incluD-ed
European Network on Inclusive Education & Disability

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Quality factors of inclusive education in Europe: an exploration

December 2015

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TABLE OF CONTENTS

1. INTRODUCTION

Inclusive education is pursued as an extension and refinement of comprehensive education policies. This comprehensiveness involves the removal or reduction of two elements of education policy aimed at selection and sometimes at segregation. The first is the separation of pupils at an early age among different paths (academic and professional, for example) and the second is the separation inside the schools of each level of the student body into different groups based on the pupils' abilities and previous performance. The principle of inclusive education consists of adapting the learning processes to each individual so that it is possible to achieve maximum performance from them all, with their different characteristics and abilities. As such, inclusive education is opposed to the segregation of pupils with disabilities in special needs educational institutions. Inclusive education entails active effort in favour of social cohesion and integration, an effort that often results in significant investment in terms of training teachers and support teachers, facilities and material.

The UN Convention of the Rights of Persons with Disabilities (United Nations, 2006), signed by the European Union as such and ratified by virtually all its Member States, explicitly supports inclusive education, specifying the following in Articles 24.1 and 24.2:

"**24.1.** States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
c. Enabling persons with disabilities to participate effectively in a free society.

24.2. In realizing this right, States Parties shall ensure that:

a. Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
b. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
c. Reasonable accommodation of the individual's requirements is provided;
d. Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
e. Effective individualised support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion."

The levels of integration of the student body with some sort of disability in ordinary schools (not special needs educational institutions) are highly diverse in different countries in Europe, as shown in Table 1.1. Here we observe that some countries (like Spain, Sweden, Norway and Italy) have implemented intensive integration and inclusion policies. In most European countries during the period considered (2005-2012), inclusiveness has gained ground, at least in quantitative terms. However, this pattern is hardly uniform and in some important countries, like the United Kingdom and France, the process has run in the opposite direction.

Table 1.1. The integration of pupils with special educational needs into European educational systems, 2005-2012. Pupils integrated into ordinary schools according to school ownership status (in percentages).

	2005			2012		
	Public sector	Private sector	Total	Public sector	Private sector	Total
Italy	99.3	100	99.3	99	100	99
Iceland	83.5		83.5 (2)	94	98.6	94.1
Malta				85.7	100	90.5
Norway	94.1	93	94.1	90.3	90.2	90.3
Lithuania	90.8	99.2	91.3	90	80.9	90
Spain	82.9	57.7	76	87.3	73	83.5
Ireland	59.7		(1)			80.3
Hungary	47.2	89.4	49.4	60.2	82.2	62.1
Denmark				59.8	36.8	59.1
Austria	54.8	24.9	54.1	58.3	47.4	57.9
Finland	42.3		(1)	54.8	0	54.5
Czech Republic	5.02	27.4	51.3	55.1	33.1	54.2
United Kingdom (England)	62.7	62.6	62.7			49.2
Luxembourg	46.8		(1)			44.5
Slovakia				41.3	55.6	42.1
Poland			49.4	42.5	23.3	41.8
Estonia	75.5	64.7	75.3	31.3	34.8	31.5
Latvia						25.5
France			30.4	25.5	24.1	25.3
Germany			12.9			21.3
Flemish Belgium	9.2					16.7
Francophone Belgium						1.4
Sweden	95.8	100	96			(1)
Portugal	96.9		91.1	97.4		(1)
Cyprus	92.4		(1)	83.9		(1)
Slovenia				72		(1)
The Netherlands	28.8		(1)	38.1		(1)
Greece	77.4		(1)	5		(1)

Notes:

(1) Data are only available for public schools.

(2) The information is only for pupils with severe disabilities.

Based on:

2012: European Agency for Development in Special Needs Education (2012)

2005:Online data from the European Agency for Development in Special Needs Education (http://www.european-agency.org/site/national_pages/index.html).

The European Network on Inclusive Education & Disability, incluD-ed, was an initiative led by the ONCE Foundation between 2009 and 2015 and co-financed by the European Social Fund. Its mission was to "actively contribute to the elimination of barriers of all kinds through the inclusive education model. The goal of this network [was] to promote equal opportunities in the educational context, with the aim of improving employability and work inclusion for people with disabilities". The present study suits this mission perfectly. Through a pilot approach, it aims to lay the foundation for detecting the needs of quality inclusive education in a highly diverse environment such as Europe. Naturally, detecting these needs calls for a two-fold process, with a positive part (a description of the current situation) and a regulatory part (the establishment of desirable "standards" in terms of the policies, practices and resources used to carry out inclusive processes).

With a general goal of meeting the student body's shared and special needs, inclusive education is a demanding process combining two types of elements. The first type is related to the schools' culture, policies and practices and the second deals with the human and physical resources available. As such, the quality of the inclusive process is established along a certain continuum based on both sets of elements.

In recent years, indexes have been established to evaluate the level of inclusiveness of schools in terms of elements related to their culture, policies and practices[1]. Their application to real environments is still very limited. Information about the availability of resources at the schools is scarce. The very definition of support resources adequate for effectively exercising the right to inclusive education requires an analysis that is still pending.

The exploration that we have conducted here is based on a methodology applied as a pilot project to a set of schools from different European countries[2]. We propose that this methodology may be generalised to continue this kind of analysis in the future.

The remaining sections of this report are organised as follows: section 2 discusses the theoretical framework of the study, based on a multi-dimensional definition of quality in inclusive education. Section 3 focuses on methodological aspects, describing the pilot nature of the study and presenting the design of the questionnaire. Section 4 examines the results of the questionnaire, intended as a model for the type of approach that could be taken with a larger number of observations based on a representative sample. The analysis of the results is based on the identification of a set of five independent variables (section 4.1) cross-referenced with the different variables obtained from the questionnaires (section 4.2). Section 4.3 proposes the generation of a smaller set of indicators that condense the information coming from groups of variables. Section 4

[1] For example, see Booth, T. and Ainscow, M. (2015).

[2] We would like to thank the schools participating in the sample for their contribution, as well as the experts and other people who helped the incluD-ed network to enter into contact with the schools (see list in Appendix 1).

ends with general thoughts based on the previous information about the essential elements for providing a quality inclusive education. We present our conclusions of the study in section 5.

Finally, we would like to emphasise that in addition to its use in this pilot project and possibly in a study with a representative sample (after the relevant changes are made), the questionnaire may alternately be useful to schools independently, as a tool for self-diagnosis. Translations of the questionnaire into different languages may be found on the incluD-ed network website[3].

[3] http://www.includ-ed.eu/

2. A MULTI-DIMENSIONAL DEFINITION OF QUALITY IN INCLUSIVE EDUCATION

The research question that we aim to answer in this study could be formulated as follows: What should schools have in order to provide quality inclusive education? Regulatory in nature, this question leads to another, this time positive, when considering the real situation of the schools: Do the schools truly have what they need to provide quality inclusive education?

A review of the recent literature on inclusive education indicates that both questions must be answered within a multi-dimensional framework. Quality inclusive education is defined by a combination of elements that must act simultaneously. These elements belong to two spheres: the school's policies and practices on the one hand and the human and physical resources available to them on the other.

In order to outline the concept of quality in inclusive education more specifically and reflect it in the rest of the study, we set up and brought together a focus group consisting of experts and professionals involved in the field of inclusive education in Spain[4]. From the focus group's interactions, we drew the basic conclusion that the most important and indispensable element in inclusive education processes is related to the construction of an inclusion-related culture in the school. This culture is projected onto the policies and practices of the school and develops with greater of lesser ease based on the resources available. In this regard, we can say that inclusive education is possible with few resources, but an inclusive education is not possible without practices and policies founded on a good culture at the school that seeks the participation of all students in all educational processes, regardless of their disabilities.

An additional conclusion drawn from the work of the focus group is that a school's culture should be shared by its management, teachers, student body and families so that it may be effective when reflected in policy and practice. The possibility of giving continuity to staff involved in inclusive projects is therefore key to the quality of inclusive education.

Based on the elements and conclusions indicated, the framework we compose to address the concept of inclusive education is reflected in Figure 1. In fact, this is a multi-dimensional framework where one of the areas (left), the culture of educational inclusion with which the school works, stands as a key element. This culture is created over the years from the inter-relationships of the different stakeholders participating in the educational system (educational authorities, school

[4] The focus group was composed of the following people: Gerardo Echeíta (Autonomous University of Madrid), Sonia González López (director of CEIP Aldebarán, Tres Cantos, Madrid), Juan de Vicente Abad (SENCO of the IES Miguel Catalán, Coslada, Madrid);, Martine Aitken (P.A.U. Education), Annett Räbel (P.A.U. Education), M. Antonia Casanova (incluD-ed network expert) and Jorge Calero (incluD-ed network expert).

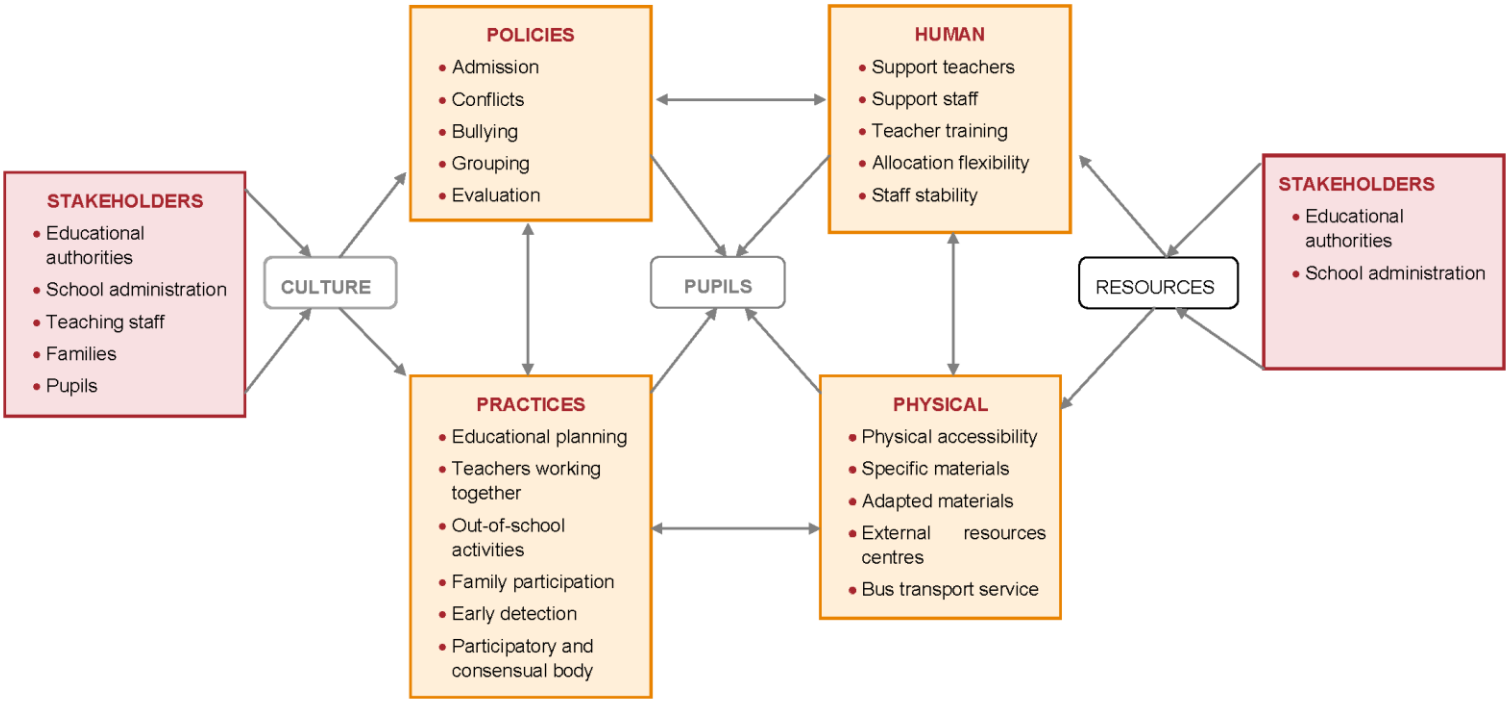
administration, teaching staff, student body and families). This culture is projected onto a set of policies and practices at the school that are obviously limited by legislative policies, but are set up and truly take shape in terms of the training, convictions and needs of the stakeholders interacting in the school. The figure also shows areas of "policies" and "practices", a series of aspects that we have selected as the most relevant. We will explore them in the questionnaire (see section 3.2).

