

# Grand Duchy of Luxembourg

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## Overview of Country

### Historical Information

Luxembourg, among the world's smallest but also wealthiest countries, lies in the heart of Western Europe. Bordered by Belgium, France, and Germany, and historically known for its strategic position as the "Gibraltar of the North," Luxembourg is today one of the European Union's (EU) three capital cities. Luxembourg sits at the crossroads between Europe's Germanic and Francophone language communities. The Grand Duchy's inhabitants and their many languages—the national language Luxembourgish as well as German and French as languages of administration and of everyday living—reflect the country's close historical relations with its neighbors and remarkable migratory flows that have resulted in an ethnically hyper-diverse and multilingual population.

Reflecting this cultural diversity, the educational system emphasizes language learning, with Luxembourgish learned in preschool; German the focus throughout primary schooling and in secondary technical-vocational education; and French emphasized in secondary academic-oriented schooling. Compulsory schooling age lasts from age 4 to 16. The educational system provides a range of primary and secondary schools, mainly run by the government but with some maintained by religious bodies. Homeschooling is possible, but rare.

At the tertiary level, the national flagship University of Luxembourg (UL), building on the legacies of several postsecondary training institutes, was founded in 2003 according to three principles: internationality, multilingualism, and—interdisciplinarity. Beyond this research university, more applied postsecondary

organizations offer a range of courses of study. Today, tertiary attainment for 25- to 34-year-olds, more than half of each cohort, is among the highest across Organisation for Economic Co-operation and Development (OECD) countries.

### Structure of Country

The Grand Duchy of Luxembourg covers 998 square miles (2,585 sq. km). The city of Luxembourg, a financial center, is also the seat of multiple EU institutions, including the European Court of Justice. As a representative democracy with a constitutional monarch, Luxembourg is currently headed by Grand Duke Henri. The country prides itself on active membership in myriad regional and supranational associations of economic, political, and military integration, including Benelux, the EU, NATO, and the UN.

### Population

Luxembourg has a rapidly growing population, reaching 563,000 people in 2015, of which slightly more than half are natives, with a large immigrant population, mainly from other European countries. More than half the official workforce consists of cross-border workers. Luxembourg benefits from a diversification of industrial sectors (from financial services and steel production to information technology and telecommunications) and low unemployment rates (6.7 percent in 2015). Due to its strong companies and EU institutions, Luxembourg has the second-highest gross domestic product (GDP) per capita worldwide. With the capital city of Luxembourg in the mid-south and the industrial city Esch-sur-Alzette at the southern border (to France), two-thirds of the total population lives in the southern half of the country.

### Racial/Ethnic Composition

In 2015, the major nationalities represented are Luxembourg, Portugal, France, Italy, Belgium, Germany, and Great Britain, but citizens from dozens of countries call Luxembourg home (see Table 21.1).

### Literacy/Numeracy Data

Among only several countries worldwide, the literacy rate in Luxembourg is estimated to be 100 percent.

## Public Education System Overview

### Description of Compulsory Schooling

Schooling begins with fundamental education (*enseignement fondamentale*) consisting of preschool and primary school. At age 3, children may enter the *precoce*,

**Table 21.1** Luxembourg's Population by Nationality

Nationality	Percent of Overall Population (%)
Luxembourg	54.0
Portugal	16.4
France	7.0
Italy	3.5
Belgium	3.3
Germany	2.3
Great Britain	1.1

Source: Index Mundi, [http://www.indexmundi.com/luxembourg/demographics\\_profile.html](http://www.indexmundi.com/luxembourg/demographics_profile.html)

an optional preliminary year before kindergarten, but children from the age of 4 attend mandatory preschool. Compulsory schooling lasts approximately 12 years until pupils have reached the age of 16. In 2009, school years were replaced with four cycles: first cycle for children aged 3 to 5 (at the beginning of the year), second cycle (ages 6 to 7), third cycle (ages 8 to 9), and fourth cycle (ages 10 to 11). Secondary education lasts 6 to 7 years, depending on the track. The classical system (7 years) (*enseignement secondaire*) of college preparatory schooling provides general education for students to acquire broadly based knowledge. The technical system (6–8 years depending on which section is chosen, called *enseignement secondaire technique*) instead emphasizes vocational education but also provides pathways to higher education (college and university) and is divided into 4 *régimes*, or plans: technical, technician training, professional, and preparatory.

