COSi.ed
CO-created
Education through
Social Inclusion

Report on educational and youth policies for social inclusion: a multilevel analysis

Output 5.3

About the project

Educational institutions from Norway, Denmark, Poland, Spain, and Portugal have collaborated in the Erasmus+ KAIII project *Co-created Education through Social Inclusion* (COSI.ed) 2020-2024. The main goals have been two-fold 1) to upscale a comprehensive European model for social inclusion of young people at risk and 2) a policy recommendation on social inclusion of children and youth. The partners have built on the proven good practice of the Erasmus+ project KAII Marginalisation and Co-created Education[1] and tested out the MaCE- model of social inclusion in five countries and six different contexts. Throughout the project all the partners have collaborated and co-created regionally as well as internationally upscaling the regional experiences to a sustainable European COSI.ed model and policy recommendations.

All the work in the project is based on the understanding and belief that professionals and young people co-create as part of a community of practice[2]. Here experts (professionals like teachers, other school-professionals, and researchers) and beginners (young people) work side by side, learning together and jointly developing knowledge and competence. This co-creating process entails giving voice to vulnerable young people to understand their life- and educational story and through this process identify aspects of the young disadvantaged persons' situation that may hinder or support further learning. Through the project the young people learn about themselves and how to excel, while the professionals develop skills and understanding to socially include young people. The hypothesis is that co-created education and training in which disadvantaged young people, professionals, stakeholders, and policymakers take part, will contribute to the educational and social inclusion of groups that have traditionally been marginalised.

What you are about to read, is one of the deliveries in the project. If you need a quick more practical overview of the project, take a look at this video.

Porsgrunn 4th of April 2024

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[1] The Erasmus+ project; Marginalisation and Co-created Education (MaCE)
[2] Bunting.et.al (2021)

Project information

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Partnership

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P3	VIA University College (VIA)	Denmark
P4	FGU NORDVEST (FGU)	Denmark
P5	University of Warsaw (UW)	Poland
P6	Warsaw Centre for Socio-Educational Innovation and Training (WCIES)	Poland
P7	University of Porto, Centre for Research and Intervention in Education (CIIE)	Portugal
P8	Associação para a Educação de Segunda Oportunidade (AE20)	Portugal
P9	University of the Balearic Islands (UIB)	Spain
P10	EAPN-European Anti-Poverty Network Illes Balears (EAPN-Naüm)	Spain
P11	Sociedad Cooperativa de Iniciativa Social y Formación-JOVENT (JOVENT)	Spain

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Abstract (for dissemination)	This output reports the analysis of national and regional education and youth policies concerning social inclusion and inclusive education to foster discussion on how the COSI.ed model and policy recommendations can fit or contribute to follow goals of health and well-being, social cohesion, multiculturalism, and active citizenship foreseen in the existing policies. It includes a report and a brochure.

EXECUTIVE SUMMARY

The project Co-created Education through Social Inclusion (COSI.ed) aimed to develop a collaborative education model involving educational staff and students from underprivileged backgrounds to enhance learning experiences and remove barriers to education. The project incorporated co-creation methodologies and tested the model in educational settings across Denmark, Norway, Poland, Portugal, and Spain. The report discusses the analysis of regional education and youth policies concerning social inclusion and inclusive education.

To understand how educational policies for social inclusion are developed and sustained, the researchers conducted a thematic analysis of various policy documents at the transnational and national levels. They searched for relevant texts published between 1990 and 2022 in different databases and analysed them using thematic analysis.

The analysis revealed that global and European organisations enact specific ideas supporting social inclusion policies, essential for countries striving for fairer and more inclusive societies. Transnational organisations emphasise the importance of education in promoting social inclusion and recommend investing more in education and fostering collaboration among stakeholders. Lifelong learning equips individuals with the necessary skills to succeed in a rapidly changing world. Promoting mental health and well-being is crucial for social inclusion through positive relationships and a supportive learning environment. European organisations stress the importance of intercultural education to foster social cohesion, European values, and multiculturalism and combat discrimination while promoting active citizenship and lifelong learning for inclusive and economically sustainable societies.

These themes influence each country differently has its own national policies align with these principles, emphasising the themes associated with the policy processes, focusing on equal access to education, lifelong learning, inclusivity, and collaboration among stakeholders to address social inclusion challenges.

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1. Introduction

The Co-created Education through Social Inclusion (COSI.ed) project (621365-EPP-1-2020-1-NO-EPPKA3-IPI-SOC-IN) sought to develop a co-created education model in which educational staff and students from underprivileged backgrounds collaborate to share their perspectives on learning experiences, develop knowledge and skills, remove learning barriers, and improve educational experiences and pathways. The indirect approach and co-creation methodologies were incorporated into the model, which was tested and improved in educational settings in Denmark, Norway, Poland, Portugal, and Spain (WP3). It was changed considering the knowledge gained from the previous Erasmus+ project, "MaCE - Marginalisation and Co-created Education" (WP2). In order to ensure that its experiences and results are long-lasting, the project also aims to upscale successful practices into educational and youth policies at several levels, including local, regional, national, and European. Their expansion into European educational contexts is made possible by creating the necessary frameworks. Identification of successful practices (WP4), and the conditions within which they were developed have been carefully considered for the design of a transferable co-created education model to promote social inclusion, the COSI.ed model. The upscaling of the COSI.ed model for policies, at several levels, requires the translation and adaptation of its elements to educational and youth policies, particularly those aimed at the inclusion of disadvantaged youth. It was necessary to first identify what was already in place and how it related to European aspirations for inclusive education and social inclusion as part of the translation and adaptation processes. As a result, the report that follows is a product of analysis on how regional education and youth policies align with and diverge from the goals of the Council Recommendation on promoting common values, social inclusion, inclusive education, and the European dimension of teaching of the Paris Declaration.

Stephen Ball's Policy Cycle Approach is convened for this work to analyse how educational policies for social inclusion evolve at the transnational, national, and local levels. This is a theoretical and methodological device developed by Ball and his collaborators (Bowe, Ball & Gold, 1992; Ball, 1994), which assume that policy evolves in different contexts of interconnected action that represent arenas of political action dominated by specific interest groups (Veiga, 2012). In this approach, micropolitical processes and the role of actors (e.g., professors, support staff, school communities) at the local level assume particular importance (ibid.). Initially, the analytical model of the cycle was composed of three contexts: the context of influence, the context of text production, and the context of effects (outcomes) and policy strategy were later considered, expanding the scope of the policy cycle (Ball, 1994). Both contexts can be analysed from the context of practice, as supported by Ball (Mainardes & Marcondes, 2009), insofar as they refer to feedback from this context (Veiga, 2012).

The following research question served as a guide for this report: What are the ideas and organisations supporting educational policies for social inclusion?

The team from the CIIE/Faculty of Psychology and Educational Sciences of the University of Porto created a template with the contribution of other COSI.ed partners. In a partners' meeting in Denmark (September 2021), a first analysis of the template and information collected, based on the previous documentary analysis, was proposed. The following improvements made the template and the data collected easier to understand. At the meeting in Portugal (September 2022), the final process of the analysis was presented. A presentation and discussion of its preliminary findings, based on partners' inputs and analysis, was held in a meeting in Poland (March 2023). Finally, in September 2023, the draft report was distributed to all partners. In October 2023, all partners reviewed the section 3.3 of the present report.

2. Data and method

To answer the questions above, we need to know and understand how educational policies for social inclusion emerge and sustain at the transnational policy level and at the national policy level in partner countries. To this end, we resorted to documentary analysis of texts (such as recommendations, conventions, declarations, legislation, and reports) from transnational, national, and local organisations about social inclusion through inclusive education policies.

The transnational *corpus* was selected based on a search of policy documents using the terms: "social inclusion", "inclusive education" and "education policies for social inclusion" in texts published between 1990 and 2022 in the following data bank: Education Resources Information Centre (ERIC); UN website; UNESCO website, under the section on Education for All; United Nations Children's Fund website, under the section on Education and the sub-section on Inclusive Education; World Bank website, under the sections on Education and on Research and Publications; European Union website, under the section on Education and Training; European Agency for Special Needs and Inclusive Education website; Organisation for Economic Cooperation and Development website; and the European Commission's website. All the texts were analysed thematically, following Braun and Clarke's (2006) method.

In a meeting in Portugal (November 2023), discussions were held on selecting the data from each partner country by representatives from every team involved in the project from both the local and academic settings. There was a chance of translation errors or even cultural differences that could affect how the data was interpreted, since the documents were written in each country's native languages, different from the researchers' mother tongue (UPorto team). Therefore, it was decided that each local context team would work collaboratively with the appropriate university team to choose and analyse the document corpus. To guide this analysis, the UPorto team has developed a template (Annex A) of questions and indicators to look for. The UPorto team then performed a secondary analysis of the data entered by each nation in the templates using the same thematic analysis technique as suggested by Braun and Clarke (2006).