The human and physical resources available to conduct inclusive education processes appear on the right side of the figure. The amount and quality of these resources depend on major decisions about the allocation of the budgets taken by the educational authorities, as well as minor decisions taken by the school's administration and teachers. The school's strategies for gaining access to new resources and devoting them to different activities are more or less decisive based on its level of autonomy. The relation between the decisions of the educational authorities and the decisions of the school administrations greatly affects how the resources are finally allocated (with greater or less flexibility and autonomy). As such, it should receive adequate attention in the data collection tool.

The resources used in inclusive education may be human or physical. The first must receive priority attention based both on their central role in implementing inclusive processes and their considerably higher cost. Two especially important elements related to human resources, which must be explored during data collection, are the training given to the teachers (its relevance regarding the educational project in terms of inclusiveness) and the stability of the teaching staff. As we have already noted, teaching staff stability is very important for making an inclusiveness-based educational project viable.

Finally, the central position of the student body in the scheme of Figure 1 is intended to show how policies, practices and resources relate and must adapt to the pupils, regardless of whether or not they have special educational needs and according to their special characteristics at each school every year.

Figure 1. Quality in inclusive education. Conceptual framework for analysing its determining factors



3. METHODOLOGY

3.1. Methodological approach

Our methodological approach is based on the application of a data collection tool (questionnaire) to a non-representative sample of schools as a pilot project. Here, we would like to describe the methodological context in which this tool was implemented. In the following section (3.2), we will focus on its characteristics.

The first thing that should be stressed is the pilot nature of the project. The questionnaire takes an initial approach to a complex issue whose study has been limited in the past. Both conditions require the formulation of many of the questions in a tentative and/or open way. The subsequent processing of the responses (see section 4) should be used to close many of them, at least partially, as well as to strengthen others. These tasks help to achieve a definitive design for the tool that will be available for implementation in a potential study using representative samples.

The pilot nature of the project is also projected onto the sample used. The questionnaire prepared by the creators of the project, together with the contributions of the focus groups mentioned in the section above, the partners of the incluD-ed network and the ONCE Foundation, was sent to a group of schools in different European countries. The selected schools teach pupils with disabilities in an inclusive way, according to the information provided by the partners. Both schools that do not teach students with disabilities and special education schools were ruled out from selection. The criterion used to send out the questionnaire was not statistical representativeness, but the possibility of establishing contact with the school through different organisations, mainly those that act as partners of the incluD-Ed network and associated organisations[5]. This criterion undoubtedly brings significant bias to the sample, since schools that are more involved in policies and practices related to the inclusion of pupils with disabilities are more likely to participate in it. In reality, the bias comes through two channels: more involved schools are more likely to receive the questionnaire and are also more likely to return it completed.

However, the bias to which we refer is acceptable and even desirable within the context of the objectives established for this study. The pilot nature of the implementation implies that there is special interest in collecting substantive information from people that work at schools where both theoretical and practical aspects of inclusive education have been developed. Especially in the more qualitative types of responses, the richness of the information received from these schools is very useful in two ways: it helps to establish a more advanced questionnaire that could be

[5] The following organisations act as partners of the incluD-Ed network: ONCE Foundation – Spain, Association des Paralysés de France (APF) – France, Kynnys ry – Finland and Rytmus – Czech Republic. The associated organisations include: queraum. cultural & social research – Vienna, Austria; FIRAH (International Foundation of Applied Disability Research) – Paris, France; University of Akureyri – Akureyri, Iceland; Inclusion Ireland – Dublin, Ireland; Association RENINCO – Bucharest, Romania and Centre for Studies on Inclusive Education (CSIE) – Bristol, United Kingdom.

implemented in the future and it captures nuance and more elaborate points of view. The questionnaire was addressed to the school administration and was most often answered by the head teacher or director of the school. Anonymity was ensured for the people and schools to which the questionnaire was sent.

As you can see in Table 3.1, some questionnaires completed and received could not be used, usually because large parts of them went unanswered. On other occasions, the surveyed school was a special needs educational institution, which failed to meet the selection criteria of the sample and was excluded on that basis.

Table 3.1. Number of (completed) questionnaires received, discarded and considered by country

COUNTRY	RECEIVED	DISCARDED	CONSIDERED
Spain	26	4	22
United Kingdom	5	0	5
France	3	0	3
Iceland	3	1	2
Finland	11	5	6
Austria	4	0	4
Czech Republic	3	0	3
Ireland	4	0	4
Total	59	10	49

Most of the surveyed schools are public (65%). The levels of education taught at the surveyed schools include early and/or primary (44.9% of the cases), only secondary (18.4%) and both early and/or primary and secondary (36.7%). Establishing an arbitrary grouping based on the number of pupils, 34.7% of the schools are small (up to 350 pupils), 26.5% are medium-sized (between 351 and 500 pupils) and the remaining 38.8% are large (over 500 pupils). Regarding the social and cultural origins of the pupils, if we focus on the most frequent level of education of their parents (declared the majority by the person answering the questionnaire), 58.8% of the schools have parents whose most common level of education is low, with compulsory secondary being the maximum, 26.5% of the schools have parents whose most common level of education is post-compulsory secondary and the remaining 14.7% have a majority of parents with higher education. Finally, 51% of the total schools of the sample have the lowest proportion of the student body with disabilities (up to 7%), while over 7% of the pupils have disabilities at the remaining 49% of the schools.

3.2. Questionnaire design

The questionnaire was designed in order to capture as much information as possible related to the implementation (or lack of implementation) at the schools of policies and practices aimed at including pupils with disabilities and related to the human and physical resources used to carry out such policies and practices, along with additional information detailed below. The intended exhaustiveness of the questionnaire makes it extensive, although in a general (non-pilot) application, some questions could potentially be withdrawn based on the results obtained in this study.

The questionnaire, which appears in full at the end of this section, contains four separate parts:

1. Characteristics of the school. Levels of education taught, size, environment (rural-urban), ownership status (public-private), type of disability preferably attended to, etc.
2. Questions aimed at identifying the aspects of policies and practices that affect the inclusive education process.
3. Human and physical resources effectively available to pupils with disabilities.
4. View of disability and inclusion. This part is mostly composed of open questions that explore the subjective views of the person responding to the questionnaire. We assume that their subjective view will largely be in harmony with the views shared by the school staff.

A previous version of the questionnaire was sent to different experts and some school directors (all in Spain) in order to conduct a preliminary assessment of its design and make changes if necessary. During this stage, the essential modifications focused on cutting some content.

The original questionnaire was written in Spanish and translated into the following languages: German (so it could be sent to Austrian schools), Finnish, English (so it could be sent to British, Irish and Icelandic schools), French and Czech. Respondents could complete the questionnaire in an electronic file (MS Word or pdf) or on the printed page, scanning it afterwards.

To facilitate processing of the data obtained from the questionnaire, once the answers were received, the open questions were closed, establishing categories and grouping together all responses with similar content. If deemed appropriate, the closed questions could be included in the final questionnaire in a further, non-pilot stage of study. In this section, we describe the criteria used to close each open question and the final result in terms of available categories.

It should be noted that it was impossible to close the responses to some questions that reserve a space for comments, as the number of comments was too low for us to formulate categories. These questions correspond to numbers 1.12, 1.14, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 3.10 and 3.14. We searched for general terms to close the responses, employing no more than six response categories.

The questionnaire used appears in the next page:

3.2.1. Questionnaire for educational institutions

The European Network of Inclusive Education and Disability, incluD-ed, financed by the European Social Fund, is conducting a study on quality factors of inclusive education in Europe. As part of this study we have prepared this questionnaire, which will be completed by schools in diverse European countries.

The questionnaire can be filled out directly in this digital document; another option is to print it and to scan the completed version.

Thank you to send the completed questionnaire to the following address:

includ-ed.secretariat@paueducation.com before **15 May 2015**. You can also contact us at this address or phone +34 933 670 434 for any questions when completing the questionnaire.

The questionnaire covers data on different aspects and topics related to inclusive education in schools:

- **BLOCK 1. School information**
- **BLOCK 2. School policy and practices**
- **BLOCK 3. School resources**
- **BLOCK 4. View of disability and inclusion**

The data collected through this questionnaire will be processed in an anonymous way

- Position (school administrator, head of studies, etc.) within the school of the person(s) completing the questionnaire _____
- Email: _____

Thank you for your collaboration. We believe that this study will be an important element, which will contribute to the promotion of the inclusive education in all over Europe.

Note: The findings of this study will be sent to the email address specified in this section.

BLOCK 1. School information

1.1. Name _____

1.2. Location _____

1.3. Country _____

1.4. Levels taught:

□ Pre-school (pre-primary) □ Primary □ Compulsory secondary

□ Post-compulsory secondary academic □ Post-compulsory professional (vocational) secondary

1.5. Ownership

□ Public □ Private independent □ Private financed with public funds

1.6. What is the most common level of education held by parents at the school?

□ Primary education

□ Compulsory secondary education

□ Post-compulsory secondary education

□ Higher education

□ Don't know/No response

1.7. How does the educational level of the parents at the school compare with that of the other schools in the country?

□ It is lower □ It is comparable □ It is higher □ Don't know/No response

1.8. Does the school teach children of foreign origin and children belonging to ethnic or religious minorities? What is the approximate percentage of pupils in each of these groups?