### Funding

Schooling and tertiary education in Luxembourg are fully funded by the state. Luxembourg's teachers are the highest paid in the world. Considering higher education a public good, the University of Luxembourg charges only €200 (\$214) per semester tuition, while students studying in other countries receive a modest annual stipend to cover tuition and living costs.

### Organizational Structure

Schooling and education in Luxembourg is governed by the Education Ministry, along with the Ministry of Family Affairs and Integration and the Ministry of Higher Education and Research. Elementary education is organized at the local level, with pupils allocated to schools according to their place of residence.

Municipalities provide the required infrastructures and equipment for primary education in 21 school districts (20 local districts for primary schooling; 1 for secondary education and European schools). In 2014–2015, Luxembourg had 156 public primary schools along with a number of private schools with varying degrees of curricular and funding autonomy. The law also allows homeschooling under certain circumstances.

### Graduation Rate

According to the OECD, in 2015, 78 percent of adults in Luxembourg aged 25 to 64 have completed secondary education. Concerns include the high proportion of grade repeaters in general education and the extended duration of upper secondary education, with only 40 percent of students completing on time. Higher education attainment has increased markedly in Luxembourg, with 50 percent in the age group of 25 to 54 and 28.5 percent in the age group of 55 to 74 having attained a tertiary degree.

### Private School Education Overview

#### Percent of School-Age Population Who Attend Private Schools

In primary schooling, 10 percent of all pupils attend private schools (2013–2014). At the secondary level, public vocational schools serve 9 of 10 pupils, whereas nearly all pupils in general education attend public schools.

#### Types of Private Schools

Luxembourg provides a variety of private and international schools, most often distinguished through the languages of their curricula and their funding sources; however, most schools adhere to the objectives of the national curriculum. Under special contract, international schools follow the curricula of other countries, for example, that of Great Britain. At the secondary level, there are more private schools. Some schools are national, some are international, and still others, such as the EU's *Écoles européennes*, offer curricula in different languages and a European baccalaureate valid for all EU member countries.

#### Description of Who Attends and Services Provided

Most of the children whose parents work for the EU attend the European school. Several elite international schools exist that are very popular with high-income families, especially those who come to work in Luxembourg's financial sector and other international businesses and whose children do not speak the local languages. Many of the children attending private schools are pupils who may have struggled in the public schools (e.g., students with perceived learning

difficulties) and chose to transfer to receive more support than that offered in public schools. Only recently have first attempts emerged to introduce private schools specifically for pupils with special educational needs (SEN).

## Special Education/Special Needs Education System

### Current Legislative Mandates

In Luxembourg, the first school laws that dealt with disability in the 19th and early 20th century defined various criteria used to exclude children and youth with perceived impairments. As in many other countries, in Luxembourg, the development of organizations serving people with perceived sensory or intellectual impairment led to segregation. Generally, exclusionary practices were widespread, as was the orientation toward average learning progress in general schooling that, especially following the universalization of compulsory schooling, extended responsibility for ever more heterogeneous student bodies. The end of World War II saw the beginning of an era in which the idea of education as a human right diffused globally. Ultimately, this resulted in calls for Education for All (EFA) and inclusive education around the world. In Luxembourg, the demand for more equity in schooling has long been present, exemplified by the Luxembourgish government campaign called "A School for Everyone" in the 1970s. Yet many efforts over the past decades, such as comprehensive school reform, have not succeeded in bringing about fundamental changes in education. In fact, researchers have found considerable stability in social segregation, in disparate school performance results, and in high levels of grade retention and school dropout. These patterns persist even with new laws and decrees and many projects and initiatives. Despite expansion and dramatic demographic and social changes in Luxembourgian society—along with international human rights treaties and global norms such as inclusive education—the functioning of the school system has not changed essentially over the past half-century.

Luxembourg's educational officials and policy makers only gradually began to discuss and develop organizational capacity in *special education*. Specific legislation was enacted even later. Indeed, not until 1973 were compulsory schooling and special schools legally mandated (*loi du 14 mars 1973*, or Act of March 14, 1973). Categorically, the emphasis was on cognitive and learning disabilities, although children labeled with a variety of SEN were taught together. In the following years, specific organizations were founded to serve students with orthopedic and sensory impairments, behavioral issues, and autism. For families with children who have disabilities in Luxembourg, these new structures offered some improvement in that their children were no longer completely excluded from public schooling. One of the arguments given for the necessity of segregation was that integration in local primary schools—with their heavy emphasis on language learning—would be challenging. Furthermore, as in neighboring Belgium and Germany, it has been difficult to find teachers eager to open their classrooms for

all learners; the challenge remains, especially due to teachers' beliefs, lack of explicit training, and fears due to lacking support and services provided in every school for diverse learners.

