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Plenary session

What does „inclusive education" mean for us?

A pillar of a fair, resilient, and competitive EU

Education focused on learner-centered approaches, where diversity, quality, and equity are crucial values

A preventive system, ensuring all learners have meaningful educational opportunities

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Plenary session

Why are efforts to implement high quality inclusive education needed?

To ensure every child realises their right to quality education and school success,

to challenge inequalities, break structural barriers, empower marginalised groups,

to empower schools and teachers in their crucial role in shaping active citizens and fostering a sense of belonging.

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Plenary session

What can support us on the way to high quality inclusive education?

Holistic approach in legislation and policy,

cooperation: national, international, inter- and cross-sectoral,

evidence informed policy.

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9 thematic workshop sessions

**Examples of practice
from European countries
and international organisations**

- **successful stories**
- **developments and plans**

Staff preparation

Early support

Cooperation

Diverse classrooms

Erasmus+

Inclusive Education Implementation

Career

Voices

New Technologies

Quality & Monitoring

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Early support

Session 1

Panellists:

- PhD. Daniela Bulgarelli, Italy
- Dirk Schleihs, Belgium
- Bartosz Wilimborek, Poland
- Phd. Annet De Vroey, EASNIE

Moderator:

Prof. Magdalena Olempska-Wysocka
Adam Mickiewicz Univeristy
Educational Research Institute

Rapporteur:

Anna Pokrzywa
Educational Research Institute

Youth advocate:

Emilia Teleuca

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Early support · **Session 1** – Key messages

As early as possible
Inclusion efforts should begin as early as possible in a child's life. Early intervention is a key.

Inclusion in daily life
Early Childhood Care and Education should be child-centered, play-based, and createg high-quality educational environments accessible to every child to ensure equal development and learning opportunities for all children.

Support for families and caregivers
Families and guardians play a key role in the educational process and should be involved in the process of supporting the child's development.

Cross-sectoral cooperation and coordination
Congruent legislation and policy between sectors directed at early support of the child's development and responding to the whole family needs. Exchange of knowledge and experience between staff is crucial.

Early support

Session 1 – Main disscusion points

- Teacher professional training is crutial. Adequate resocurces, and positive inter-disciplinary collaboration with parents are also necessary.

- Integration is daily and natural not dependent on the type of severity of disability.

- The new role for the special schools teachers is to support mainstream colleagues in working with learners with diverse educational needs.

- In early childhood education, it is important to support the parents in making key decisions related to the rehabilitation and education of their child.

- Cooperation between specialists, exchange of information on the functioning of the child, a broader view of their capabilities and environmental conditions are important.

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Cooperation   **Session 2** – Key messages

Systemic transformation
Achieving inclusion requires integrating education, healthcare, and social sectors while transitioning specialist provisions to support mainstream schools through multiagency partnerships.

Effective collaboration enablers
Enabling environment (legislation, guidance and financing) and school autonomy build a foundation to effective collaboration.

Rights-based, learner-centered approach
Education is a fundamental human right, focusing on equity, accessibility, and adaptability while tailoring support to the individual academic, social, and emotional needs of every learner.

Leadership
Establishing a leading sector and a main person who coordinates child's plan is crucial to eliminate repetition of work and streamline support process

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Cooperation

Session 2 – Main disscusion points

- **Resource mapping and community engagement:** Mapping district-level resources is a critical first step toward integrated support and capacity building, alongside community involvement and leveraging existing strengths to create practical, society-driven solutions.

- **Empowering schools and teachers:** Investment in teacher professional development, inclusive pedagogy, partnerships with parents and families, together with identifying leaders to share best practices are vital to strengthening school inclusion teams and transitional support for learners.

- **Building a sense of belonging and collaboration:** Forming "inclusive school teams", shared language, and peer support are essential for fostering belonging and to support mainstream teachers and create safe classroom environments.

- **Systematic and sustainable inclusive support:** Local governments, including education departments, need more systematic approach with a legal and financial foundation to integrate education, health, and social care.
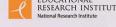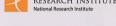
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Diverse classrooms

Session 3

Panellists:

- Riia Palmqvist, Lithuania
- Sandra Valantiejiene, Lithuania
- Kaloyan Damyanov, Bulgaria
- Magdalena Kaczmarek, Poland
- Piotr Rycielski, Poland

Moderator:

Phd. Magdalena Kaczmarek
Educational Research Institute

Rapporteur:

Anna Michałowska
Educational Research Institute

Youth advocate:

Noemi Łakatosz

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Diverse classrooms

Session 3 – Key messages

Identifying potential and barriers
Teachers should regularly assess learners' strengths and challenges, not just rely on specialists.

