



European Education Area Strategic Framework

## Working Group on Schools, Pathways to School Success sub-group

Targeted support: identifying groups at risk of exclusion and  
providing adequate support - challenges and opportunities  
*Reflection paper*



*This reflection paper has been prepared by Hanna Siarova (PPMI), consultant for the Working Group on Schools, subgroup Pathways to School Success.*

# **Targeted support: identifying groups at risk of exclusion and providing adequate support - challenges and opportunities**

Reflection paper

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## Introduction

It has already been demonstrated by numerous research that the highest-performing education systems are those that **combine equity<sup>1</sup> with quality**. Students who have enriching school experiences will be more likely to stay in education and successfully transfer to the labour market. Those who struggle at early stages but receive adequate, timely support and guidance have higher probabilities of successfully completing education, despite any difficulties in their family or social background (see e.g., OECD, 2012; 2019).

Holistic education policies are key for inclusion and equity. However, with a lack of adequate targeted support, some groups of learners may fall behind if the system is not designed well to capture (or identify) their diverse needs. At the same time, targeted policy responses to different pupils' needs will only work effectively in an inclusive and comprehensive education system that is already favourable for ensuring students' well-being and chances to succeed (PPMI, 2012). In other words, this means that there needs to be an enabling system (such as good quality teacher education, no tracking and segregation policies, etc.) complemented with targeted support tailored to individual student needs (linguistic, emotional, academic, etc.) and available when needed. This approach lays at the heart of the 2022 Council Recommendation on Pathways to School Success.

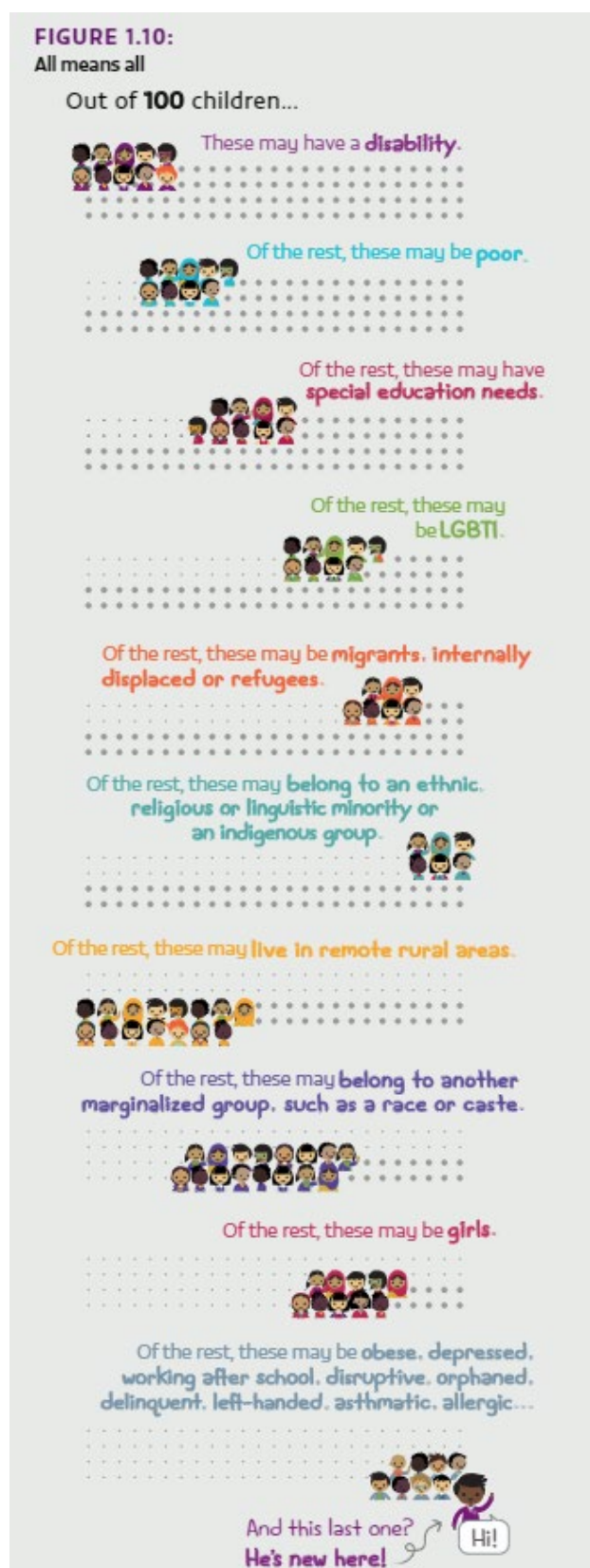
At the global and European levels, there is a strong commitment to the social dimension of education and increasing focus on equity in education systems, stressing the importance of mitigating inequalities that affect uptake and access to education. *"If inequality starts anywhere, many scholars agree, it's with faulty education. Conversely, a strong education can act as the bejewelled key that opens gates through every other aspect of inequality, whether political, economic, racial, judicial, gender- or health-based."* (Ireland, 2016).

