (or team-teaching) is when two educators work together to plan, organize, instruct and make assessments on the same group of students, sharing the same classroom. According to Cook and Friend (1995), co-teaching involves two or more professionals, usually a mainstream and a special education teacher, delivering substantive instruction to a diverse, or blended, group of students in a single physical space.
13.	Diagnosis	Diagnosis is one particular use or purpose of assessment information. It aims to identify particular strengths and weaknesses a learner may have in one or more areas of their functioning. Diagnosis often implies the collection



No.	Term to define	Definition
		and interpretation of information from a medical perspective, although educational 'diagnosis' also occurs. Diagnosis is often one aspect of assessment processes linked to initial identification of special educational needs.
14.	Differentiation	Differentiation is a method of designing and delivering instruction to best reach each learner. Teachers might differentiate content, process, products and/or the learning environment, with the use of on-going assessment and flexible grouping ( <a href="#">Tomlinson, 2014</a> ). Differentiation in teachers' practices takes account of learner differences and matches curriculum content and teaching methods to learning styles and learner needs. It may focus on input, task, outcome, output, response, resources or support. Care must be taken, however, that differentiation does not lead to lower expectations and segregation from the mainstream system. It should offer a range of differentiated tasks to everyone in class, giving learners some choice in what they do and how they respond.
15.	Discrimination	To act on the basis of a difference between people, make an unjust distinction on the basis of, for example, gender, disability, ethnic background, etc. Legislation is in place in many countries to ensure the right of individuals to be treated equally, for example in education and employment.
16.	Distributed leadership	A new contemporary approach to leadership in schools that goes beyond top-down hierarchical styles. Leadership does not only refer to the head teacher. It extends to the role of other teacher leaders and, in general, to any other staff member who occupies a leading role within the institution. Such actors are important because they act as 'enforcers' or 'drivers' of the change process and multiply the head teacher's actions.
17.	Diversity	A multi-faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, class, gender, physical abilities, race, sexual orientation, religious status, educational background, geographical location, income, marital status, parental status and work experiences. The OECD defines diversity as: 'characteristics that can affect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio-economic differences' ( <a href="#">2010, p. 21</a> ).



No.	Term to define	Definition
18.	Early childhood education and care (ECEC) / Early childhood care and education (ECCE)	<p>‘Early childhood education and care’ or ‘early childhood care and education’ (ECEC, or ECCE as termed by UNESCO) refer to:</p> <p><i>Provision for children from birth through to primary education that falls within a national regulatory framework, i.e., it has to comply with a set of rules, minimum standards and/or undergo accreditation procedures</i> (<a href="#">European Commission/EACEA/Eurydice/Eurostat, 2014, p. 155</a>).</p>
19.	Early childhood intervention (ECI)	<p>ECI is a composite of services/provision for very young children and their families. It is provided at their request at a certain time in a child’s life. It covers any action undertaken when a child needs special support to ensure and enhance their personal development, strengthen the family’s own competences, and promote the social inclusion of the family and the child. Different elements that are relevant to ECI are: availability (a shared aim of ECI is to reach all children and families in need of support as early as possible); proximity (the idea of providing family-focused services); affordability (services are offered free of charge or at minimal cost to families); interdisciplinary working (professionals in charge of direct support to young children and their families belong to different disciplines (professions) and consequently have diverse backgrounds according to the service they are related to); and diversity of services (e.g. the involvement of different services – health, social services and education). (Refer to: <a href="#">European Agency, 2010</a>).</p>
20.	Educational programme	<p><i>An educational programme is defined as a coherent set or sequence of educational activities or communication designed and organized to achieve predetermined learning objectives or accomplish a specific set of educational tasks over a sustained period. Objectives encompass improving knowledge, skills and competencies within any personal, civic, social and/or employment related context. Learning objectives are typically linked to the purpose of preparing for more advanced studies and/or for an occupation or trade or class of occupations or trades but may be related to personal development or leisure</i> (<a href="#">UNESCO, 2011, p. 4</a>, cited by <a href="#">European Agency, 2016, p. 24</a>).</p>
21.	Equal	<p>Equal opportunities mean the ‘same chances to take part in activities, access services, etc. with no barriers to</p>