Group of students	%

1.9. Number of streams within the school (groups in each course) _____

1.10. Number of pupils per level in the school

Pre-school (pre-primary) _____

Primary _____

Compulsory secondary _____

Post-compulsory academic secondary _____

Post-compulsory professional (vocational) secondary _____

TOTAL NUMBER OF STUDENTS _____

1.11. Number of pupils with some form of disability per level

Pre-school (pre-primary) _____

Primary _____

Compulsory secondary _____

Post-compulsory academic secondary _____

Post-compulsory professional (vocational) secondary _____

TOTAL NUMBER OF STUDENTS WITH DISABILITY _____

1.12. Does the school mainly teach pupils <u>with a particular type</u> of disability? What type of disability?

Intellectual disabilities: _____

Physical/motor disabilities: _____

Visual impairments: _____

Hearing impairments: _____

Language disorders: _____

Learning disabilities: _____

Pervasive developmental disorders
(Autistic spectrum disorders, etc.): _____

Emotional and behavioural disturbances: _____

1.13. Number of pupils per type of disability

Intellectual disabilities: _____

Physical/motor disabilities: _____

Visual impairments: _____

Hearing impairments: _____

Language disorders: _____

Learning disabilities: _____

Pervasive developmental disorders
(Autistic spectrum disorders, etc.): _____

Emotional and behavioural disturbances: _____

1.14. What level of autonomy does the school have in taking decisions on the following matters? *Kindly use the following scale for your answers: No autonomy □ 1 □ 2 □ 3 □ 4 □ 5 Full autonomy*

	1	2	3	4	5
a. Teaching staff (decisions on staffing)					
b. Teacher training					
c. Determination of the curricula					
d. Material resources in general					
e. Material resources specifically intended for pupils with disabilities					

BLOCK 2. School policies and practices

2 A. School policies

2.1. Does the admissions process guarantee access to the school for people with disabilities? *Kindly use the following scale for your answers:*

No guarantee at all □ 1 □ 2 □ 3 □ 4 □ 5 Fully guaranteed

2.2. What difficulties, if any, exist for the admission of those with disabilities? Please explain below.

_____

_____

2.3. Is there a procedure enabling new pupils to resolve difficulties at the school?

□ Yes □ No □ Don't know/No response

2.4. Does the school group pupils together into different classrooms at the same level for the same course based on their abilities or capabilities?

□ Yes □ No □ Don't know/No response

2.5. If such groups exist, into which groups are those with disabilities placed?

_____

2.6. Has the school developed specific policies to reduce and control bullying of pupils?

□ Yes □ No □ Don't know/No response □ No, but this is planned

2.7. Has the school developed individual educational plans for identifying and appraising, planning and reviewing the educational needs and educational processes of pupils with disabilities?

□ Yes □ No □ Don't know/No response

2.8. Do pupils with disabilities typically take part in external evaluation processes?

□ Yes

□ No. There are no external evaluation processes

□ There are external evaluation processes, but pupils with disabilities do not take part

□ There are external evaluation processes, but pupils with disabilities do not have the obligation to take part

□ Don't know/No response

Remarks: _____

2 B. School practices

Please indicate whether you agree with the following statements. If necessary, briefly outline the reasons for your response:

2.9. Teaching is planned taking all pupils into consideration, keeping barriers to access to the minimum and adapting the curriculum design (including the methodology and evaluation procedures).

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

_____

2.10. The teaching units and work projects are designed to encourage the participation of all pupils.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

_____

2.11. Pupils participate actively in their learning.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.12. Teachers work together and share experiences relating to the pupils' participation in the educational processes.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.13. All pupils can take part in out-of-school activities.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.14. Families take an active part in the school's educational processes.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.15. The school's human and material resources are appropriately distributed to support inclusion of all students.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.16. Disabilities can be identified in pupils at an early stage using the school's internal and external resources.

Strongly disagree □ 1 □ 2 □ 3 □ 4 □ 5 Entirely agree

2.17. There is a body within the school for dealing with problems on a participatory and consensual basis (Coexistence Committee, Mediation Committee, for example).

□ Yes □ No □ Don't know/No response

BLOCK 3. School resources

3 A. Human resources

3.1. Number of teachers at the school _____

3.2. What is the degree of stability of the teaching staff?

Very unstable □ 1 □ 2 □ 3 □ 4 □ 5 Very stable

3.3. How many <u>support teachers</u> for pupils with disabilities (specialists in therapeutic teaching or hearing and language, for example) does the school have? Please specify the type of specialisation.

_____

_____

3.4. Does the school have <u>other support staff</u> specifically dealing with pupils with disabilities? Please specify which staff.

□ School medical assistant

□ Social integrators

□ Educational assistant (movement, personal hygiene)

□ Sign-language interpreter

□ Others _____

3.5. Is the school's procedure for allocating human resources sufficiently flexible to cover the need for high-quality schooling for pupils with disabilities?

Very inflexible □ 1 □ 2 □ 3 □ 4 □ 5 Very flexible

3.6. Does the school have an educational guidance counsellor?

□ Yes □ No □ Don't know/No response

3.7. <u>Training.</u> Is there a good training network available to teachers?

□ Yes □ No □ Don't know/No response

3.8. <u>Training.</u> What percentage of teachers takes part in training courses?

_____

3.9. Training. Are there suitable resources for training teachers to deal with pupils with disabilities? If not, please explain the reasons for this.

Highly unsuitable □ 1 □ 2 □ 3 □ 4 □ 5 Highly suitable

_____

3.10. Does the school receive additional resources due to the presence of pupils with disabilities?

□ Yes, additional teaching staff

□ Yes, additional support staff

□ Yes, additional material resources

□ Yes, unremarked additional funding that can be used according to the decision of the centre

□ Others_____

□ No

□ Don't know/No response

3 B. Physical resources

3.11. To what extent are the school's buildings physically accessible to disabled persons?

Very inaccessible □ 1 □ 2 □ 3 □ 4 □ 5 Fully accessible

3.12. Does the school have adequate materials (in terms of quantity and quality) for the learning and participation of all pupils? *Kindly tick the available materials and indicate the degree to which the following are adequate (1 "*Highly inadequate*" and 5 "*Highly adequate*").*

Specific materials:

	1	2	3	4	5
□ **a.** Books in Braille					
□ **b.** Audio books					
□ **c.** Voice recognition programmes					
□ **d.** Audio induction loops (or audio-frequency induction loops) in common spaces					

Learning materials adapted for students with disabilities:

	1	2	3	4	5
□ **e.** Videos					
□ **f.** Desktop computers					
□ **g.** Digital whiteboards					
□ **h.** Software					
□ **i.** Tablets					
□ **j.** Apps for tablets					

Others:

	1	2	3	4	5
□ **k.** _____					
□ **l.** _____					
□ **m.** _____					
□ **n.** _____					

3.13. Does the school have access to an external resources centre, from which materials can be obtained to help all students with disabilities to learn and participate?

□ Yes □ No □ Don't know/No response

3.14. If there is access to an external resources centre, are the resources it provides adequate?

Highly inadequate □ 1 □ 2 □ 3 □ 4 □ 5 Highly adequate

3.15. Does the school have a bus transport service?

Please indicate if there is one available and indicate the level of adaptation to the needs of students with disabilities in the corresponding scale (1 "Highly inadequate" and 5 "Highly adequate").

□ Yes

Highly inadequate □ 1 □ 2 □ 3 □ 4 □ 5 Highly adequate

□ No

□ Don't know/No response

BLOCK 4. View of disability and inclusion

4.1. Kindly describe the school's inclusivity culture (in regards to inclusive education).

_____

_____

4.2. Is there any aspect of the school's environment that is particularly beneficial or detrimental to inclusion?

_____

_____

4.3. Kindly describe how inclusion is assessed by the educational authorities.

_____

_____

4.4. Kindly describe how inclusion is assessed by families with disabled children who attend the school.

_____

_____

4.5. Kindly describe how inclusion is assessed by families with children without disabilities who attend the school.

_____

_____

4.6. How does your school view special-needs educational institutions?

□ As a useful resource in cases of extreme disability

□ As a resource used too frequently by the educational authorities

□ As a resource used too frequently due to the pressure on families

□ Other (please explain):

_____

4.7. Kindly outline your school's achievements, shortcomings and/or priorities regarding inclusivity and inclusion.

_____

4. ANALYSIS OF THE FINDINGS

4.1. Introduction to the analysis: Description of the independent variables

In order to analyse the characteristics of the schools observed in this study in terms of the quality of their inclusive processes, we use six independent variables. Through them, we can identify what the similarities are and what different patterns may be established in the schools of the different countries studied.

The first independent variable we use is the "country" variable, aimed at determining whether substantial differences are observed among schools depending on the country where they are located. These differences depend on different factors, such as educational regulations, guidelines regarding disabilities in the educational system and society as a whole, and the resources allocated to treating disabilities.

The second variable that we employ concerns the ownership status of the school based on whether it is public or private. The type of school that is private but financed with public funds (*centro concertado*) is specific to Spain and is not found in the rest of the countries studied. For this reason, it was not accounted for separately when establishing school ownership status and was added to the private schools group. When studying the findings based on school ownership, it should be borne in mind that even though these schools are privately owned, they are supported by public funds and must comply with regulations just like public schools in terms of the educational model and conditions of access (free schooling, among other issues).

Third, the levels of education taught at the schools have been taken into consideration, with the values of this variable divided into three groups: schools that provide early and/or primary education, schools that only provide secondary education (both compulsory and post-compulsory) and schools that simultaneously teach some level of early and/or primary education and some level of secondary education.

The fourth independent variable that we use is the number of pupils per school. Here, we distinguish between small schools, with up to 350 pupils, medium-size schools with between 351 and 500 pupils and, finally, large schools with over 500 pupils.

Fifth, in order to obtain compact information about possible differences in terms of the socio-cultural origin of a school's pupils, we use the most frequent level of education of the student body's parents as a dependent variable. We distinguish three levels here: lower than compulsory secondary education, compulsory secondary education and higher education.

Lastly, the sixth and final variable that we use corresponds to the percentage of the student body with disabilities at the school, distinguishing between schools where up to 7% of the student body

has some disability and schools where this figure is over 7%. This threshold has been established in order to split the sample into two groups of equivalent size.

Naturally, the independent variables in all six cases were selected with the understanding that each of them could potentially influence inclusive education processes and quality. It is only possible to discover up to what point that occurs in reality by means of a representative sample. As such, the findings that we discuss below are merely tentative.

After establishing the independent variables outlined above, we cross-referenced these variables by country in order to analyse how the independent variables are distributed in each country and thereby describe the scenarios we encounter in each country studied. The results of these crosses can be found in the Tables 4.1 to 4.6 at the end of this section.

Broadly speaking, we can say that public schools participating in the study predominate over private ones in all the countries studied, except in Ireland and Spain. In Ireland, we see that the same proportion of public and private schools were evaluated. In Spain, the number of private schools participating in the study is practically double that of the public schools (remember that the private schools surveyed in Spain are mainly schools financed with public funding).

Regarding the levels of education taught at each school participating in the study sample, there are generally more schools that provide early and/or primary education than those that teach secondary education in all countries, and schools that teach both early and/or primary education and secondary education are in the minority. Once again, Spain is the country not conforming to this trend, given that most of its schools are of the latter category. The number of schools providing early and/or primary education is only equivalent to the number of secondary schools in Ireland and Iceland, though we cannot speak of a trend in those countries because we were only able to study four and two schools, respectively.

With respect to the size of the school based on the number of pupils, we see that there is a clear trend towards small and medium-size schools in general. This trend does not apply solely to Spain, where there are more than twice as many large schools as small schools. This trend that we observe in Spain towards schools with over 500 pupils may be related to the existence of schools that provide both early and/or primary education alongside secondary education, as we saw above.

When asked about the parents' level of education, the responding schools think that most of their pupils' mothers and fathers have a basic level lower than compulsory secondary education. Mothers and fathers that have completed compulsory secondary education only predominate in Iceland and the United Kingdom. Five schools, all of them in Spain, think that most of the parents' level of education is higher. We must remember that more cases were taken from Spain than in any other country, so it is normal to find a wider range of situations than in other countries. However, it is also important to note that it is difficult to establish a trend when we analyse the parents' level of

education, given that this variable has a higher incidence of loss compared with the rest of the variables due to a lack of response to the corresponding question in the questionnaire.