While the special education system in Luxembourg developed relatively late, over the past several decades, a range of organizational forms and support services have been established, such as the *Service de Guidance de l'Enfance* (1990). Reflecting shifts in terminology over the past 20 years, 1994 was a key year for the development of school integration. The Integration Law (*loi du 28 juin 1994*) passed then provided a crucial first step toward *inclusive* education, understood as qualitatively more ambitious and encompassing pedagogically than *integration*. This emphasized that instead of the child adapting to the school setting, the learning environment should be redesigned and supports provided to cater to the child's individual learning needs and progress (e.g., *Service ré-éducatif ambulatoire—SREA*). Furthermore, parental rights have been defined referring to decisions about the schooling careers of their children. Inscribed in law, the "choices" settled upon included a continuum from regional special schools in Luxembourg to recognized institutions in a neighboring country (often Belgium and Germany). Over the years since the law was passed, in cases of need, services and supports began to be provided throughout the country in a variety of settings, ranging from segregated to inclusive.

As the result of the 2009 reform of primary schooling (*loi du 6 février 2009*), the country's 20 districts at the primary level serve students with special needs via ambulatory services (*équipes multiprofessionnelles—EMP*—or multiprofessional teams). These mobile teams of professionals travel to schools and assist the students temporarily in their neighborhood school. At the secondary level, these support services are organized in one national district. However, the achievement of predefined, standardized competence levels is still required, and failure to reach these standards often leads to transfer to special school structures or even schooling in another country. Furthermore, attendance in primary schooling is limited to only 8 years, thus reducing flexibility for slower learners. However, while the school law of July 15, 2011 (*loi du 15 juillet 2011*), anchored accommodations and adaptations in postprimary schooling, such provisions do not inevitably extend to postsecondary education.

Luxembourg has one of the most culturally and linguistically heterogeneous populations in Europe. Inclusive education in Luxembourg must engage broader issues than solely the inclusion of children with SEN because more than half of the children in the school population are of another nationality than Luxembourgish, bringing to classrooms their different cultures, languages, and experiences. Because schooling is officially trilingual, the schools must fundamentally engage multilingualism and pluriculturalism in order to enhance the equity, efficiency, and effectiveness of education. International school performance studies indicate that the school system in Luxembourg still faces considerable challenges in equalizing learning opportunities, especially for disadvantaged children and children with disabilities. In-depth international and intercultural comparisons with

countries facing similar conditions of cultural and linguistic diversity may help identify solutions, but clearly more diversity in the teaching profession is necessary to reflect the student body and provide role models.

### Age Range for Special Education/Special Needs Education

Special needs education is provided for children and youth of compulsory schooling age. The Centre de Logopedie offers help for pupils with speech impairments from the time they are diagnosed up to the secondary level. Across the country, there are four special education centers (e.g., visual impairment, *Institut pour Infirmes Moteurs Cérébraux* (IMC, institute for children with cerebral palsy); children considered autistic or psychotic, *Centre d'observation et d'intégration scolaire* (Center for Observation and Integration), eight regional centers (*Centres d'éducation différenciée*—CED) serving pupils, as well as four vocational training centers (*Centres de propédeutique professionnelle*—CPP) for youth older than 16 (above compulsory school age) to learn a suitable vocation.

### Population of Students Eligible to Receive Special Needs Education

Special education in Luxembourg relates to pupils who are challenged to follow mainstream education due to the conditions in education that fail to sufficiently support them to achieve their learning goals. Legislation currently treats all children similarly, but there are two rules, one being that students must meet minimal levels of competence to graduate from the cycle, and the other being that every child may prolong a cycle twice. In that sense, every student is considered to have SEN as soon as usual teaching methods and resources do not meet a student's needs to progress with the rest of the class. Thus, eligibility does not require specifically diagnosed impairments or disabilities.