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<sup>1</sup>Equity is a distinct concept from equality in education. **Equality** can be interpreted in multiple ways. Most importantly, as a core value of the European Union, the concept of equality refers to a 'shared concern for human dignity; the participation by all in economic, social and cultural life; a voice for all groups in decisions that impact on them; and a celebration of diversity.' European equal treatment legislation was created to reflect this core value by ensuring the basic principle of equal treatment and supporting and protecting people who face discrimination. However, equality in education, more narrowly defined, is sometimes built on an assumption that students should be treated the same, to ensure that 'one size fits all', so as not to discriminate. Such a narrow approach is blind to differences and to different needs and ignores that apparently neutral selection mechanisms can have a segregationist and discriminatory impact. The OECD has pointed to the fact that, for instance early tracking, though perhaps seen as value neutral, has discriminatory consequences.

**Equity in education** recognises that students have different needs and starting points, sometimes relating to (socio-) psychological, historical, and structural barriers. Equity in education therefore relates to the extent to which learners can fully enjoy the right to education and training, in terms of opportunities, access, treatment and outcomes. Equitable systems ensure that the outcomes of education and training are independent of socio-economic background and other factors that lead to educational disadvantage and that treatment reflects individuals' specific learning needs.

# 1. Understanding vulnerability (to exclusion) and diverse learning needs



Characteristics commonly associated with inequality in education provision and uptake, and vulnerability to exclusion, include **gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, and religion** and other beliefs and attitudes (see UNESCO, 2020 and screenshot from the same report). The COVID-19 pandemic has added **new layers of exclusion** related to the accessibility of distance learning opportunities as well as mental health difficulties, which also affects broader categories of the population (Koehler et al., 2023).

**Inclusion in education** is about allowing “*all learners to achieve their full potential by providing good quality education to all in mainstream settings with special attention to learners at risk of exclusion and underachievement by actively seeking out to support them and responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with the families and local communities*” (ET 2020 WG, 2018). Yet many processes within education systems, such as discrimination, stereotyping, stigmatisation, can act as mechanisms of exclusion, and often impact negatively all learners at risk (UNESCO, 2020, Cefai et al, 2021).

While mechanisms of exclusion are often universal, **students’ learning needs are diverse**. Every student is rooted within a multifaceted web of social identities that mirror their economic, social, cultural, and political realities (Carter & Darling-Hammond, 2016). This diversity manifests in multiple forms. On the one hand, it is seen as variations in cognitive abilities, where individuals possess different levels of skills and talents. On the other hand, diversity can also emerge as differences

across social identities. **Recognising these distinctions is crucial in understanding the broad range of children with various learning needs and the challenges they might face within a rigid/non-flexible educational provision.** For a clearer perspective on these groups and their potential inclusion barriers some illustrative mapping is provided in the table below, though, it is important to note that this representation is non-exhaustive.

Groups identified/mentioned in various education strategies as possibly in need of support	Inclusion barriers (examples)
<b>Socio-economic Conditions</b>	
Children in socially vulnerable positions and those in need of special development conditions (e.g., children in troubled families, street children, those at risk of becoming juvenile offenders).	Access to basic living conditions and education, stigmatisation, social isolation, peer victimisation, and behavioural issues
Children from low-income families.	Poverty-related barriers like reduced educational quality, risk of dropout, and necessity to contribute to family income
Children in rural areas.	Limited access to quality education (especially pre-school and non-formal education), economic disadvantages
<b>Family &amp; Living Situation</b>	
Orphans and children left without parental care.	Lack of quality education, emotional and psychological support, stigmatisation
Children living in institutions.	Stigmatisation, lack of quality education; institutionalisation can hinder social skills development
Unaccompanied minors and refugees.	Limited educational access, language barriers, past trauma, lack of support
<b>Cultural, Ethnic, and Religious Background</b>	
Children with migrant background.	Lack of social networks, language barriers, lack of sense of belonging
Children with minority background. Roma (often identified separately).	Discrimination, racism, poverty (for Roma in particular)
Religious minorities.	Issues around secular vs religious education, facilities, dietary options at school
<b>Health &amp; Physical Development</b>	
Children with disabilities and special psychophysical development (including neurodivergent learners, e.g. Asperger, autism).	Segregation, lack of appropriate materials and inclusive environment, stigmatisation, and bullying
Children with Dyslexia.	Lack of appropriate materials and pedagogical practices
Children with HIV.	Discrimination in enrolment in non-formal activities