Finally, when looking at the proportion of a participating school's student body that has some disability, we see that the distribution is very uneven among the countries, though overall we see that schools where disabled pupils account for up to 7% of the student body are distributed in virtually equal measure to those exceeding that percentage. In this case, it is therefore impossible to establish a trend because each country presents a different scenario than the rest.

Table 4.1. School ownership by country

	PUBLIC	PRIVATE	TOTAL
Austria	4	0	**4**
Spain	8	14	**22**
Finland	6	0	**6**
France	2	1	**3**
Ireland	2	2	**4**
Iceland	2	0	**2**
United Kingdom	5	0	**5**
Czech Republic	3	0	**3**
TOTAL	**32**	**17**	**49**

Table 4.2. Surveyed schools by levels taught and by country

	PRE-SCHOOL/PRIMARY	SECONDARY	PRE-SCHOOL/PRIMARY AND SECONDARY	TOTAL
Austria	2	1	1	**4**
Spain	5	3	14	**22**
Finland	3	0	3	**6**
France	2	1	0	**3**
Ireland	2	2	0	**4**
Iceland	1	1	0	**2**
United Kingdom	4	1	0	**5**
Czech Republic	3	0	0	**3**
TOTAL	**22**	**9**	**18**	**49**

Table 4.3. Number of pupils per level in the school by country

	UP TO 350 PUPILS	351-500 PUPILS	MORE THAN 500 STUDENTS	TOTAL
Austria	3	1	0	**4**
Spain	6	2	14	**22**
Finland	1	3	2	**6**
France	3	0	0	**3**
Ireland	2	2	0	**4**
Iceland	0	1	1	**2**
United Kingdom	2	2	1	**5**
Czech Republic	0	2	1	**3**
TOTAL	**17**	**13**	**19**	**49**

Table 4.4. Level of education held by parents at the school by country

	UP TO COMPULSORY SECONDARY	POST-COMPULSORY SECONDARY	HIGHER EDUCATION	TOTAL
Austria	3	0	0	**3**
Spain	10	4	5	**19**
Finland	2	0	0	**2**
France	1	1	0	**2**
Ireland	3	0	0	**3**
Iceland	0	2	0	**2**
United Kingdom	1	2	0	**3**
TOTAL	**20**	**9**	**5**	**34**

Table 4.5. Percentage of pupils in the school with a disability by country

	UP TO 7%	MORE THAN 7%	TOTAL
Austria	2	2	**4**
Spain	11	11	**22**
Finland	3	2	**5**
France	3	0	**3**
Ireland	1	3	**4**
Iceland	1	0	**1**
United Kingdom	1	4	**5**
Czech Republic	2	1	**3**
TOTAL	**24**	**23**	**47**

Table 4.6. The admissions process guarantee access to the school for people with disabilities by country

COUNTRY	AVERAGE	N
Austria	4,25	4
Spain	4,68	22
Finland	4,17	6
France	4,00	3
Ireland	4,50	4
Iceland	5,00	2
United Kingdom	4,60	5
Czech Republic	4,67	3
Total	**4,53**	**49**

4.2. General patterns and differences established based on the independent variables

The information contained in the questionnaires sent to the schools as part of the study on quality factors of inclusive education in Europe is divided into four blocks. The first block, which we have already analysed and used to establish the independent variables, deals with information about the school; the second block, which we examine below, aims to study the policies and practices of the school; the third block analyses the human and physical resources available to the school and the fourth block is more subjective in nature and reflects the prevailing views about disability and inclusion at the school. We analyse each of them below, based on both general trends and specific patterns detected by cross-referencing the independent variables. We perform only basic cross-referencing in this report, corresponding to the country of the school, since full information corresponding to all cross-referencing with the rest of the independent variables is long, tedious and not strictly necessary in terms of the objectives of this report.

4.2.1. School policies and practices

School policies

As mentioned above, the block we analyse below aims to discover what kinds of policies are carried out by the schools to ensure full inclusion for their pupils and what difficulties the schools encounter in their attempt to achieve an adequately inclusive environment.

Pupil admission

The first thing we want to know is if the pupil admission process ensures access for pupils with disabilities. In general, the schools think that their admission processes virtually guarantee 100% access for pupils with disabilities. Here, we could only highlight the case of France, whose schools scored 4 out of 5 points on the scale for the question about disabled pupils' access to the school. Even so, the overall trend in all countries provides a very good assessment of their admission processes.

The ownership status of the school does not seem to affect this aspect significantly, since the admission processes of both public and private schools are rated positively. Neither the size of a school nor the proportion of its pupils with disabilities seem to have an influence. No clear trend based on the levels of education taught at the school can be observed either, although despite a positive evaluation of the admission processes at all levels, it could be said that the admission processes of schools that provide secondary education may not be as efficient in including all kinds of pupils as other types of schools.

Most of the schools that detect some type of difficulty in admitting pupils believe that the problems is due to a lack of human, physical and/or financial resources available to the school. This is cited twice as often as the second most common difficulty indicated, which is the rigidity of the admission criteria of the educational administration. This problem is evident in countries like France and Ireland, since all the schools surveyed think that the problem lies in a lack of resources. In other countries, like Austria, Spain and Finland, the difficulties found at the schools are distributed among the lack of places, the rigidity of the administration's admission criteria, the lack of human, physical and/or financial resources and difficulties of accessibility, so we cannot say that there is a clear trend in these cases.

We could highlight the case of the United Kingdom, where none of the three schools surveyed thinks that a lack of resources is the main problem facing admission (unlike the general trend observed in schools in the rest of the countries), although we must keep in mind that three schools are certainly not representative of a country's educational system. Nevertheless, as we have seen above, the schools tend to rate admission processes positively and some think that they have no difficulties in that area.

While admission problems seem to be more diverse in public schools, there is a clear trend in private schools showing that a lack of human, physical and/or financial resources is the most important problem, since it accounts for virtually 67% of the responses of the private schools surveyed. There are public schools claiming that they do not encounter any kind of admission difficulty, but no private schools say the same.

The second difficulty encountered by both public and private schools is related to how educational administration manages the admission of students, resulting that the access in terms of inclusion of students with disabilities is not made on equal terms with the rest of the students. The percentage of public and private schools sharing this opinion is practically the same.

A lack of human, physical and/or financial resources is a problem that is even more visible in schools that provide early and/or primary education and primarily affects schools considered small (up to 350 pupils) and large (over 500 pupils). Schools with less pupils with disabilities (up to 7%) follow the majority trend in perceiving that a lack of resources is their greatest difficulty in admitting pupils with special educational needs. This trend changes completely in schools where more than 7% of the pupils have disabilities, since in these types of schools the difficulties are spread out practically evenly among a lack of places, the rigidity of the administration's admission criteria and a lack of human, physical and/or financial resources.

Procedures for resolving difficulties

When asked if they have procedures available for new pupils to resolve their difficulties (a resource especially necessary for students with disabilities), virtually 100% of the schools surveyed claim that they make such mechanisms available to their pupils. Cross-referencing with independent variables does not establish distinct patterns among the various types of schools.

Grouping pupils together

Seventy-five per cent (75%) of the schools surveyed ensure that they do not group pupils of the same year into different classrooms based on their skills or abilities. This trend holds true in most countries, except in the case of Finland, where four of the six schools surveyed group pupils of the same year into different classrooms.

Although grouping pupils into different groups is a minority practice, it seems that public schools are more likely to do so. Schools that teach early and/or primary education group pupils together based on their skills or abilities only minimally. However, this trend changes completely in schools that provide secondary education, where this grouping occurs in 50% of the cases.

Based on their size, schools that have the greatest tendency to group their pupils together according to their skills or abilities are small, followed by large schools and finally medium-sized ones, but in all cases the general trend against grouping pupils together is maintained. This pattern also does not seem to significantly change depending on the percentage of pupils with some kind of disability.

As for the parents' level of education, we see that the higher it is, the less likely the pupils are to be grouped together by skill or ability. This trend is so evident that 100% of the schools where most of the parents have a higher level of education claim that they do not practice any sort of segregated grouping. Below, we will see that this pattern points to a more general phenomenon related to better conditions and resources for inclusive education at schools attended by pupils from families with higher levels of education.

Reduction and control of bullying

The questionnaire also asked the schools if they have specific policies to reduce or control the bullying or harassment of pupils. Just like the procedures to resolve difficulties, practically all the schools claim to have policies to deal with bullying and schools that do not have such policies state that they are planning to implement them. One hundred per cent (100%) of the surveyed private

schools and schools where the parents have a higher level of education have policies to control bullying.

Development of Individual Education Plans

Along these same lines, all the schools surveyed, with the exception of one public school in Spain, state that they are developing Individual Education Plans for pupils with special educational needs.

Participation in external evaluation processes

Pupils with special educational needs generally tend to participate in national and international external evaluation processes at schools, although in some cases this involvement is not mandatory. Cases in which pupils with some kind of disability do not participate are in the minority. It is important to bear in mind that these types of external evaluation processes do not exist in some countries or are not carried out at all schools equally, so the information taken from this question is not truly indicative of the school's level of inclusion. In Finland, for example, three of the five schools that answered this question indicate that they are not subject to external evaluation processes. In Austria, France and Iceland, we can also see schools in the same situation.

School practices

Inclusiveness of teaching plans

The different schools were asked about teaching plans to find out if they take all pupils into account, minimising the barriers to access and adapting curriculum design to each case. Virtually all the countries think that the teaching plans are designed to be inclusive and answer this question with scores of 4 and 5 on the 5-point scale (with the exception of France, where the level of inclusiveness of teaching plans is given a rating of 3).

The level of inclusiveness of teaching plans tends to be rated higher in private schools and in schools that provide early and/or secondary education, while schools that only teach secondary education have the worst scores in this regard, below the overall average of 4.39.

The size of the school does not seem to affect the level of inclusiveness of teaching plans, nor does the general pattern of the proportion of pupils with some disability seem to make a difference. Once again, we detect a trend revealed in previous questions: in schools where parents have a higher level of education, teaching plans aimed at inclusion are rated with a 5, the highest score possible.

Inclusiveness of teaching units and work projects

The rating given by schools regarding whether their teaching units and work projects are designed to encourage the participation of all pupils is quite high, in line with the previous question. France and the Czech Republic are the countries that give the lowest rating, although the average in both is 4 points out of 5. There are no notable differences between public and private schools in this regard. Where we can see a considerable difference is in the level of education taught at the school, since secondary schools rate the inclusiveness of their teaching units and work projects below the average.

We also fail to see considerable differences in the number of pupils per school or based on the percentage of pupils with special educational needs. The difference between schools where parents have a higher or lower level of education is important, but the trend seen in almost all the questions re-emerges once again: a higher level of inclusiveness and better conditions to ensure it are detected at schools where most of the parents have a higher level of education.

Participation of pupils in their own learning

The schools generally think that their pupils take part in their learning very actively, although this participation is not rated as highly in the Czech Republic as in the rest of the countries. There are no substantial differences between public and private schools and the level taught does not seem to make a difference. Concerning the size of the schools, the assessments gathered indicate greater pupil involvement in small schools, meaning those with up to 350 pupils, compared with larger schools. In this sense, the proportion of the student body with some kind of disability at a school seems irrelevant. Once again, pupils seem to be more active as the level of education of their parents rises.