No.	Term to define	Definition
	opportunities	education and equal life prospects for individuals’ ( <a href="#">UNESCO IITE/European Agency, 2011, p. 102</a> ). Equal access to learning, achievement and citizenship opportunities allows learners to have similar achievements to their peers. This is particularly made possible through inclusive education ( <a href="#">European Agency, 2017</a> ).
22.	Equality	Equality in education may be understood to imply that everyone is treated in a way that guarantees access to the same educational opportunities. Equality is based on the value that all human persons are equal in fundamental potential and self-worth.
23.	Equity	<p>Defining equity, the European Commission states that it is: ‘viewed as the extent to which individuals can take advantage of education and training, in terms of opportunities, access, treatment and outcomes’ (<a href="#">2006b, p. 2</a>).</p> <p>The OECD, in the publication <a href="#">No More Failures: Ten Steps to Equity in Education</a> (2007), highlighted two dimensions of equity in education – fairness, ‘which implies ensuring that personal and social circumstances [...] should not be an obstacle to achieving educational potential’, and inclusion, which implies ‘ensuring a basic minimum standard of education for all’. Fair and inclusive education is one of the most powerful levers available to make society more equitable.</p> <p>According to the Council of the European Union:</p> <p><i>equality and equity are not identical and [...] education systems must move away from the traditional ‘one-size-fits all’ mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue ‘equity’ in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all</i> (<a href="#">2017, p. 4</a>).</p>
24.	Formative assessment	<p>Formative assessment puts the learner at the centre of the assessment process. It provides the basis for personalisation according to the learner’s interests and aptitudes.</p> <p>Unlike summative assessment (‘assessment of learning’), which has been traditionally linked to standardised, high-stakes tests and accountability, formative assessment can involve learners, enabling them to take a more active part in their learning. It is usually carried out in collaboration with others and can have substantial positive impact</p>



No.	Term to define	Definition
		on learner achievement.
25.	Inclusion	<p>Inclusion is both a principle and a process: ‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda [...] No education target should be considered met unless met by all’ (<a href="#">World Education Forum, 2015, p. 2</a>).</p> <p>It can be seen as:</p> <p><i>... a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (<a href="#">UNESCO, 2009, pp. 8–9</a>).</i></p> <p>Originally used in relation to disability, the concept of ‘inclusion’ goes far beyond. It can be considered:</p> <p><i>a response to increasingly complex and diverse societies. It treats diversity as an asset which helps prepare individuals for life and active citizenship in increasingly complex, demanding, multi-cultural and integrated societies (<a href="#">European Agency, 2017, p. 7</a>).</i></p>
26.	Inclusive assessment	<p>Inclusive assessment shifts the focus from assessment procedures that focus on diagnosis and resource allocation, often conducted outside the mainstream school, to on-going assessment that is conducted by class teachers to organise individual educational planning. Such assessment procedures allow schools and teachers to take responsibility for all their learners and to effectively address all their needs.</p>
27.	Inclusive curriculum	<p>A curriculum that accommodates the needs of all learners. An inclusive curriculum aims to successfully educate all learners while celebrating the resulting diversity (<a href="#">Operti, 2010</a>).</p>
28.	Inclusive education	<p>The UNESCO IBE (2008) definition states that inclusive education is:</p> <p><i>... an ongoing process aimed at offering quality education for all while respecting diversity and the different</i></p>



No.	Term to define	Definition
		<p><i>needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (p. 18).</i></p> <p>The Agency views inclusive education as:</p> <p><i>... a systemic approach to providing high quality education in mainstream schools that effectively meets the academic and social learning needs of all the learners from the school's local community (European Agency, 2015a).</i></p> <p><i>Inclusive education supposes a real change at both policy and practice levels regarding education. Learners are placed at the centre of a system that needs to be able to recognise, accept and respond to learner diversity. Inclusive education aims to respond to the principles of efficiency, equality and equity, where diversity is perceived as an asset. Learners also need to be prepared to engage in society, to access meaningful citizenship and to acknowledge the values of human rights, freedom, tolerance and non-discrimination (European Agency, 2017, p. 6).</i></p>
29.	Inclusive education setting	<p><i>An inclusive setting refers to education where the pupil with SEN [special educational needs] follows education in mainstream classes alongside their mainstream peers for the largest part – 80% or more – of the school week (European Agency, 2016, p. 13).</i></p>
30.	Inclusive education system	<p>UNESCO stresses the need for a systemic, capacity-building approach to developing inclusive education systems: 'Implementing changes effectively and monitoring them for impact, recognizing that building inclusion and equity in education is an on-going process, rather than a one-time effort' (UNESCO, 2017, p. 13, cited by European Agency, 2017, p. 13).</p> <p><i>All European countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.</i></p> <p><i>The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with</i></p>