Behavioural & Psychological	
Children and young people with behavioural problems (substance abusers and bullies).	Stigmatization, lack of tailored psychological and educational support
Children struggling with mental health (such as anxiety and depression)	Lack of tailored emotional support, insufficient teacher competences to recognize it and provide support, stigma
Children affected by violence (including gender-based violence)	Lack of sensitivity and appropriate support, stigmatisation and victim-blaming
Gender & Sexuality	
Children belonging to sexual minorities (LGBTQI).	Hate crimes, stigmatisation, invisibility in educational settings
Children subject to gender-related discrimination.	Varying learning expectations, gender-biased learning materials, career aspirations, gender stereotypes
Exceptional Abilities	
Gifted and talented children.	Need for additional academic challenges, risk of social isolation, which can affect social skills development

Source: literature review (see bibliography).

A number of these vulnerabilities **remain ‘invisible’ in schools**, which further hinders the provision of necessary support, as well as any efforts on sensitising school communities towards these needs. There are also divergent views prevailing on **whether schools should have a role to play** (and if yes, to what extent) **in addressing all these diverse types of needs**, which can explain slow change or no change at all in improving schools social and professional infrastructures.

## 2. Towards more inclusive systems of support to meet all learners’ needs: challenges and opportunities

Inclusion in education is often seen **not only as a final desired outcome, but also a process**. Transitioning from where we are now to a system which caters for the needs of every learner, including those with severe disabilities, is challenging. UNESCO (2020) also warns that well-intended efforts to include can “*slide into pressure to conform, wear down group identities, and drive out languages*”. Recognising and helping an excluded group in the name of inclusion could serve to marginalize them at the same time, as well as exacerbate divisions within communities.

Inclusive education is a dynamic and multifaceted process that seeks to meet the diverse needs of all students (Bešić, 2020). Grounded in a common vision for equity and quality, it involves **systematic changes in content, teaching strategies, and institutional structures, as well as the cultural fabric of educational communities**. The ultimate goal is to provide all students – regardless of their social, economic, or ethnic background – with



equal access to a wide array of educational and social opportunities. As Armstrong (2011) emphasises, the focus of inclusive education is not merely on **accessibility** but also on **quality, human rights, equal opportunities, and social justice**. By these standards, the success of inclusive education is measured not only by the removal of barriers for those traditionally marginalised but also by the reform and adaptation of the educational system as a whole to be responsive to varying needs.

## 2.1. *Important considerations*

While advances have been made in the realm of inclusive education, equity remains an unaccomplished goal for educational policy around the world, considering that the magnitude of global inequalities in education has not only remained substantial, but has also been exacerbated by the COVID-19 pandemic and will prospectively continue growing (European Commission, 2020; UNESCO, 2020). Below some of the core challenges on the road to inclusion are discussed.

### 2.1.1. Identification of needs

In attempt to address individual needs and ensure inclusion of every group of children, **countries face a dilemma in designing and implementing truly inclusive policies (with many practices still based on various groupings of learners to determine eligibility for services, in segregated settings)<sup>2</sup> and in deciding what data to collect**. On the one hand, the concept should not be fragmented by group because inclusion cannot be achieved for one group at a time. Some scholars argue that **targeting can reduce children to labels, lead to stigmatisation and reinforce segregation** (Silver, 2015). Low expectations triggered by a label, such as learning difficulties, can become a self-fulfilling prophecy. 'In the process of pointing to the exclusion of specific groups, attention is focused on the "markers of difference" and thus difference is in fact created by comparison to an implicit norm' (Armstrong et al., 2010, p. 37; Kauffman and Badar, 2014). Education systems and environments become inclusive by breaking down barriers for the benefit of all children. However, many types of vulnerability are not immediately visible (Moyses and Porter, 2015), making it impossible to distinguish neatly between students with and without special needs.