Teachers working together

The questionnaire also asked about teachers working together to find out if they share their experiences related to the participation of the entire student body in its education. Here the average is high once again, although the rating in France and the Czech Republic is considerably lower than average. A considerable difference is also observed between public and private schools, since teachers apparently work together better at privately owned ones. Secondary schools are rated the lowest, at approximately 0.5 points below the average of the rest of the schools (on a scale of 1 to 5).

As the parents' level of education rises, the incidence of teachers working together increases; schools where most of the parents have compulsory secondary education are 0.25 points below the

average, while schools where parents with higher education are in the majority are 0.65 points above the average for the rest of the schools. School size is not a defining factor when we speak of teachers working together. On the contrary, schools where more than 7% of the pupils have some kind of disability is where teachers work together the best and share their experience related to pupils' participation in their education.

Participation in out-of-school activities

To better understand the schools' involvement in including all their pupils, the questionnaire asked them if all the pupils can participate in activities outside the classroom. Almost all the schools answered in the affirmative, with 100% of the schools in Iceland stating that their entire student bodies are able to participate in out-of-school activities. France and the Czech Republic also stand out here, as their schools gave scores 0.6 points below the global average. Private schools make it easiest for pupils to participate in these activities, although their score differs very little from the one given by public schools. The level of education taught at the school, the size of the school and the percentage of pupils with some type of disability are not determining variables. In line with previous questions, schools where the parents most frequently have a higher level of education give the highest scores.

Family participation in educational processes

When the schools were asked about the participation of families in educational processes, the average rating is substantially lower than in the previous questions. While the average score for all the questions so far is over 4 out of 5, here the average is around 3.57 points, with France and the Czech Republic having the lowest averages once again. Private schools and schools that only teach secondary education are where parents participate the least in educational processes.

In schools that have a greater proportion of pupils with some type of disability, we can see that families tend to participate more than in schools where this percentage is lower, though the difference is not substantial. Once again, the schools' assessments of the participation of families tends to increase as the parents' level of education rises, receiving 0.6 points above the average score for this question at schools where the parents have a higher level of education.

Appropriate distribution of resources

Given that the full inclusion of pupils with special educational needs requires human, financial and physical resources, the schools in the different countries were asked if they think that their human and physical resources are appropriately distributed to support inclusion. The schools rate this distribution quite positively overall, but especially in Iceland, where both schools responding to the question rate the distribution of resources with 5 points out of 5. On the other extreme, schools in the Czech Republic barely approve of the distribution of resources to support inclusion, with 2.67 points out of 5.

Apparently, in terms of inclusiveness, resources are distributed better at private schools than at public ones and at schools that teach early and/or primary and secondary education. The size of the school does not indicate any trend, although resources are better distributed at small schools (of up to 350 students) where over 7% of the pupils have special educational needs. The trend that we have seen throughout this block is repeated, with the schools' ratings of the quality of the inclusive process rising in tandem with the parents' level of education. However, in this case only 0.4 points separate schools where most of the parents have compulsory secondary education from those where the parents have a higher level of education.

Early detection of disabilities

Regarding the possibility of detecting disabilities in the student body early using internal and external resources at the school, the global average is high, reaching 4.25 points out of 5, but the differences among countries are substantial. Here, we can see one block of countries consisting of Austria, France and Ireland, whose rating is no higher than 3.5 points, a second block with above-average scores (excluding Finland, with 4.17 points out of 5) and the special case of the Czech Republic, whose schools rate the possibility of detecting disabilities early with 5 points out of 5.

Public schools are where the most possibilities for detecting disabilities early are perceived, although the differences with private schools are minimal. The chances of detecting disabilities early increase in early education and become more difficult in secondary education, according to those responsible for responding to the questionnaire. Detection becomes easier in larger schools with over 500 pupils, as well as in schools where more than 7% of the pupils have some sort of disability; this finding may be due to larger schools having more human and physical resources than smaller schools. Here, we encounter the same trend that appears in the rest of the questions: the higher the level of education of the parents, the more likely that disabilities are detected early in the student body.

Body for dealing with problems on a participatory and consensual basis

Finally, to finish the questions in this block, the schools were asked about the existence of a body for dealing with problems on a participatory and consensual basis, like a co-existence committee, for example, or a conflict mediation body. Approximately 85% of the schools state that they have such a body and all schools in Spain, France and Iceland say that they have a body that enables conflict resolution through a participatory approach. However, two of the three schools in Ireland admit that they lack any such kind of body. There are no remarkable differences based on whether the school is publicly or privately owned. A significant difference does appear based on the level of education taught at the school, since secondary schools are 10 percentage points below the average and schools that provide both early and/or primary education and secondary education are 10 percentage points above the average. School size does not affect the existence of a body to deal with problems in a consensual basis, nor does the proportion of pupils with some kind of disability. Once again, we see how the higher the level of education, the higher the percentage of schools with a body to manage conflicts and problems. Such bodies are present at 100% of the schools where the parents have a higher level of education.

4.2.2. School resources

The third block asked the schools about the human and physical resources available to attend to the student body in general, and to pupils with special educational needs in particular.

Human resources

Teachers and support staff

First, we calculated the ratio of pupils per teacher, which resulted in an average of nearly 14 pupils per teacher. The United Kingdom stands out negatively here, with over 20 pupils per teacher, but we can highlight Austria and Iceland on the positive side, which have less than 10 pupils per teacher.

No differences are observed in this indicator based on the ownership status of the school or the level of education provided there, but we can see a trend in school size since the higher the number of pupils at a school, the greater the ratio of pupils per teacher. We can also see how, in schools where over 7% of the student body has some sort of disability, the ratio drops more than one point below the average, but where this proportion is under 7%, the ratio exceeds the average by over two points.

Something that draws attention to this question is the reverse trend that occurs in the parents' level of education: as their level of education rises, so does the ratio of pupils per teacher, with a ratio of over 16 pupils per teacher in schools where the parents most frequently have a higher level of education.

When calculating the ratio of pupils with some type of disability per teacher, we obtain an average of one pupil for each teacher. The United Kingdom stands out negatively here again, where the average is three times higher, and Iceland presents the most positive case at 50% below the average. The ratio increases in public schools and decreases in private ones, especially affecting schools that teach early and/or primary education. Larger schools are those with the best position, since their ratio of pupils with some special need per teacher does not exceed 0.8 pupils. The ratio is especially favourable in schools where less than 7% of the pupils have some kind of disability, since in these cases it drops by half. Repeating the trend that we saw in earlier cross-referencing, schools where the parents have a higher level of education are where the ratio is lowest.

Focusing next on the ratio of pupils with some sort of disability per support teacher, the average is nearly nine, with the extremes represented by Ireland, which has a ratio of 29 pupils, and cases like Austria, Finland and France, where the ratio falls to approximately two thirds below the average. This ratio is higher in private schools and is below the average in public ones. The level of education taught at the school does not seem to have a significant impact.

Middle-sized schools are where the ratio of pupils with disabilities per teacher is the highest, as well as those where over 7% of the student body has some kind of disability. We see another trend repeated in other questions, namely that the higher the parents' level of education, the lower the ratio of pupils with disabilities per teacher. There are two reasons for this: parents with a higher level of education tend to seek out better quality schools and are better able to help those schools to provide the best service possible.

The questionnaire also asked about the stability of the teaching staff at each school. The answers here are generally rather positive, with an average of 4.17 on a scale of 1 to 5, where 5 corresponds to a very stable staff. In countries like Austria and Ireland, the teaching staff seems less stable, but Finland stands out as the most stable with 0.5 points above average. We can clearly see more stable teaching staff at private schools than at public ones, specifically at those that provide early and/or primary education, and less stable staff where more than one level of education is taught, though without any significant difference based on the percentage of the pupils with some kind of disability. The large schools are those with the greatest stability in their staff, and this stability steadily increases in tandem with the parents' level of education.

The schools were also asked if they have support staff specifically dealing with pupils with some kind of special need. Most of the schools answer that they have a support teacher, though here we can highlight Finland, where most schools have three of more support staff members for pupils with

some disability. Public schools have the highest number of support staff members for the group in question, especially schools that teach early and/or primary education exclusively or together with secondary education. Large schools have more support staff members for pupils with disabilities (not surprisingly, since they are the schools that have the most resources), but no difference is seen based on the percentage of pupils with some type of disability. Finally, the lower the level of education of the parents, the higher the number of support staff members attending to pupils with disabilities at the schools.

Staffing flexibility

The questionnaire also asked if the procedure for allocating the school's human resources is flexible enough to cover the quality educational needs of pupils with disabilities, requesting that they rate their allocation procedures on a scale of 1 to 5, with 5 being a very flexible procedure. The responses give the allocation procedures an average rating of 3.57 points out of 5, though with important polarisation depending on the country: in countries like Austria and the Czech Republic, these procedures score very poorly, with less than 2.5 points out of 5. By contrast, the schools in Iceland and Finland rated their allocation procedures very highly, with scores above 4 points.

No notable trends based on independent variables were found, with the exception of the parents' level of education: where this level is higher, the procedure to allocate human resources receives a lower rating.

Guidance counsellor

Practically all the schools have a guidance counsellor on their staff, although Austria and France stand out for only having one guidance counsellor for every three schools. Public schools are where guidance counsellors are found most frequently, and specifically where secondary education is taught, whether exclusively or alongside early and/or primary education. As the number of pupils at a school rises, it becomes easier to find a guidance counsellor. This is evident in schools with more than 500 pupils, where almost 95% have a guidance counsellor available. We also see how this percentage increases as the proportion of pupils with some kind of disability increases; once again we can see that the higher the parents' level of education, the greater the chance of finding a guidance counsellor at a school.

Teacher training

Virtually 90% of the schools claim to have a good training network for their teachers, except in France, where two out of three schools say that they do not have a training network for their employees. This network is especially available at private schools, as 100% of them claim that they provide their teachers with good continuous training.

As the level of education taught at a school rises, so does the percentage of schools with a good training network, reaching 94.4% in schools where secondary education is provided alongside early and/or primary education. Continuous training networks are more present at large schools and at schools with greater participation by pupils with some type of disability. Schools where parents have a higher level of education or post-compulsory secondary education also give better access to a training network for teachers.

The proportion of participation in the aforementioned training network is high, with percentages over 80%. However, these data should be treated with caution, since there are schools where participation in continuous training programmes is mandatory. Taking the countries one by one, Finland stands out because there is only 40% participation and participation in Iceland is 12 per cent below the average. Austria lies at the other extreme, as 100% of the teachers participate in the schools' training networks.

No distinct pattern is noted based on school ownership status or the percentage of pupils with disabilities attending, but we do see that the levels of participation in schools that only teach secondary education drop by approximately 15 points. Likewise, participation in medium-sized schools (with between 351 and 500 pupils) is over 10 points below the average, but small schools (with less than 350 pupils) enjoy participation 10 points above the average. Finally, we see the same trend revealed in many previous questions: the higher the parents' level of education, the higher the teachers' percentage of participation in training courses.