Thematic analysis, a qualitative research technique developed by Braun and Clarke, is used to extract, analyse, and present themes and ideas from data to access the meanings underlying the data. Finding themes and concepts can help with a more nuanced comprehension of the texts in policy agendas. The data was analysed following Braun and Clarke's (2006) approach, summarised in Table 1.

Table 1. Phases of thematic analysis (Braun & Clarke, 2006)

	PHASES	DESCRIPTION OF THE PROCESS
1.	Familiarising yourself with your data	Transcribing data (if necessary), reading and re-reading the data, and noting down initial ideas.
2.	Generating initial codes	Coding interesting features of the data systematically across the entire data set, collating data relevant to each code.

3.	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4.	Reviewing themes	Checking if the themes work concerning the coded extracts (Phase 1) and the entire data set (Phase 2), generating a thematic 'map' of the analysis.
5.	Defining and naming themes	Ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions and names for each theme.
6.	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts relating to the research question and literature, and production of a scholarly analysis report.

Thematic analysis, by not requiring codification at the beginning, gives researchers a vital role in grasping and considering information. This method allowed a free and in-depth search of data, resulting in a vast record of notes on patterns of meaning.

3. Policy analysis

As mentioned above, this work follows the theoretical and methodological assumptions of Ball's policy cycle approach to highlight the complex and multi-layered nature of policy processes. The understanding of how policies are understood and enacted at different levels has implications for various stakeholders' when enacting practices.

Thus, in our analysis, we propose identifying which organisations and ideas are involved in constructing education policies for social inclusion at the transnational, national, and local levels. Following Ball's approach, the policy levels interact and influence each other, as policies developed at one level may impact policies at other levels by translating key concepts associated with the idea of 'social inclusion' into situated practices.

In this report, at the transnational policy level, we identified several organisations that influence educational policies for social inclusion by disseminating norms and values. Some of them operate beyond national borders, and their work requires cooperation and coordination among multiple actors (including governments, international organisations, civil society, and private sector entities), whose membership is not limited to countries from a specific region or continent. For instance, the United Nations or the Organisation for Economic Cooperation and Development have these characteristics. Other organisations are based on the interaction of sovereign states to pursue common goals and/or address common challenges, reflecting interests and priorities of a more delimited geographic scope, such as countries or regions; examples of this type of organisation are the European Union and the European Commission. Thus, we organise the data at the transnational policy level according to the geographic scope of the organisations that produced them. The texts published by transnational organisations are shown in Table 2; the texts published by European organisations are shown in Table 3.

The information previously gathered by each team has been compiled into five tables, one for each country (Denmark, Norway, Poland, Portugal, and Spain), which are shown in section 3.4 of this report. These tables are used to analyse the national and local levels of policy.

3.1. Policy as text and policy as discourse

Policy as a text: Which texts promote educational policies for social inclusion?

Policy as a text encapsulates the idea that texts that describe the policies' goals, strategies, and initiatives impact educational policies and practices for social inclusion. Different types of texts and organisations vary depending on the context, the jurisdiction, and the stakeholders involved in promoting the policies. These texts may be reviewed over time as policies evolve and new initiatives are introduced. We have selected conventions, declarations, reports, recommendations, legal diplomas, and studies in line with this. These texts have a crucial role in the communication of information, the support of policy and practice change, the shaping of perceptions, and the formulation of educational policies for social inclusion among various stakeholders.

Policy as discourse: Which discourses are used at different levels of analysis?

To be acquainted with the discourses focusing on social inclusion, we list the organisations that have been active in shaping educational policies for social inclusion, along with information about the circumstances under which the policy texts emerged, the policy levels at which they were active, and the texts that highlighted the involvement of the specific organisation in the policy's creation. We will start by introducing the international organisations and providing the relevant texts in Table 2. Then, the European organisations and the respective texts are shown in Table 3.

Transnational organisations

The organisations identified are the United Nations (UN), the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), the Organisation for Economic Cooperation and Development (OECD), and the World Bank (WB).

The UN is an intergovernmental organisation founded after the end of World War II in 1945 to promote international cooperation, peace, security, and human rights. Until now, it has been one of the most important and influential transnational political organisations in the world. It has 193 member states and is headquartered in New York City. It comprises several bodies and initiatives that work towards improving education, such as UNICEF, UNESCO, and the Sustainable Development Goals (SDG) adopted in 2015 with a strong emphasis on education.

UNESCO was created in 1945 and is the only UN-specialised agency with a mandate to cover all aspects of education, such as promoting international cooperation and providing guidance and support for countries to develop educational policies that promote social inclusion. In line with this, it has been entrusted to lead SDG 4 of the 2030 Agenda for Sustainable Development: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN, 2015). Among texts produced by UNESCO regularly that contain recommendations for policymakers, we point out Global Education Monitoring Reports, Education Sector Analysis Reports, and Frameworks and Guidelines (e.g., the Incheon Declaration and Framework for Action for the Implementation of

Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

UNICEF is a UN fund established in 1946 to promote the well-being and guarantee children's rights worldwide. The organisation works in 190 countries and territories to provide children access to education, healthcare, clean water, nutrition, and protection from violence and exploitation (UNICEF, 2021). It tracks progress in education policy programmes using various tools and methods, such as data collection and analysis, surveys, and assessments, providing feedback and recommendations to governments and other partners, for example, with the annual report The State of the World's Children or with the project Global Initiative on Out-of-School Children.

In order to aid nations in eradicating poverty and establishing democratic governance, the rule of law, and inclusive institutions, the UNDP was established in 1965 (UNDP, 2023). This includes aiding in creating policies that cater to the needs of disadvantaged and marginalised groups, such as girls, disabled children, and kids from low-income families (UNDP, 2018). As a crucial component of its mandate, it plays a crucial role in assisting nations in achieving the SDGs. Examples of some of its recommendations to partners and governments can be found in the frequently published reports Education for Sustainable Development Resources, Policy Briefs, and Regional and Country Reports.

An intergovernmental organisation called the OECD was founded in 1961 to promote economic growth, trade, and social well-being. It produces a range of publications on economic, educational, and social policy topics that offer evaluations of educational systems. For example, the Programme for International Student Assessment (PISA), which assesses the skills and knowledge of 15-year-old students in reading, mathematics, and science; the Teaching and Learning International Survey (TALIS), which collects information on teaching and learning conditions in schools around the world; the Skills Outlook report that examine the changing nature of skills demand and supply in the global economy and provide insights into how countries can develop the right skills policies and strategies to foster economic growth, social inclusion, and individual well-being; and the Education Policy Outlook reports, which examine key education policy areas such as early childhood education and care, primary and secondary education, vocational education and training, tertiary education, adult learning, and equity and inclusion in education. These Education Policy Outlook reports offer policymakers suggestions on enhancing educational practices and policies. For instance, references to the need to improve equity and inclusion, strengthen teacher policies, and adapt to new learning environments can be found in the 2020 Education Policy Outlook report. The OECD also examines how educational systems can adapt to meet the needs of 21st century learners in its reports on Innovative Learning Environments. Policymakers, researchers, and other stakeholders regularly use these OECD data (OECD, 2007) to support policy decision-making.

The United Nations Monetary and Financial Conference established the World Bank as an international financial institution in 1944. The conference aimed to create the framework for post-war international economic cooperation and reconstruction and, for this end, formed the International Monetary Fund (IMF) and the International Bank for Reconstruction and Development (World Bank). In addition to the aim of rebuilding the economies of the countries devastated by the war, the WB framework also sets out to collaborate on increasing the economic development in developing countries around the world, providing loans, zero to low-interest credits, and grants to support projects in these places (WB, 2023). The World Bank is made up of 189 member countries that are represented by a Board of Governors, which sets the organisation's overall policy. The Board of Governors convenes annually at the World Bank Group and International Monetary Fund Annual Meeting (WB, 2023). The WB, which operates in 90 countries and is dedicated to assisting them in

achieving SDG 4 through funding, research, and collaboration with other organisations, is the largest sponsor of education in the developing world (WB, 2023).

The WB creates a variety of publications, such as reports, policy papers, and other materials, that are related to its work in education. Some of these documents, like the System Approach for Better Education Results, the Education Policy Notes, and the Education Sector Strategy Papers, include educational policy recommendations to governments and other partners.

The World Health Organisation (WHO) of the UN is a specialised agency tasked with improving people's health all over the world. The WHO also works to improve the health and wellbeing of all students, including those with disabilities or other special needs. To this end, several initiatives and programmes have been launched, such as the Global Standards for Quality Health Care Services for Adolescents, which provide guidelines for increasing accessibility and inclusivity in the health care system.

Table 2 lists the texts that the UN, UNESCO, UNICEF, UNDP, OECD, World Bank, and WHO decided to use on a global scale.