On the other hand, categorizing students is important to shed a light on specific groups and help make them visible to policymakers (Simon and Piché, 2012). Certain groups of children may be excluded not only by omitting them from textbooks or placing them at the back of the class, but also by lack of explicit recognition in data collected on learners. **Lack of data both results from and contributes to their invisibility**. At the same time data collection must be carefully designed to avoid harm.

Portugal has an interesting example of a non-categorical approach to determine special needs (see Box below).

In July 2018, Portugal enacted Decree-Law 54/6, focusing on inclusive education after extensive preparation. This law defines inclusion as a process addressing the diverse needs and potential of all students. Article 5 calls on schools to establish a culture that ensures opportunities for every student to learn, values diversity, and promotes equity and non-discrimination in education.

Previously, inclusive education was governed by Decree-Law 3/2008, which provided specialized support for mainstream and special schools. While some students with specific needs received support, others, facing social, cultural, or economic disadvantages, were left behind.

The new law expands coverage and support for students with diverse needs, recognizing the

<sup>2</sup> See also EASNIE (forthcoming), Concept Note: Special Educational Needs? Working towards more flexible systems of support to meet all learners' needs. EEA WORKING GROUPS JOINT MEETING, October 2023

curriculum and students as central elements in inclusion. It emphasizes principles of equity, universal design for learning, school autonomy, and curriculum diversification. The preamble aims to eliminate student categorization and ensure all students reach the same educational standard through differentiated learning paths.

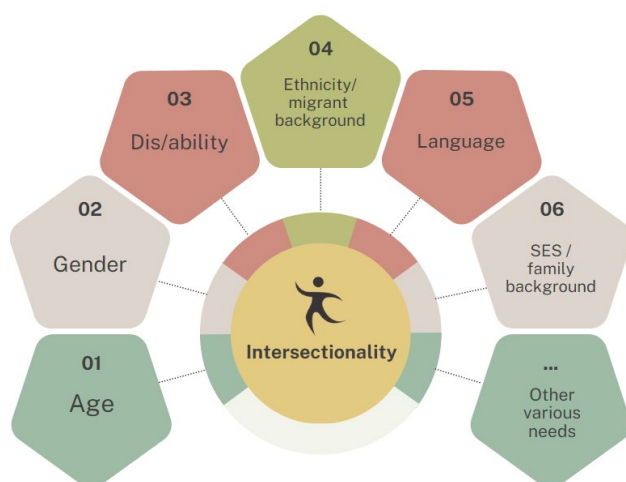
Schools must form multidisciplinary teams, including teachers, special education teachers, psychologists, and pedagogical council members. Additionally, the law introduces learning support centres to aid inclusion, develop learning resources, and facilitate post-education transitions, drawing on the expertise and resources of the former special education system to include all students in mainstream classrooms.

Source: UNESCO (2020).

### 2.1.2. Acknowledging intersectionality

Another critical challenge in offering targeted support is the limited recognition of intersectionality<sup>3</sup> in current educational models. In educational contexts, **intersectionality is not merely an academic concept but a practical framework that should inform targeted interventions**. Traditional models often

Figure 1. Illustration of intersectionality based on Besic (2020)



view students through a "single-axes-framework," where attributes like race, gender, or disability are examined in isolation from each other. This approach is insufficient for understanding the complex experiences of marginalised individuals, who often face discrimination that is compounded by multiple intersecting identities. For example, a student who is both a refugee and has a disability may receive support targeted at only one aspect of their identity, leaving them underserved and further marginalised.

This happens because **educational policies and support services are often siloed based on single aspects of identity**. As a result, students with intersecting vulnerabilities risk falling through the cracks, particularly when the educational system has a monolithic view of their needs. Therefore, current models must evolve to capture the multi-dimensional challenges students face, **moving from compartmentalised support to a more integrated, intersectional approach** to truly promote equity and inclusion.

### 2.1.3. Gaps and inconsistencies in policy and legislative frameworks

The limited recognition of intersectionality in educational models is not just an academic oversight—it has real-world repercussions, affecting the policy frameworks that govern educational inclusion.