### How Students Are Identified

Parents or teachers report (with prior parental agreement) an issue or problem to the committee on inclusive schooling (*commission d'inclusion scolaire*—CIS). Either the school inspector or the parents (parents always need to give their consent) are responsible for the classification process. Included in the diagnosis are several committees and teams of professionals who decide and identify pupils as eligible for special education services. Three organs are involved: the team of diverse professionals working together (*équipes multiprofessionnelles*—EMP); the national committee on medical, psychological, and pedagogical issues (*Commission Medico-Psycho-Pédagogique Nationale*); and the inclusive schooling committee (*Commission de l'Inclusion Scolaire*). Ideally, all cooperate with each other to best serve the student in the interest of maximal inclusion, which reflects the ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

Cooperatively, the class teacher, members of the multiprofessional team (EMP), and members of those organizations that have served the child decide on the diagnosis. For example:

- Detection Service and Early Intervention (*Service de détection et d'intervention précoce*—SDIP) for prevention of psychic troubles
- Institute for the Visually Impaired (*Institut pour déficients visuels*—IDV) for students with visual impairments
- Orthopedagogic Early Intervention Services (*Service d'intervention précoce orthopédagogique*—SIPO) for children aged 0–6 years and their families

The diagnosis is based on a file that includes classroom observations by EMP members and a set of cognitive, physical, psychological, pedagogical, and social tests. Based on the results gathered in these tests, different aides and an Individual Educational Program (IEP) are developed in order to support the child's learning progress.

### Where Special Education/Special Needs Education Services Are Provided

There are several special education institutions and education centers throughout the country. In addition to eight special schools, there are four special education centers that also focus on basic vocational training (*l'Éducation différenciée et de propédeutique professionnelle*) serving different regions. Options for school integration include instruction in a separate class (*Kohabitationsklasse*) that allows for limited interactions and joint learning. More complete inclusion in regular preschool or primary schooling is available to parents and children as an explicit choice, but resources and services vary, as does the quality of participation in school life. Furthermore, there are centers for observation and school integration (*centre d'observation et d'intégration scolaire*). The Centre de Logopedie provides support to children with speech disorders or who use sign language, either centrally or with ambulatory services wherever the pupils attend school. The Institut pour infirmes moteurs cérébraux (IMC) is a residential school setting supporting children with physical impairments. It provides individualized, though segregated, education accompanied by medical assistance and therapeutic services. A third organization, the Institut pour déficients visuels (IDV), provides children with visual impairments with technological aids, and its teachers often accompany pupils who attend regular classrooms. Another, newer organization, is the Institut pour enfants autistiques et psychotiques (IEAP) supporting children of compulsory age with autism to complete their schooling careers. In addition, a range of partner associations offers support for children with SEN through a variety of programs, such as horse riding or physiotherapy. In several schools, projects have been introduced for pupils with behavioral problems, from time-out or a reflection room to peer mediation. Alongside the EMP and diverse

projects in secondary schools, such as an intervention team, a few special organizations exist to provide intensive supports.

### Focus of Services/Intervention/Curriculum

Whereas the official special education (*Education Différenciée*—EDIFF) curriculum or *plan d'études* (1996) focuses on functional or life skills, each single institute develops a curriculum adapted to the population it serves. Often, members of the EMP providing individualized services will refer to the curriculum that applies in the child's general class.

### Related Services

As mentioned previously, speech and language services are provided through various sources (IMC, Centre de Logopedie, etc.). Services for motor impairments are available through SIPO and related services, and schools involve multidisciplinary teams (EMT) to determine related service needs.

### Graduation Rate for Students with Disabilities

Detailed evidence on graduation rates of students with impairments or disabilities in Luxembourg is difficult to obtain, yet in all age categories, pupils receiving special education services have higher dropout rates than the mean. As in other countries, transitions from school to work for youth with disabilities are particularly challenging, with more collaboration between school-based services, guidance, and employment supports needed.

### Prevalent Practices Used in Special Education Services

There exists a wide range of different approaches and practices in education for students with disabilities or SEN in Luxembourg, often depending on the kind of disability and particular conceptual orientation of the special education facility. The CRPD, signed and ratified in Luxembourg, has affected the schooling of pupils with disabilities because it emphasizes inclusive education and the provision of reasonable accommodations in general education. Participation in general education is given priority, at least according to the official national action plan determining implementation of the CRPD. However, special education's various organizations continue to follow a largely categorical model in disability-related programs instead of focusing on barrier removal and universal design in instruction.

### Postschool Options for Students Who Received Special Education/Special Needs Education Services

In rare cases, children and youth may attend special classes in upper secondary after having attended special schools. CED offers pupils after the age of 16

opportunities to participate in vocational training and receive a certificate in a particular occupation. Several organizations and foundations offer workshop settings in which young adults with disabilities may develop vocational skills and contribute to producing goods (e.g., chocolate) or services.