Table 2. Transnational framework

ORGANISATIONS	TEXTS	CODES
UNESCO, UNICEF, UNDP, and WB	World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs (1990)	**W01**
UN	Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993)	**W02**
UNESCO	The Salamanca Statement and Framework for Action On Special Needs Education (1994)	**W03**
UNESCO	Dakar Framework for Action. Education For All: Meeting Our Collective Commitments. Expanded Commentary on the Dakar Framework for Action. Education For All: Meeting Our Collective Commitments. (2000)	**W04**
OECD	Literacy Skills for the World of Tomorrow - Further results from PISA 2000 (2001)	**W05**
UNESCO	Guidelines for inclusion. Ensuring access to education for all (2005)	**W06**
	Inclusive education: The way of the future (2008)	**W07**
	Policy Guidelines on Inclusion in Education (2009)	**W08**
WB	World Bank. (2011). World Bank Education Strategy 2020: Learning for All	**W09**
UN	Sustainable Development Goals (2015)	**W10**
UNESCO	Recommendation on Adult Learning and Education 2015 (2016)	**W11**
UNESCO	Declaration of Incheon (2016)	**W12**
OECD	Education 2030: The Future of Education and Skills (2018)	**W13**

UNESCO	Towards inclusion in education/ Status, trends and challenges. The UNESCO Salamanca Statement 25 years on (2020)	**W14**
WHO	Mental Health Action Plan 2013-2020	**W15**

European organisations

Regarding European organisations, we have identified the Council of Europe (CE), the European Union (EU), the European Commission (EC), the European Union Education Ministers (EUEM) and the European Agency for Special Needs and Inclusive Education (EASNIE) – former European Agency for Development in Special Needs Education.

The CE is an international organisation founded in 1949 and headquartered in Strasbourg. It has 46 member states, including the 27 European Union states and other countries such as Turkey, Ukraine, and the United Kingdom. It aims to promote human rights, democracy, and the rule of law across Europe.

The EU is a political and economic union of 27 member states that was established by the Treaty of Maastricht in 1992 and succeeds the European Coal and Steel Community (1951) and the European Economic Community (1957).

The EC is the executive branch of the European Union, and it is responsible for proposing and implementing policies across member states, including guidance and funding for education policies that promote social inclusion.

The EUEM (integrated into the Council of the European Union) is formed by the ministers of education from the 27 member states of the European Union (EU). They meet in the CEU to discuss, coordinate, and implement a common EU strategy for education that addresses the changing needs of society and the economy, considering issues related to social inclusion, environmental sustainability, and economic growth.

The EASNIE was funded in 1996 because of a Danish government initiative that received support from the member states' ministers of education. The Agency was transferred to the member states in 1999 after a three-year trial period supported by the Danish Education Authorities. As a result, it became a European organisation with the mandate to act as such for collaboration in the field of special needs and inclusive education (EASNIE, 2023). European Agency for Development in Special Needs Education was the organisation's original name. The change was made in 2012 to reflect the agency's expanded focus on inclusive education, which goes beyond meeting the needs of students with disabilities to promoting the inclusion of all students.

In Table 3, we present the texts selected from these organisations.

Table 3. European framework

ORGANISATIONS	TEXTS	CODES
European Union	Maastricht Treaty (1992)	**E01**
European Commission	Green Paper On The European Dimension Of Education (1993)	**E02**
European Commission	Teaching and learning: Towards the learning society. White Paper on Education and Training. (1995)	**E03**
Council of Europe	Recommendation No. R (95) 7 of the Committee of Ministers to Member States on the Education for Democratic Citizenship. (1995)	**E04**
European Commission	Communication on Lifelong Learning (1996)	**E05**
EASNIE	Financing of Special Needs Education: A seventeen-country Study of the Relationship between Financing of Special Needs Education and Inclusion (1999)	**E06**
European Commission	Lisbon European Council, 23 and 24 March 2000: Presidency conclusion (2000)	**E07**
European Commission	Memorandum on Lifelong Learning (2001)	**E08**
Council of Europe	Declaration by the European ministers of education on intercultural education in the new European context. Intercultural education: managing diversity, strengthening democracy (2003)	**E09**
Council of Europe	Directive 2005/36/EC Of The European Parliament And Of The Council - on the recognition of professional qualifications (2005)	**E10**
Council of Europe: Committee of Ministers	Recommendation (2006)5 of the Committee of Ministers to member states on the Council of Europe Action Plan to promote the rights and full participation of people with disabilities in society: improving the quality of life of people with disabilities in Europe 2006-2015 (2006)	**E11**
Council of Europe	Declaration of the Standing Conference of European Ministers of Education on "Building a more humane and inclusive Europe: role of education policies", Istanbul, 4-5 May 2007 (2007)	**E12**
European Union	European Youth Strategy	**E13**
European Union	Education and Training Strategy 2020	**E14**
European Union Education Ministers and the Commissioner for education, culture, youth and sport	Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. (Paris, 2015)	**E15**
Council of Europe	Action Plan on Building Inclusive Societies (2016-2019). (2016)	**E16**
European Commission	Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the	**E17**

	Committee of the Regions: School development and excellent teaching for a great start in life (2017)	
European Union	The promotion of shared values, inclusive education, and the European dimension of teaching are the subjects of this council recommendation proposal. (2018)	**E18**
European Commission	The European Pillar of Social Rights Action Plan (2021)	**E19**

3.2. Ideas enacted at transnational and European levels supporting policy agendas on social inclusion

As mentioned above, the texts mobilised for the analysis refer to the period 1990-2022. Even so, we report three milestones of the 20th century that preceded this period, whose importance is unquestionable in the path of the right to education and the role of the UN as a forum for dialogue for all nations.

The 1948 Universal Declaration of Human Rights, adopted by the UN, states that *everyone has the right to education* (Article 26). But since then, it has been necessary for other statements to reaffirm this right to promote new policies for its realisation.

In 1966, the UN reaffirmed the right to education as a fundamental human right in the International Covenant on Economic, Social, and Cultural Rights Treaty (1966, UN). Specifically, it guides state members to ensure the progressive realisation of this right, such as providing free, compulsory primary education, making secondary education available and accessible to all, and making higher education equally accessible to all.

The UN reaffirmed the right to education in the Convention on the Rights of the Child, adopted in 1989. Article 28 states that state members shall recognise the right of the child to education and shall make primary education compulsory and free for all. It also recognises the right of children with disabilities to appropriate education and training that will enable them to lead a full and respectable life, to achieve the greatest degree of autonomy and social integration possible, and to live in conditions of dignity. State representatives are commanded by the Convention to take steps to encourage regular attendance at school and reduce dropout rates.

The World Declaration on Education for All, which launched the Education For All (EFA) policy agenda, was adopted in 1990 at the UNESCO-organised World Conference on Education for All in Jomtien. This was a global initiative that more than 160 nations supported. It reaffirmed the importance of education as a fundamental human right and aimed to increase access to high-quality education for all people by the year 2000. Since then, the EFA movement has grown to include goals that go beyond the original year 2000 and continue to be an essential legal framework for initiatives to advance education around the globe.

According to Article 3 of the declaration, ensuring equal access to education for all individuals with disabilities of any kind is a pressing matter. This article emphasises the significance of understanding vulnerable groups as essential components of the educational

system. In the statement, it is emphasised that "every person - child, youth, and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs" (W01) and that "learning opportunities for all, including those disadvantaged by gender, poverty, geographic location, disability, or other factors" should be made available (W01), which highlights acknowledging the diversity of all learners.

The Standard Rules on the Equalisation of Opportunities for Persons with Disabilities, a resolution with a set of rules intended to advance the rights and welfare of people with disabilities globally, were introduced by the UN in 1993. They call for the removal of obstacles that prevent them from accessing services like education, employment, healthcare, and other opportunities. To this end, it calls for a more socially and physically accessible environment (e.g., buildings, transportation, and information and communication technology); equality of opportunity in all areas of life (education, employment, and social services); full participation in society, including in decisions that affect their lives; elimination of all forms of discrimination, including in areas such as employment, education, and access to public services; and cooperation among all stakeholders, including governments, civil society organisations, and persons with disabilities themselves, to ensure the full and effective implementation of the rules.

It is generally agreed that the Salamanca statement and framework for action on special needs education (UNESCO, 1994) was the text that gave the idea of inclusive education a boost and established it in discourses about educational policy. This declaration was the outcome of the World Conference on Special Needs Education, which took place in June 1994 in Salamanca, Spain. The conference brought together experts, researchers, and practitioners in special needs education, as well as representatives from over 90 governments and 25 international organisations. The idea of inclusion for any other group that has traditionally been excluded from education was already introduced, even though the main focus was on people with disabilities or special needs:

> "*The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities, and children from other disadvantaged or marginalized areas or groups. These conditions create a range of different challenges to school systems. In the context of this Framework, the term 'special educational needs' refers to all those children and youth whose needs arise from disabilities or learning difficulties.*" (W03).

This Statement emphasises the importance of creating a learning environment that is welcoming and supportive of all individuals, including those with disabilities, special educational needs, or from marginalised groups, thus broadening the spectrum of the concept of inclusive education. It emphasises the importance of providing education for all children, young people, and adults in the same schools and within the same educational system:

> "*(…) schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all;*

moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system." (W03).