<sup>3</sup> Developed by Kimberlé Crenshaw (1989), intersectionality initially aimed to shed light on the overlapping layers of discrimination faced by African-American women.

According to UNESCO 2020 GEM Report, **the inclusion aspirations of international conventions are often not reflected in national laws:**

- Worldwide, general, or inclusive education laws under education ministry responsibility in most cases focus just on people with disabilities in 79% of countries, linguistic minorities in 60%, gender equality in 50% and ethnic and indigenous groups in 49%.
- Laws under health, gender and social welfare ministry responsibility regulate and promote inclusion in education for people with disabilities in 74% of countries, gender equality in 46%, ethnic minorities and indigenous groups in 28% and linguistic minorities in 25%.

This disparity is likely to create gaps in support systems. As recent review of policy education policy frameworks in selected countries demonstrates (as part of the [PIONEERED](#) research project), the conceptualisation of inequalities in formal policy documents has not paid sufficient attention to intersectionality, yet some forms of intersectional inequalities are implied. Similarly, insufficient attention is paid to the role of inequalities throughout the academic path and beyond (life-course approach), as well as to the barriers students may face when transitioning between education levels (Dunajeva, 2022).

But even if laws were designed with all kinds of intersectional vulnerabilities in mind, their impact can be severely limited by a lack of contextual awareness. As pointed out by Ainscow (2020), the tendency to present single national perspectives on inclusion can lead to failures to recognise the complexities of local contexts.

#### 2.1.4. Awareness about cultural and societal barriers

Acknowledging the role of cultural and societal norms is crucial for the effective provision of targeted support in inclusive education. These norms often shape educators' perceptions, thereby affecting students who belong to stigmatised or marginalised social identities (Carter and Darling-Hammond, 2016).

Societal biases, in being self-perpetuating, necessitate targeted interventions. Teachers may unconsciously favour students they perceive as high achievers based on societal stereotypes, setting off a **Pygmalion effect** that can reinforce these biases (Ibid). Overcoming these barriers would necessitate teacher training and community reflections on implicit bias and stereotype threat to counteract these issues or integrating culturally responsive teaching practices and curricula that are inclusive of diverse perspectives (to avoid '**cultural subtraction**').

## 2.2. Opportunities

This section aims to highlight some of the promising opportunities and potential solutions for fostering a more inclusive educational landscape. These are in line with the measures proposed in the policy framework of Pathways to School Success Council Recommendation. By combining community engagement, professional development for educators, innovative policy frameworks and smart and conscious use of technology, educational institutions have a potential to shift toward more equitable and inclusive practices.

### 2.2.1. Whole-institution approaches

Engaging communities, parents, and wider stakeholders is key to developing a well-rounded approach to inclusive education. Various NGOs, expertise or specialised support centres are particularly well-suited for this, offering the required (often multi-disciplinary) expertise and resources needed to adapt educational strategies to diverse individual needs.

- **Partnership and Collaboration:** Collaborating with NGOs and community groups can extend the reach and impact of inclusion policies. For instance, the TOY for Inclusion project, coordinated by the Child Development Initiatives (ICDI) in Europe, offers an interesting model (see box below). This initiative has not only helped children from disadvantaged backgrounds, but also enhanced the skills and knowledge of all stakeholders involved, including educators and policymakers.

The TOY for Inclusion project, launched in 2017, implemented Play Hubs in early childhood centres in seven European countries targeted at marginalised communities. The community-based project aims to bring together children, parents, and grandparents from different backgrounds to meet, exchange toys and play games together.

Since 2018

- 14 Play Hubs have opened in 8 EU countries.
- about 4,000 children, 2,000 adults and 300 practitioners have participated in the Play Hubs each year.
- around 35% of children were of Roma origin and around 25% of workshop leaders were Roma.
- 250 workshops have been held offering parenting support, handcraft, toy-making, and information sessions.

Through daily-evaluated team teaching and learning communities, the project has elevated the competence of teachers, health practitioners, and local policymakers, consequently improving the accessibility and quality of inclusive early childhood care for hard-to-reach children up to age 6.

*Source: European Commission*

- **It Takes a Village:** A whole-school, whole-community approach is imperative for the effective implementation of inclusive strategies. Meaningful engagement with teachers, parents<sup>4</sup>, and organisations—especially those representing groups at risk of exclusion—is crucial (OECD, 2022; Commission SWD, 2022). These partnerships can serve to refine and enhance teacher standards, competences, and educational programs, making inclusion more achievable and impactful. In some countries, such engagement has led to the development of community-based programs that target marginalised groups (Ainscow, 2020).