No.	Term to define	Definition
		<p><i>meaningful, high-quality educational opportunities in their local community, alongside their friends and peers</i> (<a href="#">European Agency, 2015b</a>).</p>
31.	Inclusive pedagogy	<p>Inclusive pedagogy refers to ‘an approach to teaching and learning that supports teachers to respond to individual differences between learners, but avoids the marginalisation that can occur when some students are treated differently’ (<a href="#">Florian, 2014</a>, p. 289).</p> <p>Inclusive pedagogy requires:</p> <ol style="list-style-type: none"> <li>1. <i>A shift in focus from one that is concerned with only those individuals who have been identified as having ‘additional needs’, to learning for all—the idea of everybody (not most and some);</i></li> <li>2. <i>Rejection of deterministic beliefs about ability (and the associated idea that the presence of some will hold back the progress of others); and</i></li> <li>3. <i>Ways of working with and through other adults that respect the dignity of learners as full members of the community of the classroom</i> (<a href="#">Florian and Black-Hawkins, 2011</a>, p. 818).</li> </ol>
32.	Individual education plan (IEP) / Individualised plan or programme	<p>An individual education plan (IEP) defines and describes the need for support of those learners with an official decision of special educational needs. It is established by a multi-disciplinary team.</p> <p>It is:</p> <p><i>the tool that exemplifies how the different systems of support are organised around an individual learner with disabilities and the way in which local agencies can be co-ordinated and progress can be monitored</i> (<a href="#">European Agency, 2013</a>, p. 41).</p>
33.	Initial identification	<p>Initial identification defines recognition/detection of possible special educational needs (SEN) in a learner. This recognition leads to the process of collecting systematic information that can be used to develop a profile of strengths, weaknesses and needs the learners may have. Initial identification of SEN may be linked to other assessment procedures and it may involve professionals outside of the mainstream school (including health</p>



No.	Term to define	Definition
		professionals). In most countries, there is separate legislation directly governing the procedures for initial identification of SEN.
34.	Integration	This is generally linked to preparing learners for placement in mainstream schools. It carries with it an idea that learners need to be educationally and/or socially 'ready' for transfer from special to mainstream school. The expectation is that learners will adapt to the school, rather than the school changing to accommodate the learner and meet a wider range of diverse needs.
35.	Learners with additional support needs	<p>The term 'learners with additional support needs' refers to learners from pre-primary up to higher education and life-long learning who experience barriers to learning resulting from learner-environment interaction.</p> <p>These learners fall behind in their education for a wide variety of reasons and require additional support and adaptive pedagogical methods in order to participate and meet learning objectives. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities.</p> <p>This term has a much wider definition of support needs, including not only learners with SEN, but also gifted learners and learners who are economically or culturally disadvantaged.</p>
36.	Learners with Special Educational Needs (SEN)	<p>Learners are considered to have special educational needs if they have a serious learning, special learning, functioning or adjustment difficulty, caused by physical, intellectual, psychological or other disabilities and are in need of additional educational support. A learner has learning, special learning, functioning or adjustment difficulties if:</p> <ul style="list-style-type: none"> <li>• they have seriously greater difficulties compared to the majority of children of the same age;</li> <li>• they have a disability which excludes or hinders them from accessing the educational means that schools generally provide for children of the same age.</li> </ul> <p>(Adjusted definition from the Education and Training of Children with Special Needs Laws 1999–2014)</p>



No.	Term to define	Definition
37.	Lesson study	Lesson Study is a Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their students' learning. Using existing evidence, participants collaboratively research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions (Refer to: <a href="https://tdtrust.org/what-is-lesson-study">https://tdtrust.org/what-is-lesson-study</a> )
38.	Lifelong learning	<p>Lifelong learning describes the possibility for all 'individuals at all stages of their lives to pursue stimulating learning opportunities' (<a href="#">Education, Audiovisual and Culture Executive Agency, no date</a>).</p> <p>The UNESCO <i>Recommendation on the Development of Adult Education</i> defines lifelong learning as follows:</p> <p><i>... 'life-long education and learning', for its part, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes; in such a scheme men and women are the agents of their own education, through continual interaction between their thoughts and actions; education and learning, far from being limited to the period of attendance at school, should extend throughout life, include all skills and branches of knowledge, use all possible means, and give the opportunity to all people for full development of the personality; the educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole</i> (<a href="#">UNESCO, 1976</a>).</p>
39.	Marginalisation	Barely provided for or able to access services or participate in society. Generally understood as a social process by which vulnerable groups are moved out of the mainstream to a powerless position in society.
40.	Monitoring	To be aware of the state of a system, and to observe a situation for any changes that may occur over time, using a monitoring or measuring device.
41.	Official decision/state ment of special	<i>An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs. [...] An official decision meets the following criteria:</i>