According to this, it appears that ideas from humanistic philosophy and economic rationalism coexist in this political agenda, i.e., on the one hand, the desire to educate all children together may mean that schools must develop teaching strategies that address individual differences and thereby benefit all children, rejecting the categorisation of "normal" and "special," and working towards a hospitable, participatory, fair, and non-discriminatory society, and, on the other hand, it may mean that it is assumed that it is less expensive to create schools that educate all children together, instead of establishing an educational system with different types of specialised schools.

The idea of partnerships and collaboration between governments, civil society, and other stakeholders to achieve the goals of inclusive education can be found throughout the Salamanca Statement, e.g.,

"Furthermore, they must seek to involve parents and the community in the development and implementation of education programmes and encourage their participation in decision-making processes." (W03).

In the same vein, the OECD (2001) encouraged greater collaboration and partnerships among governments, civil society organisations, and the private sector to support the EFA agenda, recognising that the success of education requires shared responsibility and the involvement of multiple stakeholders to achieve meaningful progress. It well emphasises the importance of assessing educational outcomes to improve policy and practice (W05).

The goal of the Jomtien Declaration of achieving EFA by the year 2000 was not realised, and UNESCO launched a new framework to guide the efforts of governments, international organisations, civil society, and the private sector in achieving it by 2015: the Dakar Framework for Action (UNESCO, 2000) that was adopted at the World Education Forum 2000 held in Dakar. The framework (W04) aimed to expand access to education, promote gender equality in education, and emphasise the importance of lifelong learning, particularly in the context of globalisation and technological advances, ideas very present in the text:

"(…) recognize that gender equality and the empowerment of women are critical components of human development and basic human rights (…)" (W04);

 "(…) ensure that all education policies and programs are designed and implemented with a gender perspective and that they are monitored and evaluated with respect to their impact on gender equality and the empowerment of women." (W04);

"(…) ensure that learning is a lifelong experience, that everyone has the opportunity to acquire the knowledge, skills, attitudes and values they need to adapt to a changing world and to contribute to creating a more just, peaceful and tolerant world." (W04);

"(…) ensure that young people and adults have access to relevant and flexible learning opportunities throughout their lives (…) available in a variety of settings, including schools, workplaces, community centres and homes, and through a variety of delivery mechanisms, including distance education and information and communication technologies." (W04).

It also pointed out the importance of partnerships and cooperation between governments, civil society organisations, international agencies, and the private sector to achieve these goals, e.g.:

> "(…) seek partnerships with civil society and the private sector to ensure that basic education is accessible to all in a spirit of shared responsibility." (W04);

and recognised the role of education in promoting social and economic development and called for increased funding and investment in education at all levels:

> "Education plays a key role in reducing poverty and child labour, promoting gender equality, ensuring peace and stability, and fostering economic growth." (W04);

> "We call upon bilateral and multilateral donors, international financial institutions and regional development banks to increase the share of resources for education in their budgets, programmes and operations." (W04).

Among the ideas advocated in the Dakar Declaration, we highlight, above all, those that collaborate with and underpin the lifelong learning policy agenda, leaving some more examples that affirm this commitment at the beginning of the millennium:

> "Education for All must encompass not only primary education, but also early childhood education, literacy and life-skills programmes. It must be relevant and of good quality, and it must include the provision of basic education for those who have missed out on schooling." (W04);

> "We commit ourselves to expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children." (W04);

> "We commit ourselves to ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes." (W04);

> "We recognize that education must be relevant to the changing needs of society and that learning opportunities must be available throughout life, providing everyone with the knowledge and skills needed to participate fully in the development process." (W04).

In sum, the document emphasises the importance of literacy, and life-skills programs, as well as equitable access to learning opportunities for all individuals, including young people and adults.

With the "Guidelines for Inclusion. Ensuring Access to Education for All", UNESCO (2005) provides a comprehensive framework for creating more inclusive education systems that meet the needs of all learners, regardless of their background, ability, or socio-economic status. At the same time, it particularises the situation of learners with disabilities or other special needs, calling attention to the need for appropriate resources to ensure they can participate fully in education (W06). To this end, it points out the importance of engaging families and communities in the education process to ensure that all learners receive the support they need. In the same vein, in 2008, at the International Conference on Education (Geneva), UNESCO recalled Article 26 of the United Nations Declaration of Human Rights and affirmed that inclusive quality education is fundamental to achieving human, social, and economic development (W07), emphasising that funding for education should be a top

priority at both the national and international levels. One year later, UNESCO published some guidelines for education systems to provide equitable educational opportunities for all learners, including those with disabilities and other diverse needs (W08). Both documents point to the same ideas, as we show in the following examples.

The idea of partnerships and collaboration:

"Promote school cultures and environments that are child friendly conducive to effective learning and inclusive of all children, healthy and protective, gender responsive, and encourage the active role and the participation of the learners themselves, their families and their communities" (W07);

"(…) strengthen the government's capacity to orientate, promote and follow up on the development of equitable education of high quality in close partnership with civil society and the private sector." (W07);

"(…) the importance of partnerships and collaboration among different stakeholders, including parents, communities, civil society organizations, and other relevant actors, in promoting inclusive education." (W08).

The idea of monitoring and evaluation:

"*Collect and use relevant data on all categories of the excluded to better develop education policies and reforms for their inclusion, as well as to develop national monitoring and evaluation mechanisms*." (W07);

"*(…) provide recommendations on monitoring and evaluating the progress and impact of inclusive education policies and practices and using data to inform policy and practice decisions.*" (W08)

Additionally, the idea of creating a flexible curriculum:

"Develop policies that provide educational support for different categories of learners in order to facilitate their development in regular schools." (W07);

"Encourage educational stakeholders to design effective curricular frameworks from childhood onwards, while adopting a flexible approach in order to accommodate local needs and situations, as well as to diversify pedagogical practices" (W07);

"(…) on creating physical, social, and cultural environments that are accessible, welcoming, and inclusive for all learners, including those with disabilities and other diverse needs" (W08).

In 2011, WB reaffirmed that education is essential for economic and social development (W09) and that all individuals should have access to quality education. It emphasises that the knowledge and skills (W09) youth gain through learning help lift them out of poverty and drive development. Countries are encouraged to "invest early" because foundational skills acquired early help lifelong learning, "invest smartly" in efforts proven to improve learning, and "invest for all" children and youth. This last phrase, "invest for all", refers to the importance of ensuring that all individuals, regardless of their gender, socioeconomic status, or other characteristics, have access to quality education, which includes, investments in education for girls and women, children with disabilities, and other marginalised groups (W09).

The Sustainable Development Agenda was unveiled by the UN in 2015. It is a global action plan that identifies a list of 17 interconnected Sustainable Development Goals (SDG) that must be accomplished by 2030 in order to advance sustainable development in its social, economic, and environmental dimensions (W10, W11). SDG 4's "Quality Education" goal encourages all

people to have access to high-quality education and to pursue lifelong learning opportunities. Since education is essential for eradicating poverty, economic growth, social inclusion, gender equality, health, and environmental sustainability, it is recognised by the UN as a key driver of sustainable development. The SDGs also highlight the importance of education in achieving other goals, such as health (SDG 3), gender equality (SDG 5), decent work and economic growth (SDG 8), reduced inequalities (SDG 10), and partnerships for the goals (SDG 17). Education is an enabler and accelerator for achieving sustainable development in various areas.

In 2015, UNESCO adopted a new Recommendation on Adult Learning and Education to replace the 1976 Recommendation on the Development of Adult Education. This Recommendation draws on the concept of lifelong learning and underlines the overarching aim of adult learning and education, which is to ensure that all adults participate in society and in the world of work. It also considers the three key domains of adult learning and education: literacy and basic skills; continuing education, training, and professional development; and education and learning opportunities with a view to promoting active citizenship. The Recommendation refers directly to SDG 4, highlighting that the

> *"aim of adult learning and education is to equip people with the necessary capabilities to exercise and realize their rights and take control of their destinies. It promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities and environments. It fosters sustainable and inclusive economic growth and decent work prospects for individuals. It is therefore a crucial tool in alleviating poverty, improving health and well-being, and contributing to sustainable learning societies"* (W11).

To achieve SDG 4, UNESCO launched the Incheon Declaration (W12) for Education 2030 at the World Education Forum held in Incheon. It provides a global framework and guidance for countries to ensure that education is accessible, equitable, and of high quality for all individuals. In summary, the main ideas that stand out in this framework are i) the importance of addressing the diverse needs of all learners, including those with disabilities, those from marginalised communities, and those in crisis situations, ii) the need of an education that spans across all stages of life, from early childhood to adulthood, and promotes continuous learning opportunities for all individuals, recognising that learning is a lifelong process that continues beyond formal education, iii) the need of integrating global citizenship education into policies, curricula, and practices to develop responsible and engaged global citizens who are equipped with the knowledge, skills, values, and attitudes necessary to contribute to a more sustainable and peaceful world, iv) the importance of effective education governance and financing, calling for improving education sector planning, management, and monitoring, and for increasing investment in education, including domestic and international financing mechanisms, and v) the need for partnerships and multi-stakeholder engagement in achieving its goals, calling for collaboration among governments, international organisations, civil society, private sector, and other stakeholders to work together towards the vision of inclusive and quality education for all.