Also in reference to teacher training, the questionnaire asked the schools if they think training resources for teachers are appropriate for attending to pupils with disabilities, requesting that they rate them on a scale of 1 to 5. The schools rate the resources with a score of 3.5 out of 5, with fairly uniform responses among the countries, although the Czech Republic stands out with a very low score of 2 points out of 5. Private schools rate training resources higher than public schools and schools that teach early and/or primary education alongside secondary education give them higher scores. Training resources receive the lowest ratings from medium-sized schools where less than 7% of the student body has some special need. Here, the level of education of the parents is irrelevant.

Additional resources received by the school based on the presence of pupils with disabilities

Teaching staff is the additional resource received most frequently by schools based on the presence of pupils with disabilities (15.2% of all cases), followed by support staff, funding that the school can decide how to use and physical resources (10.9%). There are some cases (only in France, Spain and Finland) claiming that they do not receive any type of additional resources for their pupils with disabilities.

While additional resources appear more diversified in public schools, they seem to be clearly focused on teachers at private schools. We see no clear trend in terms of the level of education provided by the school or the size of the school.

Physical resources of the school

Physical accessibility of the school

As part of this third block, the questionnaire also asked the schools about physical resources. First, it asked about the level of physical accessibility for people with disabilities in the different facilities of the school, requesting that the schools rate their accessibility on a scale of 1 to 5. The schools are very positive in this respect, rating their degree of accessibility with a score of 4 out of 5. Austria is notable in this regard, with a score of 4.75. No remarkable differences occur based on the rest of the independent variables used.

Specific materials available to the school

To better understand the types of materials that the schools use and whether or not they are appropriate, the questionnaire proposed a list of different materials for the schools to rate on a scale of 1 to 5 based on their adequacy (if indeed they are available). First it asked about books in Braille, which most schools said that they do not have. Moreover, virtually no private school has them. This type of material appears more frequently at secondary schools. There are no significant differences based on the percentage of pupils with some disability, but we do see that it is much easier to find books in Braille at schools where the parents have a higher level of education.

Only 21 of the 49 schools surveyed have books in Braille and their evaluation of the material is rather low, at only 2.5 points out of 5. Books in Braille receive a better score from private schools and secondary schools, whereas schools that teach early and/or primary education give them 0.7 points below the average.

As the parents' level of education rises, the scores given to books in Braille drop. We see this pattern repeated frequently in this section about rating the suitability of materials, which probably indicates greater demands placed on schools whose users have a higher level of education. No difference is noted based on the percentage of the student body with some special need.

Other materials evaluated are audio books, which are available at almost 60% of the schools, and at all schools surveyed in France and Iceland. There is a greater presence of audio books at public schools. We see no important differences based on the percentage of pupils with some disability, but differences related to the parents' level of education are noted, since we find audio books in virtually all the schools where the parents have a post-compulsory secondary level of education.

The appropriateness of audio books receives a score of 3.1 out of 5, although this increases to approximately 3.6 points in private schools and to 4 points where early and/or primary and secondary education is taught. Small schools do not rate this material highly (2.4 points out of 5), but assessments become more positive as the size of the school increases. The percentage of pupils with some disability establishes no trend in evaluating this material, but we do see that as the parents' level of education rises, the rating given to audio books falls.

Approximately half the schools surveyed have voice recognition programmes. These programmes are more present in public schools than private ones and, once again, in secondary schools. No relevant differences are noted based on the size of the school or the percentage of pupils with special educational needs, but we can see that the higher the parents' level of education, the lower the percentage of schools with voice recognition programmes.

The rating given to this material is not high (2.7 points out of 5), as opinions about it are highly polarised: in countries like France and the Czech Republic it receives a score of 1, while in countries like Ireland and Austria it obtains a 4 and 5. This type of material is evaluated higher by private schools and those that provide secondary education, as seen in the previous cases. It receives better scores from schools where less than 7% of the student body has some disability and lower ratings as the parents' level of education rises.

Around half the schools have audio induction loop systems in common spaces. Here, we once again highlight Finland and Iceland, where all the schools have these kinds of devices. In contrast, 72.7% of the surveyed schools in Spain do not have audio induction loop systems. It is much more common to find them in public schools, since few private schools have these kinds of materials.

The rating given to audio induction loop systems is 2.5 out of 5, also with a great polarisation of opinions from the different countries: in Ireland and Iceland, they are evaluated very positively, while schools in France and the Czech Republic only give them a score of 1 out of 5. Audio induction loop systems are evaluated considerably better by private schools. Once again, we see that this material is rated worse as the parents' level of education rises.

The vast majority of the schools have videos and all the schools in Finland, France and Ireland do. No differences appear based on the level of education of the parents or the level of education taught at the school. However, videos are used more frequently as a resource in schools that teach secondary education.

Videos are rated considerably higher than the other materials seen thus far, scoring 4.1 points out of 5 and a bit better in private schools than in public ones. Again, we note the trend that we have found with other materials: the higher the educational level of the parents, the worse the assessment of the material in question.

Practically all the schools surveyed have desktop computers, and here we do not see the independent variables indicating any significant difference. Desktop computers are rated rather positively, with uniformity of opinion in different countries. Most schools have digital whiteboards, though no notable difference is observed based on the ownership status of the school. However, we do see that it is used more frequently as a resource by schools that provide early and/or primary education and especially by schools where the parents' level of education is higher and where less than 7% of the pupils have some sort of disability. Digital whiteboards are evaluated positively, with 4 points out of 5 regardless of the ownership of the school or the levels of education taught there. The difference appears in the size of the school, since ratings gradually rise along with the number of pupils. Schools where over 7% of the student body has some disability also give higher ratings. Here, the parents' level of education does not make any difference since it corresponds exactly to the average.

Nearly 90% of the schools claim to have specialised software, although we see no significant differences based on the independent variables. This software is rated positively, with 4 points out of 5 on the evaluation scale, and is unaffected by the ownership status of the school, the level of education taught, the school's size or the percentage of pupils with disabilities studying at the school. Where we can detect a trend, it is based on the parents' level of education since once again the higher it is, the worse the software is rated.

Most schools also have tablets (73.5% of the schools surveyed), although in Spain this proportion is much lower, approximately 20 points below the average. The use of tablets is considerably higher at public schools than private ones, although the result is closely linked to the lower proportion of schools with tablets in Spain, since it is the country where privately owned schools are in the majority. Schools that provide early and/or primary education use tablets the most by far (91%), but this figure falls to 55.6% at schools that teach both early and/or primary education and secondary education. Small schools have the most access to tablets, though this access decreases as the number of pupils at the school rises. There does not seem to be any specific trend based on the percentage of pupils with disabilities or on the parents' level of education, but we do see that schools with tablets where the parents have a higher level of education are 10 per cent below the average.

Something very similar happens with applications for tablets, since most schools claim to have this kind of material. Spain stands out negatively here again, as it appears well below the average of the rest of the countries. Just like with tablets, low percentages are reported for apps for tablets in private schools in Spain. Once again, schools that teach early and/or primary education have the most access to apps for tablets (86.4% of the schools have them), but this decreases by nearly 30 points if compared with schools that teach both early and/or primary education and secondary education. The same trend is repeated regarding the size of the schools, since the larger they are, the less access they have to applications. Neither the percentage of pupils with some disability nor the parents' level of education establish any specific trend. We take the ratings given to tablets and applications together, as the scores are virtually identical. These materials are not rated as positively as previous ones and do not reach scores of 3.2 out of 5, though they do receive higher scores from private schools than public ones and rise in tandem with the level of education taught at the school. These materials are given a higher rating as the size of the school increases and where over 7% of the student body has a disability. Where we cannot see a clear trend is in the parents' level of education.

Virtually none of the schools surveyed have educational games to enhance and facilitate the learning of pupils with special educational needs (remember that these materials were added when this question was closed, so they did not appear in the original questionnaire, as is the case with the other materials we discuss below). Only in Spain and France is there one school per country with educational games. It makes little sense to describe the assessment of educational games, since only two schools evaluated them; it is only worth noting that educational games receive an average score of 3.5 out of 5.

Most schools do not have sensory or reinforcement material; only some schools in Spain, one in Finland and another in Ireland claim to do so. We may note a trend based on the level of education taught at the schools: as it rises, so does the percentage of schools with sensory or reinforcement material. Small schools and schools where more than 7% of the pupils have some kind of disability are more likely to have sensory material. Sensory or reinforcement material is also more likely to be found in schools where the parents have a higher level of education, with up to 40% of the schools in this category having it. Sensory and reinforcement material is evaluated very positively, at almost 5 out of 5 points regardless of school ownership status or the level of education taught.

There are virtually no schools using pictograms, as only three schools in Spain claim to use them. All three schools are small. As with educational games, there is little point in exhaustively describing the assessments of pictograms because they were only provided by three Spanish schools. Even so, in general terms, we can say that the evaluation is positive, scoring 4.3 points out of 5.

Finally, with respect to the support material variables, we see that only four schools say that they have furniture or material adapted for pupils with special needs, three of which are Spanish. Three of the four schools with this adapted material are private. Again, since only a few schools rate the adapted furniture or materials, we can only say that the average score is very positive, at 4.5 points out of 5.

External resources centre

The schools were asked if they have access to an external resources centre, from which materials can be obtained to help all pupils with disabilities to learn and participate. Most of the schools (67.4%) claim to have such a centre. Notable here is Iceland, where all the schools have access to an external resources centre, and Austria, where just half the schools do. Public schools have more access to an external resources centre than private ones, with a difference of almost 20 points between them. Medium-sized schools have the highest percentages for access to external resources. The same occurs at schools where less than 7% of the student body has some special need and where the parents' level of education is lower, since access to these centres drops by 17 percent below the average at schools where the parents have a post-compulsory secondary or higher education. The evaluation of these centres is rather positive, at 4 points out of 5. The ownership status, level of education taught and size of the school have no remarkable impact. The proportion of the pupils with disabilities studying at the school has no influence either.

School transportation

Finally, to conclude this block, the schools were asked if they have a bus transport service. Approximately half the schools claim that they have one, with the most frequent positive responses coming from public secondary schools, especially small and medium-sized ones and schools where the parents have a lower level of education. The availability of the service is independent of the percentage of pupils with special needs. Bus transport service is rated positively, scoring 4.3 points out of 5 regardless of school ownership status. This score rises in tandem with the levels of education taught at the school, reaching 4.8 at schools that teach early and/or primary education alongside secondary education. It also rises as the size of the school increases and at schools where less than 7% of the student body has some disability.

4.2.3. View of disability and inclusion

This block is more subjective than the others, since it aims to reveal the opinions of those in charge of the schools and their view of disability and inclusion through open questions that were later closed to deal with them with more easily. We must always keep in mind that responses to the questionnaire were provided by a single person, whose opinions may not necessarily represent those of all employees at the school.

School culture with regard to inclusive education

Most schools think that inclusion is a concept that has been fully internalised in their educational programme. A second group of respondents think that their school is a place open to all and pays attention to all types of diversity. A third group with the same number of responses think that their school's culture is characterised by an educational community devoted to the project.

No differences based on school ownership status are established in this question, since both public and private schools think that their culture is based on internalised inclusion in their daily lives. The aforementioned majority trend holds at all levels of education taught at the school, but schools that teach early and/or primary education show a second tendency that we only see in that type and does not appear in schools where secondary education is provided: this type of school thinks that its culture is characterised by an educational community devoted to the project and, in a new development, by the promotion of inclusion but with limitations in the environment.