No.	Term to define	Definition
	educational needs (SEN)	<p><i>There has been an educational assessment procedure involving a multi-disciplinary team [...]</i></p> <p><i>The multi-disciplinary team includes members from within and external to the pupil's school [...]</i></p> <p><i>There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning [...]</i></p> <p><i>The official decision is subject to a formal, regular review process (<a href="#">European Agency, 2016, p. 22</a>).</i></p>
42.	Participation	<p>UNICEF describes participation as:</p> <p><i>an ongoing process of children's expression and active involvement in decision-making at different levels in matters that concern them, requiring information-sharing and dialogue between children/adolescents and adults based on mutual respect, and [... requiring] that full consideration of their views be given, taking into account the child's age and maturity. (<a href="#">2013, p. 7</a>)</i></p> <p>In education, being physically present is not enough. Learners need to be continually and meaningfully involved in relevant activities (in terms of social, developmental and educational goals) that are comparable to those that their peers engage in (<a href="#">European Agency, 2011</a>). Universal design is an important resource for participation in education.</p> <p>Participation is the means by which a democracy is built and is a standard against which democracies should be measured (<a href="#">Hart, 1992</a>). Like educational inclusion, it is often seen as human rights issue and essential component of social justice (<a href="#">European Agency, 2011</a>).</p>
43.	Personalised learning	<p>Personalised learning aims to promote learner-focused educational opportunities through learner self-regulation, meta-cognitive strategies and learner-teacher discourse. The voice of the learner is critical in shaping all teaching strategies. Personalisation also involves working more closely with parents and families to address any support requirements in a more holistic way and constructively engages teachers and learners in goal-oriented assessment.</p> <p>Personalisation is not 'individualisation of learning', which is essentially a teacher-driven action. Learner</p>



No.	Term to define	Definition
		<p>participation and involvement in decision-making is crucial to distinguishing between the two approaches (<a href="#">European Agency, 2012b</a>).</p> <p>This involves an expectation that everyone will participate and achieve fulfilment and success. Individual targets are set following appropriate assessment and support is provided to ensure targets are met. Personalised learning, therefore, has a focus on learning-to-learn strategies, assessment for learning, curriculum choice, learner voice and mentoring/support. Finally, it requires learners to discover and reflect in an interactive process – co-creating learning with the teacher but, over time, taking increasing responsibility and managing their own learning (within the framework of the country’s curriculum and standards).</p>
44.	Professional learning	Professional learning refers to any activity that education professionals engage in, with the aim to stimulate their thinking and professional knowledge and to improve their practice, ensuring that it is critically informed and up-to-date. Professional learning can include activities related both to Initial Teacher Education (ITE) and Continuous Professional Development (CPD).
45.	Professional learning community (PLC)	A professional learning community refers to collaborations of education stakeholders around clusters of schools involving school and community personnel, together with researchers, local area leaders and policy-makers ( <a href="#">European Agency, 2015c</a> ). In such a community, the education professionals are committed to working actively in teams and sharing their practice around the curriculum, instruction and assessment to reach the same goal: to improve the learning of every learner and raise their achievement ( <a href="#">Humada-Ludeke, 2013</a> ).
46.	Provision	The term ‘provision’ includes all forms of support that may help the process of participation in education for learners with disabilities: curriculum, assessment procedures, forms of pedagogy, organisation and management and resources that contribute to the development of supportive systems that promote inclusive education.
47.	Quality assurance	A programme for the systematic monitoring and evaluation of the various aspects of a project, service or facility to ensure that standards of quality are being met.