Contributing to the Education 2030 agenda, the OECD published the 2018 report "Education 2030: The Future of Education and Skills" (W13), which is an international initiative aimed at defining the future of education and skills in the context of the changing social, economic, and technological landscape. The report highlights the need to ensure that all learners, regardless of their background, have equal opportunities to access and benefit from quality education and acquire the necessary skills for the future, and emphasises the importance of lifelong learning as a critical response to adapting to the changing demands of the labour market and society (W13).

That underscores the need to develop a comprehensive set of competencies that individuals will need to thrive in the future, such as socio-emotional skills, creative thinking, and digital literacy. It recognises the critical role of teachers and educators in shaping the future, calling for investing in their professional development to ensure they have the skills and knowledge to effectively prepare learners for the future. As UNESCO (W12), the OECD calls for integrating global citizenship education into curricula and pedagogical practices to prepare learners to be responsible and engaged global citizens who can contribute to addressing global challenges (W13); it also underscores the need for effective governance and financing of education systems (W13).

Twenty-five years after the Salamanca Statement, in 2020, UNESCO released a report (W14) that reflects on the evolution towards inclusive education since then, identifying current trends and highlighting the challenges that persist. The report recognises the diversity among learners, including those with disabilities, those from marginalised communities, and those facing multiple forms of discrimination. It also identifies inadequate resources, discriminatory attitudes and practices, and social and cultural barriers to achieving inclusive education. It calls for collective efforts to address these challenges and create an enabling environment for inclusive education, emphasising the importance of involving all stakeholders in the decision-making process and creating partnerships that promote inclusive education at all levels. The report emphasises the importance of providing accommodations, adapting teaching methods, creating a curriculum that reflects the diversity of learners, training teachers in inclusive practices, and engaging with local communities to create inclusive school cultures. The report also highlights the need for monitoring and evaluation of inclusive education policies and practices to ensure accountability and progress.

In the Mental Health Action Plan (W15), WHO emphasises the importance of promoting mental health and well-being for all and recognises schools as important settings for promoting mental health, establishing principles that aim to promote mental health and well-being among children and adolescents in educational institutions.

International organisations view education as the most effective tool for promoting social inclusion, and to achieve this, educational systems that support equal access to education and full participation in the educational process, particularly for socially excluded groups, must be developed. In order to do this, it is acknowledged that more money must be invested in education and training, as well as the value of collaboration among various stakeholders, such

as social partners, civil society organisations, the private sector, and local governments. Lifelong learning is promoted as a critical response to help people in today's world, which is marked by quick technological advancements and shifting demographics, acquire the skills they need to succeed in the workforce. Additionally, it is stressed that promoting mental health and wellbeing is a crucial component of social inclusion. This can be done by encouraging positive relationships and developing a safe and encouraging learning environment that promotes positive mental health and wellbeing.

The Maastricht Treaty, established in 1992 (E01), marks the establishment of the European Union, a new stage in the process of creating an ever-closer union among the people of Europe. It defines the objectives of the European Union and the means to achieve them, including the promotion of social justice and social protection, equality between men and women, and the promotion of economic and social cohesion. This Treaty was the first legal framework where proposals for actions in the field of education were identified. Article 126 of the treaty stated that the Community

"shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action" (E01),

and that, at the same time, it shall develop

"(…) the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States; promoting cooperation between educational establishments; encouraging the development of youth exchanges and of exchanges of socio-educational instructors; encouraging the development of distance education" (E01).

To achieve this, it is pointed out that it is necessary to foster

"cooperation with third countries and the competent international organisations in the field of education, in particular the Council of Europe" (E01).

As far as the development of educational policies for the promotion of social inclusion is concerned, the greatest contribution of this Treaty seems to be linked to the promotion of lifelong learning as a means of enhancing employability and social cohesion. This involved supporting the development of educational programmes and initiatives that were accessible to all individuals, regardless of their background or circumstances:

"(…) facilitating adaptation to industrial changes, in particular through vocational training and retraining; improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market; facilitate access to vocational training and encourage mobility of instructors and trainees, particularly young people trainers and trainees, particularly young people (…)" (E01).

The Treaty also promoted cooperation between local institutions and between EU member states on sharing successful practices:

"(…) stimulating cooperation on training between educational or vocational training establishments and firms; develop exchanges of information and experience on issues common to the training systems of the Member States." (E01)

In 1993, the EC launched the Green Paper on the European Dimension of Education (E02), which intended to stimulate discussions on the possibilities offered by Article 126 of the Treaty. The paper emphasizes i) the importance of promoting European identity and citizenship education as a means to foster active and responsible European citizenship, and to promote democratic values, human rights, and social inclusion, ii) the importance of linguistic diversity in Europe and the need to promote multilingualism as a means to foster intercultural understanding and cooperation, recognising the role of language learning in enhancing employability and mobility, iii) the need to enhance the quality and relevance of education by promoting excellence in teaching and learning, improving the recognition of qualifications, and fostering closer cooperation between education and the labour market, iv) the need to promote mobility and exchange opportunities for learners, teachers, and researchers within Europe (this includes funding for study abroad programs, and promotes cooperation and exchange among European educational institutions).

In 1995, the EC stated that "equal access to education and training is a fundamental principle of a democratic society", which has "an important role in reducing inequalities and combating social exclusion", calling for measures to address inequalities in access to education (E03). That same year, the CE called for educational policies that

"promote respect for diversity and intercultural understanding" as a means of recognising multiculturalism, including cultural, linguistic, and religious differences, and combating discrimination (E04).

In 1996, other initiatives that support and collaborate with the lifelong learning agenda were proposed by the EC (E05), such as a European Area of Skills and Qualifications to promote the idea of the recognition of qualifications across Europe and promote mobility between education and training systems; and a European Lifelong Learning Observatory to provide information and analysis on lifelong learning policies and practices. The EC also reinforced the idea of partnerships between education and training providers, employers, and other stakeholders to ensure that learning opportunities are relevant to the needs of the labour market and provided financial support for lifelong learning initiatives through existing European Union funding programmes.

Contributing to the EFA policy agenda goals, EASNIE published a research study (E06) that examines the relationship between the financing of special needs education and the promotion of inclusive education practices in seventeen countries. This study includes the identification of best practices, and providing insights into how financial resources can be effectively allocated to support the educational needs of learners with special needs. It also reiterated the importance of involving families, teachers, and other stakeholders in the decision-making process regarding the financing and provision of special education.

The lifelong learning agenda continued to be a key concept in European educational policies for social inclusion in the 2000s. With the aim of making Europe "the most competitive and dynamic knowledge-based economy in the world" (E07), the EU developed a strategy to improve education and training systems, recognising the importance of social inclusion in achieving this goal. It set targets for reducing early school leaving and increasing participation in education and training. This policy framework was launched at the Lisbon European Council in March 2000 and was named after the host city, The Lisbon Strategy.

The European Commission's 2001 Memorandum on Lifelong Learning emphasised the need for "a holistic approach to education and training, covering all forms and levels of learning." (E08). In 2005, the EU adopted a directive (E10) that sets out the procedures and conditions for the recognition of professional qualifications across EU member states, to promote mobility within and across different education and training systems in Europe. Since then, it has been updated several times. It allows qualifications from different countries and education and training sectors to be compared and recognised on a common scale, making it easier for individuals to move between different education and training systems and for employers to understand and compare qualifications from different sources.

The recognition of changing demographic, social, and cultural contexts in Europe and the need for intercultural education as a fundamental part of education policies and practices, increasingly came to the fore in EU speeches. With the "Declaration by the European Ministers of Education on Intercultural Education in the New European Context" (E09), CE highlights the importance of promoting intercultural dialogue, understanding, and respect in schools and society as a whole. To promote this, the recognition of non-formal and informal learning, and the involvement of parents, civil society organisations, and other stakeholders in promoting intercultural education is key to "support initiatives and experiments with democratic governance in schools, particularly through partnership, youth participation and co-operation with communities, parents and civil society"; and, also, the need to review the curriculum, the school governance system, and teacher training programmes: "this entails appropriate measures at the levels of curricula, school governance and teacher training" These ideas are very present in the speech of the Council of Europe about the range of purposes of education, as an example

> "devise appropriate policies in order to (…) ensuring access to education for all young people across Europe, improving its quality, ensuring that they are successful in their educational careers and promoting intercultural learning, education for democratic citizenship and human rights in a lifelong learning perspective; promote programmes for inclusive education together with other relevant players in order to promote the active involvement and civic commitment of all members of society and thus prevent educational disadvantage; preparation for the labour market; preparation for life as active citizens in democratic societies; personal development; development and maintenance of a broad knowledge base; analysing and developing key competences for democratic culture and social cohesion, such as citizenship competence, intercultural competence, plurilingual competence, social commitment, a solidarity-based outlook and multiperspectivity; developing concrete measures for inclusive education, in particular for the socially and culturally excluded." (E09).

