

“Regional Support for Inclusive Education”

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

*An inclusive school is a school where:
every child is welcome,
every parent is involved,
every teacher is valued.*

Key findings from the LSE Baseline Study and NEPC focus groups

Slovenia
14 - 16 October 2014

School type	LSE Baseline study	NEPC study
Primary	<p>Inclusion Index of primary schools is on average higher than that of secondary schools (3,86).</p> <p>Primary schools score on average much higher than other types of schools in Dimension A (Inclusive practices for entry to school).</p>	<p>Individual focus group reports suggest that on the whole primary schools are more often perceived as inclusive by stakeholders. Some primary schools (those located in economically disadvantaged areas) show a sense of social marginalization among stakeholders, similar to VET schools.</p>
VET	<p>Inclusion Index of VET schools is on average lower than that of primary schools (3, 69). Similar to gymnasium-type schools, also VET schools score rather low on Dimension B (Inclusion within the school). VET schools score the lowest in Dimension D (Community engagement).</p>	<p>VET schools' stakeholders live with a sense of marginality, VET not seen as important in the community.</p>
Secondary/ Gymnasia	<p>Inclusion Index of gymnasium-type schools is on average lower than that of primary schools (3, 69). Gymnasia score lowest in Dimension A (Inclusive practices for entry to school) and Dimension B (Inclusion within the school).</p>	<p>Individual focus group reports from gymnasia suggest that school culture is based on authority. Parents perceive top-down decisions and lack of openness and transparency in gymnasia.</p>

Pilots school project interventions clustered by school type