No.	Term to define	Definition
48.	Quality education	<p><i>There is no one definition, list of criteria, a definitive curriculum, or list of topics for a quality education. Quality education is a dynamic concept that changes and evolves with time and changes in the social, economic, and environmental contexts of place. Because quality education must be locally relevant and culturally appropriate, quality education will take many forms around the world (<a href="#">UNESCO, 2005, p. 2</a>).</i></p> <p><i>Quality education is an effective means to fight poverty, build democracies, and foster peaceful societies. Quality education empowers individuals, gives them voice, unlocks their potential, opens pathways to self-actualization, and broadens perspectives to open minds to a pluralist world (<a href="#">ibid.</a>).</i></p>
49.	Reasonable adjustments / reasonable accommodations	Reasonable adjustments are a way to remove barriers to education. Schools adjust policies and practices in education and associated services for learners with disabilities. The duty applies to all staff and is anticipatory (not compensatory). This means that adjustments are in place before learners with particular requirements are present in school. It recognises each learner's right to attend and the need to remove barriers to participation and learning.
50.	Resource centre	A 'resource centre' is a transformed special school, which redefines itself as a dynamic, plural space which assembles both human and material resources, mobilizing the knowledge and skills of the school for inclusion, valuing the knowledge and experiences of all.
51.	Screening	Screening is a preliminary process for identifying learners who may be at risk of future difficulty in a particular area and who therefore may be a priority for intervention. Screening is intended for all learners and so the measures/tests used are usually inexpensive, quick and easy to administer, and easy to interpret. Screening is often the first step to further, more detailed assessment (diagnostic tests, etc.).
52.	Social inclusion	<p><i>Social inclusion is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social and cultural life and to enjoy a standard of living and well-being that is considered normal in the society in which they live. It ensures that they have greater participation in decision-making which affects their lives and access to their fundamental</i></p>



No.	Term to define	Definition
		<p><i>rights (as defined in the Charter of the Fundamental Rights of the European Union) (<a href="#">UNESCO IITE/European Agency, 2011, p. 103</a>).</i></p>
53.	Special needs education / Special educational needs (SEN)	<p>The International Standard Classification of Education (ISCED) defines special needs education as:</p> <p><i>Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Education programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered to individual students within already-existing education programmes or as a separate class in the same or separate educational institutions (<a href="#">UNESCO/UNESCO Institute for Statistics, 2011, p. 83</a>).</i></p> <p>SEN is a construct that countries usually define within their legislation. These definitions are then used to identify, assess and make provision for learners with different needs – including recognised disabilities – in different ways (Watkins et al., 2014). Special or ‘additional’ needs should not be seen as the result of ‘in-child’ factors, but rather ‘a discrepancy between what a system of schooling ordinarily provides and what the child needs to support their learning’ (Rouse, 2008, p. 6, cited by European Agency, 2017, p. 22).</p>
54.	Specialist / multi-disciplinary assessment teams	<p>Specialist/multi-disciplinary assessment teams are teams of professionals from different specialisms (educational, psychological, social, health, etc.) who can assess a learner in different ways and then contribute to a broader, multi-disciplinary assessment information that will inform decisions about their future learning.</p>



No.	Term to define	Definition
55.	Specialist staff	Specially-trained personnel who work for the identification/assessment, education and effective care of learners with additional support needs. These may include the following professionals: Special Education Coordinators, Special Educators (Special Education Teachers), Learning support assistants (Teaching Assistants), Educational Psychologists, Occupational Therapists, Speech and Language Therapists (Speech Pathologists), School Assistants (Care Assistants/School Escorts), Social Workers etc.
56.	Standardised tests / assessment	Standardised assessment is the collection of quantifiable information about a learner's achievement that relates to a fixed test with a scale of possible scores. The test and scoring scales are standardised by trialling them with a large number of learners so they are reliable (i.e. will produce the same results consistently over time) and valid (i.e. measure what they are supposed to).
57.	System of support	'System of support' refers to a system that builds the capacity of mainstream schools, rather than relying to the process of distributing additional resources. This system focuses on making mainstream schools more accessible and capable of meeting the requirements of all learners.
58.	Tests / Testing	Testing is one possible method of assessing a pupil's learning in specific areas. Tests are quite specific and are linked to very particular circumstances and used for specific reasons.
59.	United Nations Convention on the Rights of People with Disabilities (UNCRPD), 2006	The CRPD and its Optional Protocol were adopted on 13 December 2006 and entered into force on 3 May 2008. The CRPD marks a 'paradigm shift' in attitudes and approaches to persons with disabilities, viewing people with disabilities as 'subjects' with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. It also represents a paradigm shift from a 'medical' model, which views the impairments as the problem, towards a 'social' model, which perceives the problem as the barriers which have been constructed by societies.
60.	Universal	Universal design refers to:



No.	Term to define	Definition
	design	<p><i>... the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (UN, 2006, p. 4).</i></p> <p>The Center for Universal Design at North Carolina State University conceived and developed the seven principles of Universal Design: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. It is copyrighted material. (Refer to: <a href="http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm">www.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm</a>).</p>
61.	Universal Design for Learning (UDL)	<p>This stems from the general term 'universal design'. However, it focuses on improving and optimising teaching and learning for all to ensure learners' success and well-being. The Centre for Applied Special Technology owns the copyright for the term and the three principles for curriculum development based on a UDL approach:</p> <ol style="list-style-type: none"> <li>1. Provide information through multiple means of representation (present information and content in different ways)</li> <li>2. Provide multiple means of action and expression (differentiate the ways that learners can express what they know)</li> <li>3. Provide multiple means of engagement (stimulate interest and motivation for learning).</li> </ol> <p>UDL provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone. It does not involve a single, one-size-fits-all solution, but rather flexible approaches that can be customised and adjusted to individual needs. (Refer to: <a href="http://www.cast.org/our-work/about-udl.html#.WM-BZm996Uk">www.cast.org/our-work/about-udl.html#.WM-BZm996Uk</a>).</p> <p>Universal Design for Learning is an approach to addressing the diversity of learner needs by suggesting flexible goals, methods, materials, and assessment processes that support educators to meet varied needs. Curricula created using UDL are designed from the outset to meet the needs of all learners. A UDL framework incorporates flexible design of learning situations with customizable options, which allow all learners to progress from their</p>



---

No.	Term to define	Definition
		own, individual starting points. (Refer to: <a href="http://www.udlcenter.org/aboutudl">www.udlcenter.org/aboutudl</a> ).



## REFERENCES

---

- Campbell, K. H., 2013. A Call to Action: Why We Need More Practitioner Research. A Response to "A Teacher Educator Uses Action Research to Develop Culturally Conscious Curriculum Planners". *Democracy and Education*, 21(2), 7.
- Chambers, D., Varoglu, Z., Kasinskaite-Buddeberg, I., 2016. *Learning for All: guidelines on the inclusion of learners with disabilities in open and distance learning*. UNESCO Publishing. [http:// http://unesdoc.unesco.org/images/0024/002443/244355e.pdf](http://unesdoc.unesco.org/images/0024/002443/244355e.pdf) (Last accessed January 2018)
- Cook, L., and Friend, M., 1995. Co-teaching: Guidelines for creating effective practices. *Focus on exceptional children*, 28(3), 1-16.
- Council of the European Union, 2017. *Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education for All*. 2017/C 62/02. [eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2017.062.01.0003.01.ENG](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2017.062.01.0003.01.ENG) (Last accessed January 2018)
- Education, Audiovisual and Culture Executive Agency, no date. *Lifelong Learning Programme*. [eacea.ec.europa.eu/llp/about/llp/about\\_llp\\_en.php](http://eacea.ec.europa.eu/llp/about/llp/about_llp_en.php) (Last accessed December 2017)
- European Agency for Development in Special Needs Education, 2010. *Early Childhood Intervention – Progress and Developments 2005–2010*. (V. Soriano and M. Kyriazopoulou, eds.). Odense, Denmark. [www.european-agency.org/publications/ereports/early-childhood-intervention-progress-and-developments/early-childhood-intervention-progress-and-developments](http://www.european-agency.org/publications/ereports/early-childhood-intervention-progress-and-developments/early-childhood-intervention-progress-and-developments) (Last accessed August 2017)
- European Agency for Development in Special Needs Education, 2011. *Participation in Inclusive Education – A Framework for Developing Indicators*. Odense, Denmark. [www.european-agency.org/publications/ereports/participation-in-inclusive-education-a-framework-for-developing-indicators/participation-in-inclusive-education-a-framework-for-developing-indicators](http://www.european-agency.org/publications/ereports/participation-in-inclusive-education-a-framework-for-developing-indicators/participation-in-inclusive-education-a-framework-for-developing-indicators) (Last accessed January 2018)
- European Agency for Development in Special Needs Education, 2012b. *Raising Achievement for All Learners – Quality in Inclusive Education*. (V. Donnelly, ed.). Odense, Denmark. [.../resources/publications/raising-achievement-all-learners-quality-inclusive-education](http://www.european-agency.org/resources/publications/raising-achievement-all-learners-quality-inclusive-education) (Last accessed January 2018)



European Agency for Development in Special Needs Education, 2013. *Organisation of Provision to Support Inclusive Education – Literature Review*. (S. D’Alessio and V. Donnelly, eds.). Odense, Denmark. [www.european-agency.org/publications/reviews/organisation-of-provision-to-support-inclusive-education-2013-literature-review](http://www.european-agency.org/publications/reviews/organisation-of-provision-to-support-inclusive-education-2013-literature-review) (Last accessed January 2018)