### Teacher Training/Preparation

#### Minimum Requirements to Be a General Education Teacher

A competition for admission to the teaching profession regulates access to the career of teachers in fundamental education and the *régime préparatoire* (preparatory scheme). Those with a bachelor's degree in educational sciences are admissible, whether the diploma was granted by the University of Luxembourg, another higher education institution corresponding to EU regulations, or an institution in a non-EU country acknowledged by the Ministry of Education (MOE).

To enter the tertiary teacher-training program to become a preprimary teacher, a Luxembourgish secondary diploma or an equivalent diploma is needed, and the future student must pass an entry examination. In Luxembourg, the duration of the teacher training is eight semesters, and the student must obtain at least 240 ECTS points and complete a within-school training course each semester, except during the obligatory semester abroad (the latter is a unique feature in European higher education). After the bachelor's degree is obtained, graduates are eligible to teach in the *precoce*, primary school, special education, or the lowest, remedial section in secondary school (*régime préparatoire*).

#### Minimum Requirements to Be a Special Education/Special Needs Education Teacher

The University of Luxembourg does not offer a specific course of study or a stand-alone degree in special education; however, both inclusive and special education are part of the curriculum. Most specialists employed in Luxembourg, such as speech therapists, were trained in other European countries.

#### Types of Special Education Personnel

While long-standing special education organizations do exist, in comparison to its neighboring countries, Luxembourg has a less expansive and differentiated special school system. Since 2009, with the implementation of the new schooling law, special education support and services are to be provided in general schools by multiprofessional teams (EMP) that collaborate with general educators. Such EMPs consist of teachers, psychologists, speech therapists, and others who serve pupils where they attend school. In Luxembourgish schools, special education personnel include a diverse group of specialists in various domains.

### Nature of In-Service Training/Professional Development Provided to Special Education/Special Needs Education Teachers

Traditionally, continuing education has also been provided internationally, with experts invited to offer courses for teachers as part of their required continuing education. Closely monitored and organized by the MOE, providers of such courses include the Institut de formation de l'éducation nationale (IFEN). Training courses available for teachers, supervised directly by the national MOE, address themes such as inclusive education, learning disabilities, and challenging behaviors.

### Barriers/Issues to Providing Quality Special Education/Special Needs Education Services

Historically, many groups have been excluded completely or marginalized in Luxembourg's selective and stratified education system. However, few have faced the extent of exclusion and segregation as has the diverse group of pupils with impairments, illnesses, or disabilities, or those perceived as having SEN. Special education programs were introduced to provide additional support for learners, and most often, historically, such supports and services have been and continue to be provided in segregated or separated settings, such as special schools or special classes. While true that special education successfully provides learning opportunities to types of children once excluded, the goal, also in Luxembourg, has shifted from special to inclusive education. This challenges both the binary categorization of pupils with SEN or without as well as segregation in special schools or separation in special classrooms following classification. As elsewhere, such reforms are motivated in Luxembourg by persistent educational and social disadvantages suffered by children and youth with impairments and disabilities and the likewise heightened probability of socially and economically disadvantaged children and youth to become "disabled" in school and in later life.

The recognition and responses to educational and social disadvantages—and which students have SEN and become disabled in schooling and/or upon transitioning to adulthood—depend significantly on the institutionalization of the education system and social welfare programs. Where and when general exclusion of pupils with impairments has been overcome through the development of special education programs, these nevertheless frequently exhibit an overrepresentation of children living in poverty or in families with low socioeconomic status. Boys and ethnic minorities (and children from migrant families from certain countries) are often considerably overrepresented in special education, which is also true in Luxembourg. Thus, inclusive education must approach diversity across multiple dimensions, and inclusion should be conceptualized broadly.

In Luxembourg's schools, the history of official special education programs is relatively brief, especially in comparison with France, Germany, and Belgium. While perhaps originally considered a desideratum, this has also reduced prevalence of one of the major barriers to inclusive schooling, namely highly expanded

and differentiated systems of segregated special schools and special classes. As a result, Luxembourg has a lower rate of school segregation (1 percent of all pupils attend school in segregated settings) than neighboring (Belgium, over 4 percent in the French-speaking community and over 5 percent in Flanders) and Germany (4.6 percent), among the highest rates in Europe.

At the level of the curriculum, the competence orientation of schooling in Luxembourg emphasizes standards and relatively narrow psychometric school performance measurements. This challenges inclusive schooling, which often focuses on individualized learning progress as well as solidarity and social skills that are challenging to measure with standardized tests. By contrast, there is a steady focus on multilingual schooling among Luxembourg's greatest advantages and challenges.