Concerning the size of the schools, they all follow the majority trend in terms of culture. We do not see any kind of difference based on the percentage of pupils with disabilities studying at the school. We also detect no specific trend according to the parents' level of education, although the culture of schools where the parents have less than a compulsory secondary level of education tends more towards a view of inclusion as an internalised concept in the educational programme. However, the view of inclusive culture of the schools where the parents have completed compulsory secondary education or higher education is distributed evenly among the different options.

Aspects of the environment that are beneficial or detrimental to inclusion

The schools were also asked about the aspects of the environment that they think are detrimental to inclusion. It is important to bear in mind that only 16 of the 49 schools surveyed answered this question. Logically, those that did not respond think that there are no aspects of the environment that are detrimental to inclusion.

Most of the schools surveyed think that the lack of resources is the greatest obstacle to inclusion that they suffer. Schools in Spain and Finland, however, think that architectural barriers and problems with mobility are the aspects most detrimental to inclusion.

Private schools tend to have more problems with resources than public schools, but they also enjoy a more inclusion-aware environment than the latter. The problem of a lack of resources is considerably higher in schools that teach early and/or primary education, and much less so in schools that teach early and/or primary and secondary education. In fact, schools that teach early and/or primary and secondary education tend to have serious problems in overcoming the architectural barriers and problems of mobility, while the same difficulty is minimal at schools that teach early and/or primary education.

Apparently, at medium-sized schools (from 351 to 500 pupils), no specific aspect of the environment is detrimental to inclusion. The greatest problem at small schools is a lack of resources, while large schools think that what is truly detrimental to inclusion are the architectural barriers and problems of mobility.

The problems linked to a lack of resources are exacerbated significantly in schools where more than 7% of the pupils have some type of disability. Moreover, we find different situations at each level of the parents' education. At schools where the parents do not have a compulsory secondary education, the most significant handicap that we find is an environment with little awareness of inclusion. At schools where the parents have a post-compulsory secondary education, the greatest problem we encounter is a lack of resources. Finally, the greatest problems faced by schools where the parents have a higher level of education are the architectural barriers and mobility problems.

The schools were also asked what aspects are beneficial to inclusion. Here, the opinions of the countries are rather divided between those that think that the adapted infrastructure and easy access to municipal facilities benefit the inclusion of their pupils (as in the case of Finland and the United Kingdom) and those that believe that the cornerstone is a qualified staff committed to the project (as is the case in Austria and Spain), with the latter option being in the majority.

Public schools give better assessments of their infrastructure and accessibility to facilities, while private centres prioritise the importance of qualified staff committed to the project of inclusion. We can also see differences based on the levels of education taught at the school, since schools that provide early and/or primary education think that adapted infrastructure is what is most beneficial to inclusion. In contrast, schools providing secondary education think that their strength lies in their qualified and committed staff, while the opinions were totally divided among the different options at schools that only teach secondary education.

Both large and small schools think that their staff is what is most beneficial to inclusion. In contrast, medium-sized schools prioritise the role of infrastructure and accessibility. We also detect differences among schools with a higher or lower percentage of pupils with disabilities, since

schools where less than 7% of the student body has some kind of disability think that what most benefits inclusion is qualified staff committed to the project, while schools where over 7% of the pupils have disabilities think that adapted infrastructure and easy access to municipal facilities are the most important. Based on the level of education of the parents, we only see one clear trend: schools where the parents have reached compulsory secondary education think that qualified staff is the most important. At other levels of education the opinions are divided, so a majority trend cannot be established.

Assessment of the school by different stakeholders

When the schools were asked how the educational authorities value inclusion, most of them stated that it is valued positively, but that the necessary resources are not provided. However, we must bear in mind that in practice only two countries, Austria and Spain, chose this option. The responses of the different schools from all the countries are in fact divided between those that think that inclusion is valued positively and others that think that the administration is also involved in the project of inclusion. It should be noted that the schools of Ireland and Finland did not respond to this question, so the information that we might take from it is conditioned especially by the opinions of Spanish schools, which account for most of the schools surveyed.

Public schools tend have a considerably worse opinion of the value that the educational authorities place on inclusion, since most of them state that it does not value inclusion as a priority. However, opinions at private schools are rather divided among the different options holding that inclusion is valued positively, although there is a large segment of private schools that thinks the administration does not provide schools with the necessary resources.

With regard to school size, large schools think that the administration does not value inclusion, while small schools think that inclusion is valued positively, but the necessary resources are not provided. Based on the percentage of pupils with some type of disability, both types of schools (those where pupils with disabilities are both over and under 7% of the student body) think that the administration does not value inclusion positively. However, schools with a lower number of pupils with special educational needs think that the administration is also involved in the project, while schools with a higher number of pupils with special educational needs think that the administration does not provide the necessary resources. We can see that the higher the parents' level of education, the worse their opinion of the value that the educational authorities place on inclusion. It seems that the degree of criticism towards the system and the demands made on schools are greater at schools where the parents have a higher level of education.

When families with and without children with some kind of disability are asked how they value inclusion, the results are generally very positive. Families with children with special educational needs value inclusion positively and those without children that suffer from any sort of disability see

inclusion as something positive, with added value for them. It should be noted that, in the case at hand, this question was not answered by any school in Ireland, Iceland or Finland.

We see no difference depending on private or public schools in the case of families with children with some kind of disability, but when we look at how families without children with special educational needs value inclusion, we see that opinions at public schools are more divided, with a tendency towards positive assessments, while at private schools there is a greater consensus that inclusion brings added value for their children.

At all levels of education, parents of children with some type of special need value inclusion as something positive. In the same way, at all levels of education, the parents of children without any disabilities see inclusion as something positive that brings added value to their children, following the general trend in both cases.

The size of the schools does not change the general opinion of the two types of families. The percentage of pupils with disabilities studying at the school does not affect it either. In this case, unlike in most of the questions that we have examined throughout this analysis, the parents' level of education does not change the general trend towards a positive assessment of inclusion, both in families with children with some disability and in families with children that do not have any type of special need.

View of special needs educational institutions

In this case, one of the possible options was "as a resource used too frequently due to the pressure on families", but this option was not chosen by any school since families generally prefer, whenever possible, that their children be educated in inclusive schools surrounded by as much normalcy as possible and not in special schools.

The vast majority of the schools think that special needs educational institutions are a good resource in case of extreme disabilities, when pupils cannot perform most everyday tasks on their own. This trend is very clear in public schools, but varies in privately owned ones, which think that special needs educational institutions are a resource used too frequently by the educational authorities. This idea is also shared by schools that teach early and/or primary education alongside secondary education, since schools that teach the other levels separately share the general opinion that these types of schools are a good resource for pupils with extreme disabilities.

The size of the school and the percentage of pupils with disabilities have no impact on the majority opinion, although once again we can see a different trend based on the parents' level of education: the higher it is, the greater the tendency to think that special needs educational institutions are a resource used too frequently by the educational authorities.

Achievements, shortcomings and priorities regarding inclusion

When the schools are asked about their achievements, shortcomings and priorities regarding inclusion (remember that this question was completely open at first and was later closed), they tend to agree that the greatest achievement lies in improving the quality of life and the adaptation of pupils with special educational needs. While private schools are clear that their greatest achievement has been to improve the quality of life of their pupils, in public schools this opinion is shared along with the full inclusion of the student body in academic life and the expansion of inclusive culture.

Apparently, the achievements of early and/or primary education are better distributed among the different options. There are three majority options: improving the quality of life and adapting pupils with special educational needs, fully including the student body in academic life and multi-level work and cooperation between the school, the pupils and their families. At schools that only teach secondary education, it is clear that improving their pupils' quality of life is considered the greatest achievement. At schools that teach all levels of education, this opinion is shared with the idea that their greatest achievement has been to fully include the pupils in academic life.

Neither the size of the school nor the percentages of the student body with some type of disability are factors that change the general opinion about achievements in terms of inclusion. But this does happen based on the parents' level of education: at schools where the parent's level of education is lower, the greatest achievement is the expansion of inclusive culture, at schools where the parents have a post-compulsory education, the greatest achievement corresponds to the general opinion, improving the quality of life of the pupils, and at schools where the parents have a higher level of education, the greatest achievements in terms of inclusion are distributed among the different options with no specific trend detected.

The question about shortcomings was answered by less than half the schools surveyed, but those that responded believe that the greatest shortcoming is the lack of support and resources provided by the educational authorities and that the lack of funding and of physical resources are the main problems at present. However, private schools think that the most serious shortcoming facing them is overcrowding in classrooms and/or the excess demand as regards pupils. On the other hand, we could surmise that overcrowding and excess demand are closely linked to available resources, and therefore to the support of the educational authorities (in the case of public schools and public-private schools).

With regard to the social and educational background of the student body, schools where the parents have a lower level of education give greater importance to shortcomings of an economic nature, while schools where the parents have a higher level of education give more importance to the lack of human resources.

Finally, only a few schools indicate what they think the priorities are with respect to inclusion. For example, the schools in countries like Iceland and the Czech Republic did not answer this question. Nevertheless, we can see that in general, schools think that the most important priority for the future is to expand the culture of inclusion within the educational community. This idea is shared much more by public schools than private ones, given that in the latter it is shared with the aim of being able to attend to any kind of need.

There are no notable differences based on the level of education taught at the school or based on the school size. While schools where less than 7% of the student body has some disability believe that the priority is to expand the culture of inclusion within the educational community, schools with over 7% emphasise the provision of more services to attend to pupils with special educational needs and to be able to accommodate more pupils with special educational needs. Finally, at schools where the parents' level of education is lower, the priorities focus on providing more services for pupils with disabilities and expanding the culture of inclusion. However, at schools where the parents' level of education is between post-compulsory secondary education and higher education, the priorities are more distributed according to the school.

5. MAIN STUDY CONCLUSIONS

5.1. Construction of synthetic indicators

The information obtained with a questionnaire like the one we used may be summarised through a series of compact indicators that provide immediate information about the different dimensions related to the inclusive education process. Some of these indicators may be derived directly from variables included in the questionnaire. Others may be developed through factor analyses applied to data sets. Tentatively, we propose the following.

