

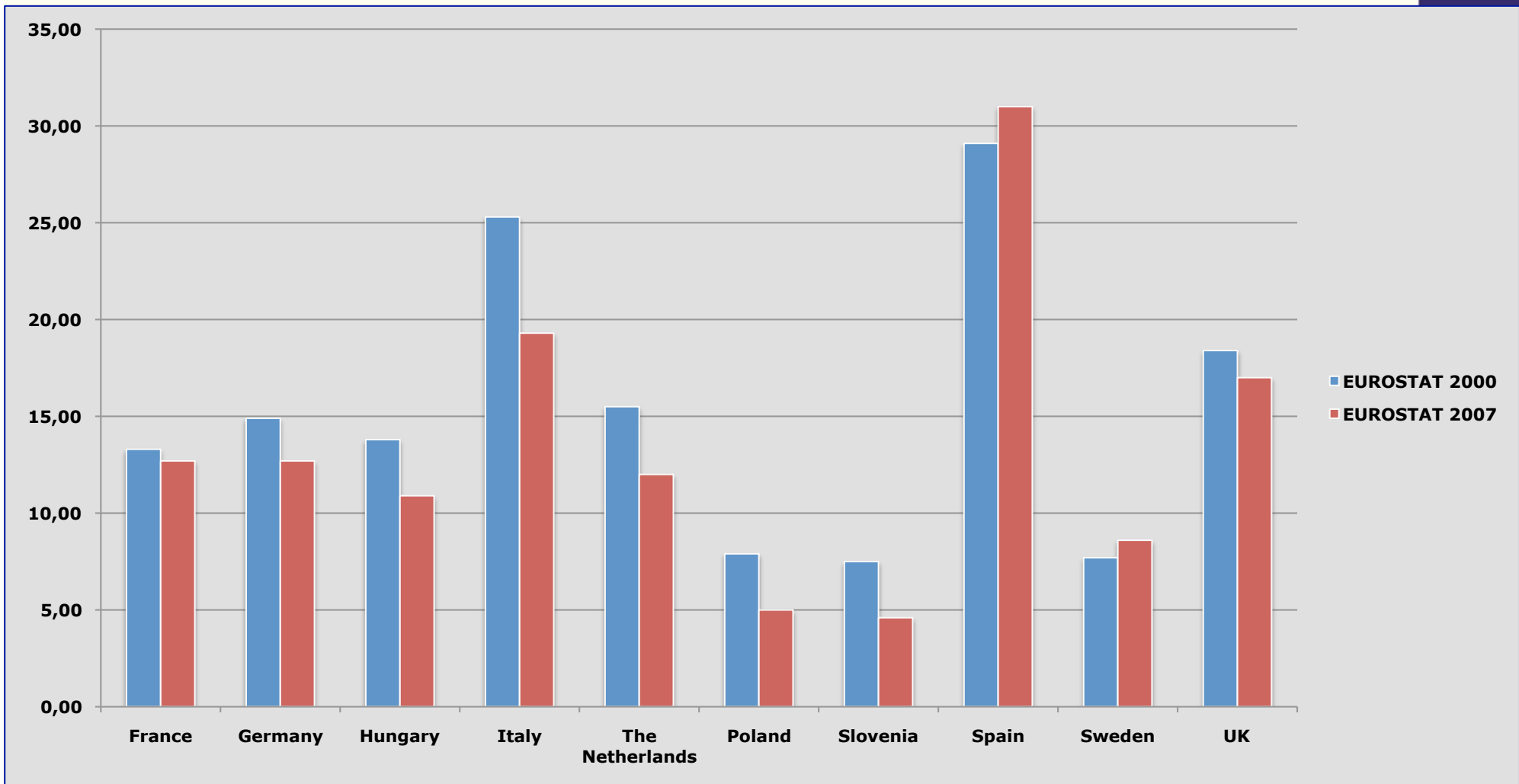
# Inclusion and Education

Justified comparative conclusions?

# 1. National inclusion differences – comp indicis.

Indicators	France	Germany	Hungary	Italy	The Netherlands	Poland	Slovenia	Spain	Sweden	UK England	Uk Scotland
<b>Structure of education</b>	<i>Com-prehen-sive</i>	Differ-entiated	<i>Single struc-ture</i>	<i>Com-prehen-sive</i>	Differ-entiated	<i>Com-prehen-sive</i>	<i>Single struc-ture</i>	<i>Com-prehen-sive</i>	<i>Single struc-ture</i>	<i>Single struc-ture</i>	<i>Single struc-ture</i>
<b>Com-pulsory educa-tion</b>	Stan-dard	Stan-dard	<i>Early &amp; long</i>	Stan-dard	<i>Early &amp; long</i>	<i>Early &amp; long</i>	<i>Early &amp; long</i>	Stan-dard	Stan-dard	<i>Early</i>	<i>Early</i>
<b>Early school leaving</b>	12,7%	12,7%	10,9%	19,3%	12,0%	5,0%	4,3%	31,0%	8,6%	17,0%	13,0%
<b>(Al-most) 100% pre-school educa-tion 3-6</b>	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes
<b>Disad-van-taged priority groups</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Re-peated classes and/or out-place-ment</b>	Not low	<i>Low</i>	<i>Low</i>	Not low	Not low	<i>Low</i>	<i>Low</i>	Not low	<i>Low</i>	<i>Low</i>	<i>Low</i>
<b>Dis-abled pupils</b>	Inclu-sive and special	Inclu-sive and special	Inclu-sive and special	<i>Inclu-sive</i>	Inclu-sive and special	Inclu-sive and special	Inclu-sive and special	<i>Inclu-sive</i>	Inclu-sive and special	Inclu-sive and special	<i>Inclu-sive</i>
<b>Inclu-sion score</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>6</b>

## 2. Insufficient measures to reduce early school leaving – comp. indic.



### 3. Feasible 'inclusive education'

- Inclusive education in UK-Scotland, Italy, Spain
- Less than 2% in special education
- Equal or better school achievements
- Literature on CND, UK-England
- Why not in other countries?

## 4. Disadvantaged groups, quality and commitment

- Disadvantaged target groups in all countries
- Different target groups per country
- Female groups, linguistic minorities have apparently moved up
- Priority measures in all countries, more or less promising
- Enhancement of individual chances and/or intercultural quality
- School and teacher commitment appear to be quality incentives

## 5. Local circumstances

- Good practices, measures: idea, feasibility, effects, dissemination
- Unclear effects of 'promising cases'
- Case studies: process evaluation, improved achievements (or not)
- Comparative controlled experiments: impossible
- Local circumstances

Thank you for your attention

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