Standarized needs assessment
Framework based on bio-psycho-social model helps collect data relevant to the achievement of educational goals, tracks learners' development, and support planning relevant to the achievement of educational goals.

Formative assessment
Feedback should include strategies for overcoming difficulties while building upon learners' strengths.

Building resilience, well-being and school climate
Supporting learners in coping with challenges is a key part of teachers' daily practice. Relationships, fairness, and a sense of belonging influence the quality of inclusive education

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Diverse classrooms **Session 3** – Main disscusion points

- Collaboration between different stakeholders (e.g. teachers, school specialists, parents and pupils) is necessary for the effective implementation of inclusive education in the classroom.

- Holistic approach should be applied in education. The entire school staff should be educated to work with students with special educational needs (SEN).

- The needs assessment process itself should be standardised. Based on the Bulgarian and Polish examples, it is worth using the ICF classification as a framework for collecting and organising information to monitor the development of students. The data obtained in this way allows the Functional Assessment (FA) process to be used for direct support planning.

- Learners' well-being is a complex concept that relates not only to areas such as satisfaction with school, coping with stress, engagement in the learning process, but also to good relationships with peers and teachers, and a sense of justice or belonging that make up the school climate. Monitoring school climate and student well-being could be recognised as indicators of the implementation of inclusive education.

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Voices

Session 4 – Key messages

Team around the Child – Working Together
Effective and inclusive education requires mutual trust, understanding, flexibility, and cooperation among educators, decision-makers, parents, and learners.

Reflection of Learners' Voice in Policy
Educational systems must ensure that children and young people have a voice in national education policy.

Right to Engage in a Decision-Making Process
All learners, regardless of age or ability, have the right to participate in decisions affecting their school experience. Education should foster a culture of learner participation at all levels, ensuring their views shape policy and contribute to advocating for children's rights in schools.

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Voices

Session 4 – Main disscusion points

▪ Children's rights must be upheld in schools.

▪ Educational systems must ensure that children do not leave their rights behind once they enter school gate. Children rights are not the privilege granted by adults.

▪ Educators are first strangers in parents and children's life that try to help them. Parent-teacher collaboration starts with overcoming initial unfamiliarity.

▪ Student participation should influence policy and advocacy for rights.

Erasmus+ **Session 5** – Key messages

Integration of Formal and Non-formal Education
Erasmus+ should better integrate formal and non-formal learning to enhance inclusive education.

Less bureaucracy
Simplifying application processes is a key to making inclusion more accessible within Erasmus+.

Lesson Learnt
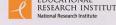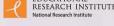Ukrainian initiatives in non-formal education have successfully addressed educational gaps caused by war.

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Erasmus+   **Session 5** – Main disscusion points

- Teachers are crucial to making inclusion happen – they need skills and support to sustain their motivation. Erasmus+ should provide stronger support to the school sector to promote inclusion from the very beginning.

- Ukraine faces significant inequalities in student achievement due to the war and, earlier, the pandemic. It is worth being considered to enable Ukrainian institutions to join some Erasmus+ acitions.

- It's worth being considered how to maximize synergies between Erasmus+ and ESF+.
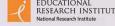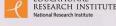
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Career

Session 6

Panellists:

- Dr Carol Guildea, Ireland
- Dr Ewa Bacia, Germany
- Sebastian Cycuła, Poland
- Karina Søbirk Sørensen, Denmark
- Dr Justyna Józefowicz, Poland
- Tomasz Kasprzak, Poland

Moderator:

Karolina Malinowska
Educational Research Institute

Rapporteur:

Ludmiła Rycielska
Educational Research Institute

Youth advocate:

Zoriana Kornak

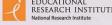Polska Prezydencja w Radzie UE
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Career | **Session 6** – Key messages

Systemic career guidance and individual support
Combining career counseling with personalized support helps learners make informed career choices.

Collaboration between schools, employers, and institutions
Effective cooperation and hands-on vocational training enhance youth employability.

Importance of practical experience
Direct exposure to the workplace is crucial for improving learners' employment opportunities.

Modern methods and technology
Personalized support and digital career guidance tools enhance the effectiveness of vocational education.

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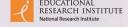Présidence polonaise du Conseil de l'UE

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Career

Session 6 – Main disscusion points

▪ „Young people with disabilities are educated and motivated. We want employers to see not just our limitations, but also our capabilities".

▪ Inclusion is not about a supported labour market, but the open one.

▪ Guidance should be holistic at every level – individual and societal. It should be both quantified and qualified.