In 2006, CE, recommended various measures (E11) that should be taken to improve the quality of life of people with disabilities, including promoting their social inclusion, improving access to education and employment, enhancing the accessibility of the built environment, promoting independent living, and combating discrimination. It serves as a framework for promoting the rights and inclusion of people with disabilities in Europe.

In 2007, the "Declaration of the Standing Conference of European Ministers of Education on 'Building a More Humane and Inclusive Europe: Role of Education Policies" (E12) recognised the challenges faced by European societies in the areas of social exclusion, discrimination, and inequality and emphasised the need for education policies and practices that promote inclusion, equality, and diversity. It emphasised the importance of education in promoting social cohesion, democratic values, and human rights and called for a more human and inclusive Europe in which teachers play a key role in promoting these values. Hence, the Declaration called for the development of teacher training programmes that provide educators with the necessary skills and competencies to promote intercultural education and build more inclusive schools. It also recognised the importance of promoting multilingualism and linguistic diversity in European schools, calling for the development of policies and practices that support multilingualism and ensure that all students have access to high-quality language education.

The European Youth Strategy (E13) was launched in 2010, covering the period from 2010-2018. It was a policy framework developed by the EU to address the needs, aspirations, and challenges of young people in Europe and to promote their active participation, social inclusion, and well-being. The first European Youth Strategy was approved by the Council of the European Union in November 2009 after being adopted by the European Commission in July 2009. It provided the framework for later European Youth Strategies. With a focus on empowering and involving young people in democratic processes, the current European Youth Strategy (2019–2027) encourages their active participation at the local, national, and European levels. This includes supporting youth-led initiatives and organisations and encouraging youth participation in elections, consultations, and policy-making processes. The strategy also aims to enhance connectivity and mobility opportunities for young people across Europe by promoting cross-border cooperation, intercultural dialogue, and international mobility and emphasising the importance of providing young people with international experiences, networks, and intercultural competencies.

The Education and Training 2020 Strategy (E14) is a framework launched by the EU that focuses on improving the quality, inclusiveness, and relevance of education and training systems across Europe. Its main aims are to enhance the quality of teaching and learning, promote equity and social inclusion, foster lifelong learning and skill development, encourage creativity and innovation, and foster European cooperation in education and training. The Strategy emphasises the importance of quality and efficiency in education, promotes inclusive and accessible education, fosters lifelong learning and skill development, encourages innovation and creativity, and promotes cooperation among EU member states. It seeks to

align education and training systems with the changing needs of the 21st century and promote mutual learning and benchmarking to improve education and training across Europe.

These two last texts are strategies that recognise the importance of providing young people with the knowledge and skills they need to succeed in today's society and economy, and both aim to promote inclusive and accessible learning environments for all young people in Europe.

The "Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance, and Non-Discrimination Through Education" (E15), adopted in 2015 by EUEM, emphasises the role of education in promoting democratic citizenship and fostering the values of freedom, tolerance, and non-discrimination. It recognises the importance of education in promoting active citizenship and social cohesion and emphasises the need to equip learners with the knowledge, skills, and attitudes necessary to fully participate in democratic societies.

The Action Plan on Building Inclusive Societies (E16), which was developed by the CE to promote inclusive societies and combat discrimination, racism, and intolerance, is based on the principles of human rights, democracy, and the rule of law, and it outlines specific actions and measures that member states can take to promote inclusive societies.

In 2017, the Communication on School Development and Excellent Teaching for a Great Start in Life (E17) focused on the importance of high-quality education in promoting social and economic progress and the need to ensure that all learners have access to inclusive, innovative, and effective education systems. It recommended the development of innovative teaching practices and approaches that engage and motivate learners, and that promote critical thinking, problem-solving, and creativity; the use of digital technologies in education to enhance learning and teaching, and to support the development of digital skills among learners; the supporting the professional development of teachers and school leaders, including through the provision of high-quality training, mentoring, and networking opportunities; the ensuring education systems inclusive and accessible to all learners, including those from disadvantaged backgrounds and those with special educational needs; the strengthening of partnerships between schools, families, and communities, and promoting the involvement of parents and caregivers in their children's education; and the fostering a culture of evaluation and continuous improvement in education systems, and promoting the use of evidence-based policies and practices. The "Proposal for a Council Recommendation on Promoting Common Values, Inclusive Education, and the European Dimension of Teaching" (E18) also contains these concepts.

The European Pillar of Social Rights Action Plan (E19) by the EU was published in 2021. The European Pillar of Social Rights, adopted by the European Union in 2017, lays out principles and rights to ensure fair and decent working conditions, social protection, and equal opportunities for all citizens. The action plan is intended to support the implementation of this document.

Overall, the European Pillar of Social Rights Action Plan (2021) aims to strengthen social rights, promote social cohesion, and ensure inclusive and fair societies across the EU by addressing key thematic areas that are central to social well-being and economic resilience,

such as: i) the need for equal opportunities in employment, education, and training, including measures to address gender pay and pension gaps, promote work-life balance, and ensure access to quality and inclusive education and lifelong learning; ii) improving working conditions for all workers, including measures to ensure fair wages, safe and healthy workplaces, access to social protection; iii) social protection systems that provide adequate and accessible support for all, including measures to tackle poverty and social exclusion, ensure access to healthcare, housing, and essential services, and promote social inclusion for vulnerable groups; iv) measures to facilitate transitions between jobs, promote entrepreneurship, and provide targeted support to those facing difficulties in the labour market, such as long-term unemployed, youth, and older workers; v) fair mobility within the EU, including measures to protect the rights of mobile workers, combat social dumping, ensure access to social benefits across borders, and promote social integration in host countries; vi) the need to invest in skills and innovation to foster competitiveness and resilience in the labour market, including measures to promote digital skills, adaptability, and lifelong learning opportunities; vii) social dialogue and involving stakeholders (such as social partners, civil society organisations, and local authorities) in shaping and implementing social policies at national and EU levels; and viii) the need for monitoring and reporting on the implementation of social policies, including regular reporting on progress.

The European organisations emphasise the importance of intercultural education to promote social cohesion and European values (human dignity, freedom, democracy, equality, the rule of law, and respect for human rights, including the rights of persons belonging to minorities), recognise and celebrate multiculturalism, including cultural, linguistic, and religious differences, and combat discrimination. They also highlight the need to promote active citizenship at the local, national, and European levels. Lifelong learning is seen as a means of providing the necessary knowledge and skills to individuals who remain to collaborate on the promotion of inclusive and economically sustainable societies.

3.3.   How are these ideas translated at the national level? The cases of Denmark, Norway, Poland, Portugal, and Spain

In this section, we aim to find out whether the ideas identified above are reflected at the national level in the education policies for social inclusion of the project partner countries. The documents we have analysed refer to declarations, recommendations, and legal texts, selected by each partner country in the project. In the following subsections, we present the document set of each partner as well as explain the respective selection procedure used. Thematic analysis was used to examine all the documents by the U. Porto team.

3.3.1. Denmark

The Danish group went through the template for policy analysis at an initial meeting in September 2023. Then, a researcher from the group did the primary work of finding and analysing the key documents. This work phase was presented at a Collaborative Competence Group (CCG) meeting on October 31. The CCG then discussed the document and gave further input on key educational policies in the field of the target group schools. All the texts selected are presented in Annex B.

Table 4. Framework selected by the Danish team

Organisations	Texts	Code
Ministry of Foreign Affairs Ministry of Higher Education and Science National level	Principles for Education in Denmark	D01
Danish Ministry of Education National level	The Folkeskole Act 2014	D02
Danish Ministry of Education National level	The Inclusion Act	D03
Danish government and Social Partners National level	The Agreement on better ways for education and jobs (2017)	D04
Danish Ministry of Education National level	The Act on Preparatory Basic Education (FGU) 2019	D05

The Principles for Education in Denmark (D01) are a set of guiding principles that apply to all education programmes in Denmark and were established by the Danish Ministry of Foreign Affairs and the Ministry of Higher Education and Science. This includes ensuring equal opportunities for all learners, promoting active participation and democracy in education, fostering a learner-centred approach, valuing diversity and inclusion, prioritising lifelong learning, promoting sustainability and global citizenship, and ensuring quality and relevance in education programmes. These principles reflect Denmark's commitment to providing high-quality education that is inclusive and learner-centred and prepares individuals for active participation in society and the global community.

Denmark's Folkeskole Act (D02) aims to ensure quality education, promote inclusivity, and equal opportunities, enhance student well-being, foster competency-based education, encourage parental involvement, and support professional development for teachers and school leaders. It serves as a comprehensive framework for Denmark's primary and lower secondary education systems.