School policies

- ✓ Scale of inclusiveness in the school's policies, resulting from a factor analysis applied to the variables obtained from questions 2.1 to 2.8 of the questionnaire. The scale is established based on the following aspects:
  - Inclusivity in admitting pupils
  - Existence of a procedure for pupils to resolve difficulties
  - Grouping of pupils based on skills or abilities
  - Existence of specific policies to reduce or control bullying
  - Development of Individual Education Plans
  - Participation of pupils with disabilities in external evaluation processes

School practices

- ✓ Scale of inclusiveness in the school's practices, resulting from a factor analysis applied to the variables obtained from questions 2.9 to 2.17 of the questionnaire. The scale is established based on the following aspects:
  - Inclusiveness of teaching
  - Inclusive design of educational units and work projects
  - Participation of pupils in their learning
  - Teachers working together
  - Participation in out-of-school activities
  - Active participation of families
  - Adequate allocation of resources
  - Early detection of disabilities
  - Existence of a body for dealing with problems on a participatory and consensual basis

Human resources at the school

- ✓ Scale of inclusiveness in allocating and managing human resources at the school, resulting from a factor analysis applied to the variables obtained from questions 3.5 to 3.10 of the questionnaire. The scale is established based on the following aspects:
  - Flexibility in allocating human resources
  - Availability of a training network for teachers
  - Participation of teachers in such training
  - Allocation of additional resources based on the presence of pupils with disabilities
- ✓ Ratio of pupils per teacher
- ✓ Ratio of pupils with disabilities per teacher
- ✓ Ratio of pupils with disabilities per support teacher
- ✓ Variable of diversity of support staff available (question 3.4)

Physical resources at the school

- ✓ Scale of inclusiveness in physical resources at the school, resulting from a factor analysis applied to the variables obtained from questions 3.11 to 3.15 of the questionnaire. The scale is established based on the following aspects:
  - Physical accessibility of the school
  - Availability and adequacy of different physical resources (question 3.12)
  - Access and adequacy of the external resources centre
  - Access and adequacy of the bus transport service

5.2. Thoughts on the essential elements for quality inclusive education

After the detailed review conducted above, this section aims to explore some thoughts about the general trends that we have detected based on our analysis of the responses to the questionnaire. Once again, we emphasise that the sample is not representative in nature and only consists of schools involved in inclusive processes. Therefore, it limits the kinds of conclusions that we can draw from this thinking, which may rather be considered working hypotheses that should be verified in further studies.

- The schools generally consider inclusive education to be a multi-dimensional process in which a wide variety of aspects are relevant. However, even though a "perfect" inclusive process would require a very demanding combination of culture, policies, practices and

resources, focus tends to fall more on the first three elements and less so on the fourth. It seems possible to provide an inclusive education with few human and physical resources as long as the culture, policies and practices are designed well enough and shared by the teachers, pupils and families.

- Teaching staff appears as a highly prominent element within inclusive processes. The involvement and training of teachers is considered essential and stands well above the other elements. At the same time, the possibility of a flexible allocation of teaching resources (an allocation that depends on the decisions of the educational authorities at public schools and private schools financed with public funding) is identified as a key element in quality inclusive education. However, the schools' assessment of the level of flexibility actually in existence is relatively low.
- Another element that is potentially considered highly beneficial for a quality inclusive education, but which is viewed as a shortcoming, is the involvement of families. It is significant that only 15% of the questionnaires indicate that the families are actively involved in the project.
- The importance of the families in inclusive education processes is verified by the clear association established between the level of education of the families of the school and various indicators of the level of quality of the inclusive education.
- Together with the evaluation of physical resources as a non-primordial element, it is notable that the level of responsiveness to the needs of the school is relatively low.
- Many schools still identify architectural barriers and problems with mobility to be aspects that make inclusion of the entire student body more difficult.
- The real development of inclusive processes apparently presents marked differences among the countries of the participating schools. However, the lower size of the sample (especially in some countries) makes it difficult to conclusively attribute such differences to real patterns seen in the aggregate in each country, differentiating them from the possible specific characteristics of the school surveyed.
- The schools surveyed tend to indicate a lack of support from the educational authorities. They call attention to the need for additional resources provided by the public sector (and specifically in some countries to the need for professionals attending to pupils with special needs), although more generally they call for specific policies aimed at strengthening inclusiveness.
- The opinions expressed by the schools also include the view of inclusive education as a process that must expand to the rest of the educational system, which should not be limited to the scope of some more involved centres. To do so requires greater involvement from all stakeholders (essentially, teachers, the student body, families and the educational authorities).

5.3. Main conclusions

In the introduction to this study, we set forth the aim of establishing a methodology (and its application in pilot mode) that would enable us to detect the needs of a quality inclusive education. We stressed that detecting such needs entailed a two-fold process with a positive part (description of the current situation) and a regulatory part (establishment of desirable "standards" in terms of the policies, practices and resources used to carry out inclusive processes).

The process that we have followed to achieve our stated objective is based on a theoretical approach to inclusive education processes; the development of an instrument (questionnaire) to gain access to the policies, practices, resources and views of inclusive education; its application, in pilot mode, to a varied array of schools in different European countries; and finally the establishment of a model for exploiting the data obtained by means of the questionnaire.

The aforementioned process has enabled us to obtain a series of "products" that remain available for potential future use at the close of this study. In our opinion, the following are the most significant:

- ***A multi-dimensional definition of quality in inclusive education*** based on the interaction of different aspects linked to the culture of the school and the policies, practices and human and physical resources available (as well as its allocation processes). Figure 1, in section 2, provides a graphic approach to this definition, which is based in turn on a more general theoretical framework.

- ***A tool for gathering information*** about quality in inclusive education, intended for use in different countries of the European Union (with their educational particularities related to disabilities and inclusive education). By applying the tool, in pilot mode, to a small sample of schools from eight European countries (Austria, Spain, France, Finland, Ireland, Iceland, the United Kingdom and the Czech Republic), we could both evaluate the points that needed correction for generalised application and "close" the questions posed as open in the original questionnaire based on real responses.

- ***A model for exploiting the information*** gathered in the questionnaires. This model is based on two elements. The first is found by crossing the variables of the different blocks in the questionnaire with a set of six independent variables (country, ownership status, levels of education taught, school size, parents' level of education at the school and the percentage of the school's pupil with a disability). The second entails the establishment of a set of compact indicators that synthesise the levels of quality of inclusive education in different areas. Some of them are based on simple ratios, while others consist of scales developed from information combined from a set of variables.

- ***Some guidance about determinants of the quality of inclusive education*** (see section 5.2). Obviously, due to the type of sample used, this guidance should be taken with caution. However, it may provide "clues" to move forward in further, more formally comprehensive analyses. An example of this is the systematic relationship established between the level of education of the parents of the pupils attending the schools and different variables defining the quality of inclusive education. Even pending a definitive confirmation, it seems that this relationship points to an important determinant of inclusive processes that should be taken into account in later studies along with other relationships discussed in section 4.2.

In addition, a less tangible "product" of the study than those mentioned thus far consists of strengthening the possibility of collaboration with a series of people, institutions and schools that have participated in this study in a network and that may be a good basis for future joint work.

As a final comment, we would like to emphasise that in our opinion, it would be invaluable to conduct the widespread application of the approach and the methodology we have proposed in a representative and unbiased sample of schools from European countries. Naturally, the study would present other difficulties and challenges. However, the wealth of information, conclusions and guidelines for educational and disability policies that could be obtained would more than offset these difficulties and challenges.

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Annex 1. List of surveyed schools, persons and experts who collaborated in the dissemination of the questionnaire

Participants of the focus group

- Gerardo Echeíta (Autonomous University of Madrid)
- Sonia González López (director of CEIP Aldebarán, Tres Cantos, Madrid)
- Juan de Vicente Abad (SENCO of the IES Miguel Catalán, Coslada, Madrid)
- Martine Aitken (P.A.U. Education)
- Annett Räbel (P.A.U. Education)
- M. Antonia Casanova (incluD-ed network expert)
- Jorge Calero (incluD-ed network expert).

Schools

- **Austria:** Integrative Lernwerkstatt Brigittenau der Stadt Wien, NMS Gaming, VS Hausmannstätten, Volksschule im Schulzentrum Hans-Sachs
- **Czech Republic:** Základní škola a mateřská škola Regionu Karlovarský venkov, ZŠ A Praha 8, Základní škola Jungmannovy sady Mělník
- **Finland:** Korkalovaara comprehensive school, Huhtasuon Yhtenäiskoulu, Kalajärven koulu, Keski-Palokan koulu, Keskustan koulu, Metsokankaan koulu, Onerva Mäen koulu, Suoraman koulu, Toivolan koulu, Validia Ammattiopisto, Solakallion koulu
- **Francie:** Collège Louis Aragon Domerat, Ecole Sainte Thérèse Bergues, Groupe scolaire Victor Hugo Mulhouse
- **Iceland:** Egilsstaðaskóli, Menntaskólinn á Egilsstöðum, Verkmenntaskólinn á Akureyri
- **Ireland:** Gallen Community School, Glanduff NS, Jesus and Mary Secondary School, St Peter's School, St Peter's School Athlone
- **Spain:** CEIP Aldebaran, CEIP Fray Juan De La Cruz, CEIP La Pradera (Comunidad de aprendizaje), CEIP Pintor Félix Revello de Toro, CEIP Salvador Allende, Colegio Antonio Gala, Colegio Cristo Rey, Colegio Huerta Santa Ana, Colegio Juan Comenius, Colegio Los Olivos, Colegio Maestro Avila, Colegio Nuestra Señora de Montserrat, Colegio Sagrada Familia, Colegio Sant Gervasi, Colegio Santa Cruz, Colegio Santa Teresa de Jesus, Colegio Severo Ochoa, Colegio Susarte, Colegio Tres Olivos, Conservatorio Profesional de Danza Pepa Flores, Escuela Ideo, Eurocolegio Casvi Boadilla, IES Damaso Alonso, IES Las Norias (Francisco Montoya), IES Miguel Catalan, IES Numero Uno Universidad Laboral
- **United Kingdom:** Fulford School, Le Cateau Primary School, North Beckton Primary School, Ravensworth CE Primary School, St Nicholas Church of England Primary School

Experts and other persons who helped the incluD-ed network to contact the schools and to disseminate the questionnaire

- **Austria:** Lena Walcherberger (Pedagogical University of Upper Austria), Christine Kladnik (Pedagogical University of Upper Austria)
- **Czech Republic:** Pavla Baxova (Rytmus, incluD-ed founding partner), Jana Kratochvilova (Masaryk University), Kateřina Vitásková (Palacký University Olomouc)
- **Finland:** Aulis Mäkinen (Kynnys -The Threshold Association, incluD-ed founding partner), Sisko Rauhala (FAIDD - Finnish Association on Intellectual and Developmental), Virpi Louhela (University of Oulu), Suvi Lakkala (University of Lapland), Maija Joensuu (Tampere University of Applied Sciences), Antti Teittinen (FAIDD - Finnish Association on Intellectual and Developmental Disabilities)
- **France:** Serge Thomazet (ESPE Clermont-Auvergne - Les Écoles Supérieures du Professorat et de l'Éducation), Eric Plaisance (Centre for Research on Social Ties), Bernard Blot (Le Phare Foundation)
- **Iceland:** Hermína Gunnþórsdóttir (University of Akureyri, incluD-ed associated member)
- **Ireland:** Deirdre Corby (Dublin City University), Edel Lynn (Athlone Institute of Technology)
- **Spain:** Maria Antonia Casanova (ISPE - Instituto Superior de Promoción Educativa Madrid), Victoria Serrano Hermo (University of Valladolid), Dr. Marcos Fernández Gutiérrez (University of Cantabria), Marta Sendra (UECOE - Unión de Cooperativas de Enseñanza), Sonsoles Castellano (San Patricio Foundation), Francisca González Gil (University of Salamanca), Darío Pérez Bodeguero (Chief Inspector of Education Madrid West), José Mª Lozano (Chief Inspector of Education Madrid Nord), Encarnación Soriano Ayala (University of Almería), Francisca Valdivia Ruiz (University of Málaga), Rosa Mª Silva Velasco (IES Dámaso Alonso)
- **United Kingdom:** Richard Rieser (World of Inclusion), Kath Lawson (Richmond School & Sixth Form College), Sally Tomlinson (University of Oxford), Dr. Stella Tryfonos (University of London)