European Agency for Special Needs and Inclusive Education, 2015a. *Inclusive Pre-Primary Education (IPPE) Project: Conceptual Framework*. Odense, Denmark. [www.european-agency.org/agency-projects/meetings](http://www.european-agency.org/agency-projects/meetings) (Last accessed August 2017)

European Agency for Special Needs and Inclusive Education, 2015b. *The Agency’s position on inclusive education systems*. Odense, Denmark. [www.european-agency.org/about-us/who-we-are/position-on-inclusive-education-systems](http://www.european-agency.org/about-us/who-we-are/position-on-inclusive-education-systems) (Last accessed August 2017)

European Agency for Special Needs and Inclusive Education, 2015c. *Raising the Achievement of All Learners in Inclusive Education. An Outline of the Project Conceptual Framework and Terminology*. (V. Donnelly, P. Skoglund and H. Weber, eds.). [Unpublished]. Odense, Denmark  
.../projects/raising-achievement-all-learners-inclusive-education (Last accessed February 2018)

European Agency for Special Needs and Inclusive Education, 2016. *European Agency Statistics on Inclusive Education (EASIE): Methodology Report*. (A. Watkins, S. Ebersold and A. Lénárt, eds.). Odense, Denmark. [www.european-agency.org/data/methodology-report](http://www.european-agency.org/data/methodology-report) (Last accessed November 2017)

European Agency for Special Needs and Inclusive Education, 2017. *Inclusive education for learners with disabilities*. Study for the PETI Committee. (V. Soriano, A. Watkins and S. Ebersold, eds.). Brussels: European Parliament. [www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL\\_STU\(2017\)596807](http://www.europarl.europa.eu/thinktank/en/document.html?reference=IPOL_STU(2017)596807) (Last accessed November 2017)

European Commission, 2006b. *Communication from the Commission to the Council and to the European Parliament. Efficiency and equity in European education and training systems*. {SEC(2006) 1096 /\* COM/2006/0481 final \*/. [eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2006:0481:FIN](http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2006:0481:FIN) (Last accessed August 2017)

European Commission, 2014. *Proposal for key principles of a Quality Framework for Early Childhood Education and Care*. Report of the Working Group on Early Childhood Education and Care under the auspices of the European Commission. [ec.europa.eu/education/policy/strategic-framework/archive/documents/ecec-quality-framework\\_en.pdf](http://ec.europa.eu/education/policy/strategic-framework/archive/documents/ecec-quality-framework_en.pdf) (Last accessed August 2017)

European Commission/EACEA/Eurydice/Eurostat, 2014. *Key Data on Early Childhood Education and Care in Europe. 2014 Edition*. Eurydice and Eurostat Report. Luxembourg: Publications Office of the European Union. [publications.europa.eu/en/publication-detail/-/publication/4bda53c1-7352-11e5-86db-01aa75ed71a1](http://publications.europa.eu/en/publication-detail/-/publication/4bda53c1-7352-11e5-86db-01aa75ed71a1) (Last accessed August 2017)