The Inclusion Act is an extension or addition to the Folkeskole Act. It contains laws about primary and lower secondary education (and continuation schools, folk high schools, etc.). Four discourses define the Inclusion Act. First, there may be an economic perspective: it's cheaper to include children in regular classes (1). Next, all children have the right to at

proper education (2) and equal access to education (3). It can also be argued that it creates societal cohesion (4). Regardless of the discourses, the Salamanca Declaration of 1994 made inclusion a right and the schools must adapt to the child – and not vice versa. Based on the Declaration, it has been necessary to implement inclusion in the Danish school system.

The Agreement on Better Ways to Education and Jobs (D04) is a framework that was signed in 2017 by the Danish government, the social partners (as employers' organisations and trade unions), and other stakeholders that emphasises the importance of cooperation between all parts to ensure effective implementation of the initiatives. The agreement aims to improve the transition from education to employment, particularly for young people and vulnerable groups, by providing support and guidance to help them enter the labour market. It encourages flexibility and innovation in education and employment practices to adapt to changing labour market demands and technological advancements. This includes promoting flexible learning pathways, encouraging innovation in teaching and learning methods, and fostering entrepreneurship and innovation in the labour market. Overall, the Agreement on Better Ways to Education and Jobs in Denmark aims to strengthen the Danish workforce, improve the transition from education to employment, promote lifelong learning, and foster innovation and social inclusion in education and employment practices. It represents a collaborative effort among stakeholders to address the challenges and opportunities related to education and jobs in Denmark.

The Act on Preparatory Basic Education (D05) aims to provide a comprehensive and inclusive education and training programme for young people aged 18-25 who are not eligible for traditional upper secondary education. This Act was introduced as part of the Danish government's efforts to address challenges related to education and employment for young people who may face barriers to completing their formal education or entering the labour market. The main aims of this Act include providing flexible and individualised educational pathways, promoting personal and social development, improving employability skills, and facilitating transitions to further education or employment. It also emphasises a holistic approach to education, integrating general education, vocational education, and social skills development to better prepare young people for the labour market and adult life. The Act underscores the importance of inclusivity, equality, and cooperation among various stakeholders, including educational institutions, employers, and local communities, to ensure that all young people have equal opportunities to succeed in their educational and career journeys.

3.3.2. Norway

The University of South-eastern Norway team has asked the actors from Kragerø Upper Secondary School and the Educational and Psychological Counselling Service (PP Services) to identify key policies that influence teachers' work in secondary education. In the selection of documents (Annex C) there are laws, regulations, and support documents provided by

national authorities that guide "best practices", and also some regional documents that, in their view, indicate the importance of autonomy for the local level room of action.

Table 5. Framework selected by the Norwich team

Organisations	Texts	Code
Ministry of Education and Research National level	The Children Act. Act relating to Children and Parents, 1981	N01
Ministry of Education and Research National level	Education Act, 1998 (Act relating to Primary and Secondary Education and Training)	N02
Ministry of Education and Research National level	Knowledge Promotion 2020 or Subject Renewal LK20	N03
Ministry of Education and Research National level	The School of the Future — Renewal of Subjects and Competencies 2020	N04
Ministry of Education and Research National level	Secondary education – Curricula 2020	N05
Ministry of Education and Research National level	Secondary education – "Completion reform" through the White Paper no.21 (2020-2021)	N06
County Council 15.12.2020 Regional level	Regional Planning Strategy (RPS), case 166/20: Strategy plan Education and public health	N07

At the national and regional level, the legal framework highlighted feeds into and is underpinned by the political agenda of Education for All, Lifelong Learning, Sustainable Development Goals, Education 2030.

Six texts were chosen at the national level. The promotion of quality and equity for all learners, through the pupils' right to special education, which has to be of equal quality and adapted to all learners, is established in the Education Act (N02). The replacement of the core curriculum from 2006, through a new core curriculum, values, and principles for primary and secondary education (N03), defines the purposes of education and more inclusive practices. The first part of the new curriculum, as well as the Education Act, underlines the right to receive differentiated education. Differentiated pedagogies and didactics become an important right where all students have to be accommodated and included in the community, and also an important principle for school practices, to ensure that all pupils get the best possible benefit from the general education. Thus, the new core curriculum policy promotes working and pedagogical methods adequate to the learning environment, curricula and assessment. Under this framework, students with special needs still have the right to receive special education, which includes a customised instructional plan grade exemption. Another recent reform addressing differentiated teaching and learning methodologies is the "completion reform" (N06), which extends the rights to complete and requalify the pupils at upper secondary school. Previously, these pupils have up to 5 years to complete the upper secondary school, but after the age of 25 that was not possible. Nowadays, there is no limit to complete upper secondary school. The "completion reform" is expected to be implemented from 2024 onwards, anyhow many of the proposed measures are already being introduced.

In turn, the White Paper no.21 (2020-2021) promotes a more flexible school year for students, considering the wishes, experiences and life situation of the young people and adults. This policy emphasises that pupils and apprentices should become qualified for labour market and further studies after upper secondary education, while finishing upper secondary education.

The idea of the necessity to renew the subjects in school to satisfy future competence needs in working life and society, such as having a more excellent knowledge of economic and technological development, is provided in The School of the Future (N04).

The recognition of the child's right to self-determination, i.e., all initiatives that concern children's right to be heard and to make their own decisions, is established in the Act relating to Children and Parents (N01, in its current revision), which supports the Convention on the Rights of the Child, proclaimed by the ONU (1989).

At the regional level, one text was selected, the Strategy Plan Education and Public Health (N07) from Vestfold and Telemark County municipalities, whose aim is to carry out the social mission and expectations laid out by the Education Act and the Knowledge Promotion 2020 (LK20), and, at the same time, collaborate with UN sustainability goals. Among the main ideas of the text, we have identified networks to share knowledge, skills, and experience and a rapprochement between the business sector and the school, which aims to develop proficiency in three European languages and treat capital investment and training investment equitably.

3.3.3. Poland

The University of Warsaw Team at first localised the documents indicated in the statutes and regulations of the institutions implementing the COSI.ed model as being the basis for their functioning. In addition, legal acts, regulations, and strategic documents were searched through the website of the Internet System of Legal Acts (ISAP) using a set of keywords in various combinations, i.e. "youth", "education", "at-risk youth", "inclusive education", "social inclusion/exclusion" and "youth policy". Once dozens of documents were selected, a preliminary content analysis was carried out, including in the final analysis (presented in Annex D) those that most closely matched the review criteria. These are summarised in Table 6.

Table 6. Framework selected by the Polish team

Organisations	Texts	Code
Polish parliament	Constitution of the Republic of Poland, 1997	PO01
National level		
Polish government	The Law on School Education of 7 September 1991	PO02
National level		

Polish government	Act of 20 April 2004 on the Promotion of Employment and Labour Market Institutions	PO03
National level		
Ministry of Labour and Social Policy	Regulation of the Minister of Labour and Social Policy of 22 July 2011	PO04
National level		
Ministry of National Education	Regulation of the Minister of National Education of 1 February 2013	PO05
National level		
Polish government	The School Education Act of 14 December 2016	PO06
National level		
Ministry of National Education	Regulation of the Minister of National Education of 11 August 2017 on public educational and childcare centres, youth educational centres, youth sociotherapy centres, special educational and childcare centres, special educational centres, revalidation and education centres and establishments providing care and education to pupils while receiving education outside the place of their permanent residence	PO07
National level		
Ministry of National Education	Regulation of the Minister of National Education of 7 September 2017 on judgments and opinions issued by adjudicating teams operating in public psychological and pedagogical counselling centres.	PO08
National level		
Polish government	Regulation of the Council of Ministers of 22 October 2020 on the appointment of a Government Plenipotentiary for supporting the educational function of schools and institutions, inclusive education and vocational training.	PO09
National level		
Polish government	Government Youth Fund Programme (2022-2033)	PO10
National level		
Polish government	National Programme for the Prevention of Poverty and Social Exclusion. (Update 2021-2027)	PO11
National level		

The Constitution of the Republic of Poland 1997 (PO01) replaced the previous Constitution that had been in effect since 1952. This document provides the foundation for the country's political, legal, and social systems, including its education system. In terms of education, it guarantees the right to education for all citizens and establishes the obligation to continue education until the age of 18. It also provides for free education in public schools and the right of parents to choose schools other than public for their children. Additionally, citizens and institutions have the right to establish schools and higher education institutions, and national and ethnic minorities have the right to establish their own educational institutions.

The Law on School Education (PO02) covers various aspects of the education system, including the rights and obligations of students, parents, teachers, and educational institutions, the structure and organisation of schools, curriculum requirements, teacher qualifications, student assessments, school administration, and other key areas. It sets the legal framework for the establishment, operation, and management of educational institutions, as well as the rights and responsibilities of stakeholders involved in the education

process in Poland. The law aims to ensure the quality, effectiveness, and equity of education in Poland, and it serves as a cornerstone of the country's education system.