### 2.2.2. Empowering Educators and Learners

In the journey towards achieving educational equity, the focus on continuous professional development for educators emerges as an essential element. The classroom is a microcosm of society, reflecting diverse cultural backgrounds, learning needs, stereotypes and experiences. To address this diversity adequately, teachers must be skilled in recognising these different needs and adapting their teaching methods.

While some data suggests that a reasonable percentage of countries offer teacher training on inclusion, the 2018 Teaching and Learning International Survey (TALIS) paints a less optimistic picture. In this survey, only 35% of teachers in 49 upper-middle- and high-income countries reported receiving pre-service formal education on teaching in multicultural settings. Furthermore, there is a high demand among teachers for professional development

<sup>4</sup> The Bulgarian programme for parental support and home visit is a great example (see <https://nccedi.government.bg/en/node/451>)

in inclusion, with a substantial percentage signalling a need for training on teaching students with special needs and personalised learning.

Some of the fostering tools include:

- **Culturally responsive teaching:** Gay's (2018) framework of "culturally responsive teaching," which suggests that effective teaching of diverse learners should combine subject matter knowledge with pedagogical knowledge. Similarly, a dual focus on culturally responsive teaching and language-integrated learning can offer teachers multifaceted tools for handling a diverse classroom (see also Le Pichon-Vorstman, 2020).
- **Multi-axis approach:** Intersectionality can play a pivotal role in achieving a nuanced understanding of student needs by examining multiple overlapping factors like class, race, and gender. As Bešić (2020) argues, marrying the concepts of intersectionality and inclusion could offer a multi-dimensional framework to combat various forms of discrimination, thereby creating an educational landscape that is genuinely inclusive.
- **Collaborative school culture:** Cooperative teaching and peer-assisted learning methods have shown promise in fostering an inclusive environment. Ainscow (2020) points out that effective inclusion must consider the diversity among students not as an obstacle but as an opportunity for enhancing the learning experience. Suggesting that a culture of collaboration that involves solving problems together can be pivotal in developing inclusive practices within educational settings.
- **Multidisciplinary Support:** Teachers benefit from a multi-professional approach, receiving timely support from teaching assistants, head teachers, and thematic coordinators. Many practices report the importance of an explicit communication and network building between different agencies and departments and between different schools, families, and local communities. Examples include special schools being transformed into resource centres (see Portugal example) or multicultural centres established to support schools providing mentoring and guidance (e.g., Norway) (Tokheim et al, 2023).
- **Focus on well-being:** PISA 2018 report that pupils' sense of belonging at school is declining and (cyber)bullying is widespread, which affect students' health and academic achievement. Schools and teachers are not sufficiently prepared to deal with these issues and need to be supported. The well-being is important not only for learners but for teachers as well (Commission SWD, 2022).
- **Mentoring:** mentoring can be an effective support system. The relationship is more than academic; it helps address challenges such as social integration and navigating instances of discrimination or bias. A culturally competent mentor can also offer an inclusive environment where students can freely express their unique identities and challenges, fostering a sense of belonging (Marshall et al., 2021).

### 2.2.3. Innovative, flexible, and holistic policy frameworks

When it comes to shaping an inclusive educational landscape, innovative policy frameworks can serve as the bedrock of transformative change. While teachers are critical of the inclusive education equation, the establishment of a comprehensive, adaptable policy framework can catalyse systemic improvements.

Some of the fostering elements include:

- ➔ **Flexibility and Iteration:** The rapid evolution of social dynamics and educational theories demands that policies remain flexible and open to iteration. Governments need to create frameworks that are receptive to feedback and capable of evolving to address emerging needs and challenges. This is particularly important as the students' needs can change rapidly due to societal trends, technological advancements, and even global issues like pandemics or wars.
- ➔ **Flexible funding models:** funding models represent another critical dimension where adaptability is vital. Traditional funding mechanisms often rigidly allocate resources based on historical costs and narrow program criteria, effectively limiting innovation and adaptability. However, more flexible models—like Ireland's evolving Further Education and Training (FET) system<sup>5</sup>—are demonstrating how adaptability in funding can facilitate more inclusive and responsive education. Rather than relying on historical data, Ireland's FET has been pioneering an outcome-based approach, putting the needs and potential outcomes for learners at the forefront<sup>6</sup>. This flexibility isn't just theoretical; it has practical applications for creating a more inclusive educational landscape. For example, the inherent flexibility allows for dynamic resource allocation in response to emerging crises. In the context of the Ukraine crisis, such a flexible funding model was able to swiftly reallocate resources to provide essential services, such as language training and vocational courses, to facilitate quick societal integration.
- ➔ **Explicit Guidelines and Support Structures:** Policies like Italy's Law Decree 96<sup>7</sup> or France's Law 2019-791<sup>8</sup> not only talk about inclusion but also provide the roadmap for schools and teachers, often including professional development courses and specific plans to follow. Here, the objective is not just to state the importance of inclusion but to make it a practical reality. It cannot be only on the shoulders of the teachers but should be part of a more coherent and structural change.
- ➔ **Multidisciplinary Support Teams:** Following Portugal's approach, educational policies could mandate the formation of multidisciplinary teams at schools to train and support teachers continuously and having necessary support structures available on stand-by. By including different experts in these teams, the quality and comprehensiveness of inclusion strategies can be significantly improved.
- ➔ **Responding to Cultural and Social Diversity:** This involves not just ensuring equal opportunities but also making sure that the educational material is reflective of this diversity. For instance, introducing textbooks and curricula that represent various cultures and viewpoints can be highly effective in making all students feel seen and heard. For example, for students with disabilities and gifted students and individualised curriculum is developed in mainstream schools in Croatia<sup>9</sup>. Finland and

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<sup>5</sup> Unlike higher education, FET is a more inclusive structure that offers a wide array of vocational and educational training tailored to different demographic groups, including school leavers, the unemployed, and those looking to upskill.

<sup>6</sup> See <https://www.solas.ie/f/70398/x/99ca806e56/fet-funding-model-review-june-2022.pdf>

<sup>7</sup> Italy has made strides in promoting inclusive education through Law Decree 96, focusing on staff training and specialised inclusion plans. A significant rise in teacher participation in training for inclusive teaching and a corresponding decrease in those reporting a need for such training were also noted.

<sup>8</sup> France aims to bolster inclusive education through Law 2019-791, offering initial and ongoing training for teaching assistants. The law also emphasises support and recognition for teachers, as well as providing accessible professional training on inclusion.

<sup>9</sup> See <https://www.european-agency.org/country-information/croatia/systems-of-support-and-specialist-provision>

Norway reconsidered their language policies, making sure to include native languages along with Finnish/Norwegian and English<sup>10</sup>. This acts as a bridge, making sure that students from diverse linguistic backgrounds can adapt more easily and more fully participate in education.

By adopting innovative and adaptive policy frameworks, educational systems can not only articulate their commitment to inclusion but can also build a practical pathway towards it. Effective policy frameworks can act as a catalyst, bringing about the structural changes necessary to facilitate the transition from traditional to inclusive educational systems.

### 3. Questions for reflection during the meeting and subsequent exchanges

In the light of the above, the following questions are proposed for further reflection and consideration by the Working Group on Pathways to school success in September and beyond:

#### Key question

**How do we balance holistic education catering for the needs of all (but risking leaving behind some groups as their vulnerabilities remain unnoticed) with the targeted support (but avoiding labelling)?**

Supporting questions to unpack the main question (*this list of questions can be complemented in the course of discussion in September*)

- How do we identify specific groups of learners to focus on? Do we stick to broader categorisations?
- How can educational systems improve the early identification of learning vulnerabilities that aren't immediately visible?
- What kind of data do we need to better understand vulnerabilities, inequalities and diverse learning needs – most countries do not collect data on specific groups of learners and barriers they face (in participation and learning success)?
- What does an ideal/suitable initial and continuous professional development program for inclusive teaching look like?
- How can curricula be designed to be more culturally/socially inclusive, and what are the challenges involved in this?
- What are some innovative ways to allocate limited resources for maximum impact?

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<sup>10</sup> For more information on language teaching in the EU see Eurydice. (2023). Key data on teaching languages at school in Europe - Publications Office of the EU. Publications Office of the EU. <https://op.europa.eu/en/publication-detail/-/publication/e0f69418-d915-11ed-a05c-01aa75ed71a1/language-en/format-PDF/source-283957218>

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