- Florian, L. and Black-Hawkins, K., 2011. 'Exploring Inclusive Pedagogy' *British Educational Research Journal*, 37 (5), 813–828
- Florian, L., 2014. 'What counts as evidence of inclusive education?' *European Journal of Special Needs Education*, 29 (3), 286–294. <http://www.tandfonline.com/doi/abs/10.1080/08856257.2014.933551> (Last accessed January 2018).
- Hart, R., 1992. *Children's Participation: From Tokenism to Citizenship*. Florence: UNICEF. [https://www.unicef-irc.org/publications/pdf/childrens\\_participation.pdf](https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf) (Last accessed January 2018)
- Humada-Ludeke, A., 2013. *The Creation of a Professional Learning Community for School Leaders: Insights on the Change Process from the Lens of the School Leader*. Rotterdam: Sense Publishers. <https://www.sensepublishers.com/media/1671-the-creation-of-a-professional-learning-community-for-school-leaders.pdf> (Last accessed January 2018)
- Institute of Public Administration (IPA) / EU Commission Structural Reform Support Service - SRSS (EC), 2017. *Technical Assistance Project. A Study of the Teachers' Professional Learning Initiative (TPL)*. Cyprus Pedagogical Institute (CPI): [http://www.pi.ac.cy/pi/files/epimorfosi/em/IPA\\_TPL\\_Study\\_Cyprus\\_Final\\_Report\\_June\\_2017.pdf](http://www.pi.ac.cy/pi/files/epimorfosi/em/IPA_TPL_Study_Cyprus_Final_Report_June_2017.pdf) (Last accessed September 2018)
- Kemmis, S. & McTaggart, R., 1988. *The Action Research Planner*. Geelong: Deakin University Press.
- OECD, 2007. *No More Failures: Ten Steps to Equity in Education*. Paris: OECD Publishing. [www.oecd-ilibrary.org/education/no-more-failures\\_9789264032606-en](http://www.oecd-ilibrary.org/education/no-more-failures_9789264032606-en) (Last accessed August 2017)
- Opertti, R., 2010. *Inclusive education and inclusive curriculum: Moving the EFA agenda forward*. Geneva: UNESCO IBE
- Organisation for Economic Co-operation and Development. Centre for Educational Research and Innovation. (2010). *Educating teachers for diversity: Meeting the challenge*. Paris: OECD.
- Rouse, M., 2008. 'Developing Inclusive Practice: A Role for Teachers and Teacher Education?' *Education in the North*, 16 (1), 6–13. <https://www.abdn.ac.uk/eitn/journal/46/> (Last accessed January 2018)
- Tomlinson, C.A., 2014. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, Virginia: Association for Supervision & Curriculum Development. <http://www.ascd.org/ASCD/pdf/siteASCD/publications/books/differentiated-classroom2nd-sample-chapters.pdf> (Last accessed January 2018)
- UNESCO IBE, 2008. *Conclusions and Recommendations of the 48<sup>th</sup> session of the International Conference on Education: Inclusive Education: The Way of the Future*. Paris: UNESCO. [www.ibe.unesco.org/fileadmin/user\\_upload/Policy\\_Dialogue/48th\\_ICE/CONFINTED\\_48-5\\_Conclusions\\_english.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/CONFINTED_48-5_Conclusions_english.pdf) (Last accessed August 2017)



- UNESCO IITE/European Agency for Development in Special Needs Education, 2011. *ICTs in Education for People with Disabilities: Review of Innovative Practice*. Moscow: UNESCO IITE. [.../sites/default/files/ICTs-in-Education-for-people-with-disabilities.pdf](#) (Last accessed January 2018)
- UNESCO, 1976. *Recommendation on the Development of Adult Education*. [portal.unesco.org/en/ev.php-URL\\_ID=13096&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](#) (Last accessed August 2017)
- UNESCO, 2005. *Contributing to a More Sustainable Future: Quality Education, Life Skills and Education for Sustainable Development*. Paris: UNESCO
- UNESCO, 2011. *Revision of the International Standard Classification of Education (ISCED)*. General Conference 36th Session, Paris 2011, 36 C/19, 5 September 2011. Paris: UNESCO. [unesdoc.unesco.org/images/0021/002116/211619e.pdf](#) (Last accessed January 2018)
- UNESCO, 2017. *A guide for ensuring inclusion and equity in education*. Paris: UNESCO. [www.unesco.org/new/en/media-services/single-view/news/a\\_guide\\_for\\_ensuring\\_inclusion\\_and\\_equity\\_in\\_education](#) (Last accessed January 2018)
- UNESCO/UNESCO Institute for Statistics, 2011. *International Standard Classification of Education ISCED 2011. Montreal*: UNESCO Institute for Statistics. [uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf](#) (Last accessed August 2017)
- UNICEF, 2013. *Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives*. [www.unicef.org/disabilities/files/Take\\_Us\\_Seriously.pdf](#) (Last accessed January 2018)
- United Nations, 2006. *Convention on the Rights of Persons with Disabilities and Optional Protocol*. [www.un.org/disabilities/documents/convention/convoptprot-e.pdf](#) (Last accessed August 2017)
- Watkins, A., Ebersold, S. and Lénárt, A., 2014. 'Data Collection to Inform International Policy Issues on Inclusive Education', in C. Forlin and T. Loreman (eds.), *Measuring Inclusive Education (International Perspectives on Inclusive Education, Volume 3)*. Bingley: Emerald Group Publishing Limited. [http://www.emeraldinsight.com/doi/abs/10.1108/S1479-363620140000003019](#) (Last accessed January 2018)
- World Education Forum, 2015. *Incheon Declaration. Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. Incheon, Republic of Korea, World Education Forum, 19–22 May 2015. [en.unesco.org/world-education-forum-2015/incheon-declaration](#) (Last accessed January 2018)