### Promising Trends in the Future

The University of Luxembourg has recently increased its provision of resources for the country's teachers, policy makers, and other stakeholders through detailed analysis of these issues, for example, in the inaugural *National Education Report of 2015*. Research projects, currently underway, examine such aspects as science education and alternative forms of instruction and assessment. According to various scholars, the following seem very promising: sociocultural reframing as well as cultural-historical readings of science, disability/ability and inclusive pedagogy in order to question the binary concept of disability/ability, moving away from a deficit-oriented approach, and developing inclusion that reflects multiple intelligences and provides individualized supports to reach learning goals. The need of inclusion-oriented forms of assessment is central to teaching and learning, regardless of specific school subjects. For example, narrative assessment can be considered a key to inclusive education by reducing the need to rank pupils on limited school performance indicators.

As in other European countries, the boundaries between special and inclusive education in the Grand Duchy of Luxembourg are shifting, which influences individual transitions and school careers. Within the wide range in Europe, Luxembourg has a less inclusive system than some countries and a more inclusive system than others.

Currently in Luxembourg, we can identify several facilitating factors of inclusive schooling: (1) the extension of teacher education to embrace inclusion-oriented aspects (e.g., pedagogy of diversity); (2) multiprofessional teams that provide ambulatory support services in general schools to enable pupils with SEN to remain in general schools and classrooms while receiving the supports and services they need; and (3) flexible solutions to individualize learning progress and broaden its measurement (away from the sole focus on reaching minimum competence standards in each cycle). In a number of schools throughout the country, innovative practices are being explored to facilitate inclusive schooling in a system that has been repeatedly reformed but continues to rely heavily on traditional grading and competence measurements and in which only few schools comprehensively serve all children or offer all-day schooling.

Today, inclusive education is the declared goal of the government, as exemplified by ratification of the CRPD, but the diffusion of the concept and the number of schools explicitly applying inclusive education concepts remains limited. Much more awareness-raising, reformed policies and practices, and innovative teacher education are all answers to the contemporary challenges of making Luxembourg's schools more inclusive. On the one hand, often called for special education professionalization would require further tertiary-level education and training. Special education's responsibility for the diverse group of students considered to have SEN is defended or, at best, modified. On the other hand, inclusive education—understood as a continuous process of equity-oriented and high-quality general education that values learner diversity and supports all learners—can be supported in any school, not only in “reform” schools.

Therefore, while Luxembourg was delayed regarding official special education provision, in comparison with its neighboring countries, the Grand Duchy's special education supports are provided in less segregated settings than those in Belgium, Germany, or France. This is an advantage as attempts to foster inclusion continue. However, to achieve inclusive schooling throughout the country, the principles of the CRPD would need to be reflected more deeply in all schools, not only in selected schools. Indeed, inclusive education has yet to be fully acknowledged as a systemic reform of all schools and levels of education. This requires transformative changes in principles and values, norms and organizational forms, and policies and regulations to truly value diversity, something lived every day in multicultural and multilingual Luxembourg.

### Country-Specific Resources and Reports

- Academic Network on European Disability experts (ANED), <http://www.disability-europe.net>. ANED maintains a pan-European academic network in the disability field to support policy development in collaboration with the European Commission's Disability Unit. Its philosophy and aims support the objectives of European disability policy toward the goal of full participation and equal opportunities for all people with disabilities.
- *Bidok: Behinderung Inklusion Dokumentation* (disability inclusion documentation), <http://bidok.uibk.ac.at>. This is the first and still largest repository of scientific literature devoted to disability and inclusion in the German language.
- *Deutscher Bildungsserver*, <http://www.bildungsserver.de/Inklusion-10987.html?empf=1>. As Germany's education metasever on inclusive education, this database provides summaries and links to education research and studies.
- European Agency for Special Needs and Inclusive Education, <https://www.european-agency.org>. This EU-funded independent organization acts as a platform for collaboration for the Ministries of Education in European member countries. The main aim is to help member countries improve their educational policy and practice by combining the perspectives of policy,

practice, and research in order to provide member countries and stakeholders at the European level with evidence-based information and guidance on implementing inclusive education.

- Eurydice, [http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php). The Eurydice network's task is to understand and explain how Europe's different education systems are organized and how they work. Through 41 national units based in 37 countries, the network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators, and statistics.

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## Europe