▪ Inclusion should be included in every aspect of training.

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Staff preparation

Session 7

Panellists:

- PhD. Maria João Horta, Portugal
- Maria Pitzioli, Cyprus
- Prof. Daniela Popa, Romania
- Prof. Judith Hollenweger Haskell, Switzerland

Moderator:

Phd. Beata Papuda – Dolińska
Educational Research Institute

Rapporteur:

PhD. Anna Błaszczak
Educational Research Institute

Youth advocate:

Aleksandra Twaróg

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Staff preparation   **Session 7** – Key messages

Whole-School Approach to Inclusion
To support diversity, teachers, specialists, and school leaders must collaborate beyond their subject areas. Interdisciplinary training, shared responsibility models, and professional learning communities help create inclusive school environments.

From Diagnosis-Based Support to Inclusive Strategies
Shifting from diagnosis-based support requires teacher education programs to focus on functional assessment, universal design for learning (UDL), and differentiated instruction. Educators should be equipped to adapt teaching to learners' diverse needs, rather than relying on labels.

Balancing Theory and Practice in Teacher Preparation
Teacher training should integrate substantial hands-on experience through extended classroom placements, mentorship, and structured reflection. A well-balanced mix of academic coursework and practice ensures readiness for inclusive education.

Effective Continuous Professional Learning (CPL)
The most effective CPL combines coaching, peer mentoring, and inquiry-based learning. Long-term, embedded training models, such as lesson study, action research, and collaborative problem-solving, help sustain inclusive teaching practices.

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Staff preparation

Session 7 – Main disscusion points

- Effective teacher professional learning must integrate both knowledge acquisition and practical approach but also develop an inclusive mindset to sustain inclusive education.

- Whole-school approaches ensure that inclusive education is embedded across all levels of the system.

- Peer collaboration and mentoring enhance professional learning and the practical application of inclusive strategies within a particular setting.

- Digital resources, coaching, and research-based evaluation play a key role in scaling up teacher professional development.

- National policies should support professional learning while allowing local adaptation to meet diverse student needs.

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Quality & Monitoring   **Session 8** – Key messages

Research on Inclusivity and Accessibility
Conducting studies on inclusivity and accessibility in education is crucial, along with evaluating the readiness of education systems. Education systems should invest in research and utilize innovative technologies to enhance equity and accessibility.

Data and Analysis in Education
Adaptability, measurement, and data-driven approaches are essential for fostering more inclusive education systems.

Development of Information Infrastructure
Supporting educational policies requires building a strong information infrastructure.

Education as a Development Tool
Improving inclusivity in education contributes to social cohesion, economic growth, and human development.

Quality & Monitoring

Session 8 – Main disscusion points

- The analysis presented by speakers from four countries show the complexity and multifaceted nature of inclusive education at different levels.

- All four countries take different approaches and strategies towards inclusive education and its monitoring, but the common goal is to create more equitable and accessible education systems, which requires commitment, innovation and cooperation at European level.

- Monitoring of effectiveness of inclusive education is crucial for policy makers, the public and educators. It provides information what the gaps are, what solutions work, what aspects of education can be improved.

- Monitoring and evaluation of inclusive education require use of correct indicators and methodology and avoid misuse of information. It is important to involve persons with disabilities in research.

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New Technologies **Session 9** – Key messages

Technology as an Enabler, Not a Replacement
Digital tools, AI, and assistive technologies should enhance learning experiences, not replace human-centered education. The goal is to empower students and educators, making learning more inclusive and accessible.

Co-Creation with Users Leads to Better Solutions
The most effective inclusive technologies are designed with students, not just for them. Engaging learners with disabilities in the development process ensures that digital tools meet real needs rather than just assumed ones.

Existing Technologies Can Be Repurposed for Inclusion
Many powerful digital tools already exist; the challenge is adapting them to support diverse learners.

Equitable Access to Technology is Essential
Digital inclusion means more than just providing devices—it requires reliable infrastructure, teacher training, and policy support to ensure that all students, regardless of their background, can fully participate in education.

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New Technologies

Session 9 – Main disscusion points

- **Universal Design Benefits Everyone.** Solutions designed for students with disabilities often improve education for all learners.

- **AI and Digital Tools Hold Great Promise but Require Thoughtful Implementation.** AI can personalize learning, improve accessibility, and bridge educational gaps. However, ethical concerns—such as bias in algorithms, data privacy, and the risk of exclusion—must be actively addressed through responsible design and policy.

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More information on:

- www.frse.org.pl/inclusive-education

- **Padlet**

- **Post-conference publication**
  – available in autumn 2025