The Act of 20 April 2004 (PO03) includes provisions related to active labour market policies, vocational training and retraining programmes, employment promotion measures, support for entrepreneurship, employment of people with disabilities, and cooperation between labour market institutions and employers. It also outlines the roles and responsibilities of different stakeholders, such as the government, local authorities, labour offices, and employers' organisations, in promoting employment and supporting labour market institutions. It has been subject to amendments and updates over time to align with changing labour market conditions and policy priorities.

The Voluntary Labour Corps (Voluntary Labour Corps, OHP), a voluntary programme that aims to promote employment, offer training and education, and support participants' social inclusion, is described in detail in the Regulation of the Minister of Labour and Social Policy (PO04).

The principles of operation of public psychological and pedagogical counselling centres, including public specialised counselling centres, are addressed in the Regulation of the Minister of National Education of 1 February 2013 (PO05). The main objectives of this regulation are to ensure that children, adolescents, and their families have access to high-quality psychological and educational support that is provided by qualified professionals.

The School Education Act of 14 December 2016 (PO06) specifies the rules and requirements governing the setup and management of schools, as well as the obligations of teachers, students, and parents. The main objectives of this law are to ensure that all children have access to a high-quality education and that the educational system is up to date, flexible, and considerate of the needs of both students and society.

The Regulation of the Minister of National Education of 11 August 2017 (PO07) provides guidelines for assessing children and adolescents who may require special educational support and emphasises the importance of using evidence-based assessment methods and providing clear and transparent decisions and opinions to parents and educators. The regulation also outlines the principles for organising and providing psychological and pedagogical assistance in public preschools, schools, and educational institutions. Also, it emphasises individualised support, evidence-based practices, and transparency in decision-making, which reflects a commitment to promoting high-quality education and support services that meet the needs of all learners.

The Regulation of the Minister of National Education of 7 September 2017 (PO08) outlines the objectives, principles, and methods for implementing the Polish educational system. The main ideas of this include the development of key competencies such as critical thinking, effective communication, and collaborative work; promoting inclusive education that offers equal opportunities for all students, including those with disabilities; using innovative teaching methods to improve engagement and learning outcomes; and emphasising the importance of lifelong learning.

The Regulation of the Council of Ministers of 22 October 2020 (PO09) pertains to the appointment of a Government Plenipotentiary to support the educational function of schools and institutions, inclusive education, and vocational training. The main aims and ideas of the regulation include outlining the roles and responsibilities, providing support for schools and institutions to improve the quality of education, promoting inclusive education for students with disabilities or special needs, enhancing vocational training programmes, and fostering coordination and cooperation among relevant stakeholders to achieve these goals.

The Government Youth Fund Programme (P010) aims to promote youth empowerment, participation, and engagement in various aspects of society, skills development, and employment opportunities for young people, foster social inclusion and well-being, and address key challenges faced by youth (such as poverty, inequality, and social exclusion).

The National Programme for the Prevention of Poverty and Social Exclusion (P011) is a programme aimed at addressing poverty and social exclusion among vulnerable populations. It is a comprehensive and strategic programme that outlines the government's goals, strategies, and measures to combat poverty, inequality, and social exclusion and promote social cohesion. It was designed to operate over a specific period, typically spanning several years, and may be updated or revised periodically to adapt to changing social, economic, and demographic conditions. The current framework (2021-2027) includes a range of measures and interventions, such as social welfare policies, employment and training programmes, education and healthcare initiatives, housing and infrastructure development, community engagement and empowerment, and targeted support for marginalised groups, including children, youth, the elderly, persons with disabilities, and other vulnerable populations.

In general, the texts mentioned are aligned with international policy agendas and commitments, such as the SGD (particularly SDG1 on eradicating poverty, SD4 on quality education for all, and Goal 10 on reducing inequality), the European Pillar of Social Rights and the European Union's Education and Training 2020 strategy, the United Nations Convention on the Rights of the Child (UNCRC), and the Mental Health Action Plan from WHO.

3.3.4. Portugal

The U.Porto team and teachers from the Second Chance School of Matosinhos (E2OM) met to discuss the key educational policies that have influenced the practices of this school context regarding the promotion of social inclusion. The actors from E2OM selected some guiding documents, presented in Table 7, at the European level and at the national level, such as recommendations, declarations, laws, and regulations. The analysis of these documents was made by the U. Porto team and can be found in Annex E.

Table 7. Framework selected by the Portuguese team

Organisations	Texts	Code
European Commission Transnational level	White Paper on education and training. Teaching and learning: Towards the learning society (1995)	PT01
Presidency of the Council of Ministers National level	Education Act: Law Nº 46/86, 14 October	PT02
Presidency of the Council of Ministers National level	Decree-Law 35/90, 25 January	PT03
Delegates at the 8th Inclusive and Supportive Educational Congress (2015) National level	Lisbon Educational Equity Statement (July 2015)	PT04
Council of Ministers National level	Resolution of the Council of Ministers n.º 23/2016, 11 April: National Program to Promote School Success,	PT05
Office of the Secretary of State for Education National level	Instruction n.º 6478/2017, 26 July: Students' Profile at the End of Compulsory Education	PT06
Presidency of the Council of Ministers National level	Decree-Law 54/2018, 6 July: Legal Framework for Inclusive Education	PT07
Presidency of the Council of Ministers National level	Decree-Law 55/2018, 6 July: Autonomy and curricular flexibility	PT08
Office of the Secretary of State for Education national scale	Instruction nº 6954/2019, 6 August: Second Chance Programme	PT09

The White Paper on Education and Training, published at the international level *Teaching and learning: Towards the learning society* (European Commission, 1995) was singled out as the policy agenda's most representative recommendation. It outlines the action that must be taken by the Member States as well as the local support measures that must be put in place. Among the main ideas of the text, we have identified a rapprochement between the business sector and the school, which aims to develop proficiency in three European languages and to treat capital investment and training investment on an equitable basis.

At the national level, the legal texts and statements highlighted contain ideas that feed into and, at the same time, derive from policies promoting Education for All, Educational Success for All and Lifelong Learning, e.g.: a) the extension of compulsory education to ninth grade and/or age fifteen, established in the Education Act Law No. 46/86, 14 October; b) the obligation for all people (regardless of their profile) to complete schooling and the creation of financial support to this end, involving other entities (municipal councils) for educational issues, instituted by Decree-Law 35/90, 25 January; c) the extension of mandatory education to twelfth grade and/or age eighteen, and the universality of pre-primary education for children aged five, giving access to the school context before compulsory schooling, is provided by Law no. 85/2009, 27 August; d) the Lisbon Educational Equity Statement (July 2015), which resulted from the 8th Inclusive and Supportive Educational Congress (in Lisbon 26th to 29th July 2015), both reaffirm their support for the Incheon Declaration, agreed at the

World Education Forum (May 2015) and proclaimed by UNESCO, which sets out the international policy agenda for an inclusive and equitable quality education and lifelong learning for all, until 2030; e) the National Program to Promote School Success (Resolution of the Council of Ministers n.º 23/2016, 11 April) that aims to address major impediments against the qualification of citizens and to reduce inequalities, particularly those who are at risk of dropping out of school, focusing on identifying the underlying causes of poor academic performance (as social and economic disadvantage, lack of support at home, and learning difficulties) and in measures of support; f) the creation of the Students' Profile at the End of Compulsory Education, which supports project Education 2030: The Future of Education and Skills, proposed by the OECD, established in the Instruction n.º 6478/2017, 26 July; g) a new proposal of measures to support learning and inclusion for all students in the same legal framework, provided by Decree-Law 54/2018, 6 July (Legal Framework for Inclusive Education); h) the implementation of a new programme for primary and secondary education and the creation of rules that will give schools more autonomy to take decisions to help pupils achieve the set of competences provided in the Profile for Students at the End of Compulsory Schooling, established by Decree-Law 55/2018, 6 July; and i) the publication of guidelines for an intervention programme called "Second Chance" aimed at young people who have left the education system and are at risk of social exclusion, established by Instruction nº 6954/2019, 6 August.

3.3.5. Spain

For the selection of documents, the University of the Balearic Islands team met with the entities in which the project is implemented (Sociedad Cooperativa Jovent and Naüm-proyecto socieducativo) in order to select those regulations and laws that at regional and state level regulate their activity as second chance centres. The selected regulatory framework refers to Education, Social Inclusion and Youth. Once the documents had been selected, the University of the Balearic Islands proceeded to analyse them and the results can be found in Annex F.

Table 8. Framework selected by the Spanish team

Organisations	Texts	Code
Boletín Oficial del Estado National level	Organic Law 3/2020 of Education	S01
Spanish Ministry of Health, Consumer Affairs and Social Welfare National level	National Strategy for Prevention and Fight against Poverty and Social Exclusion 2019-2023	S02
Parliament of the Balearic Islands Regional level (Balearic Islands)	Pact for Social Inclusion of the Parliament of the Balearic Islands 2020	S03
Butlletí Oficial de les Illes Balears Regional level (Balearic Islands)	Law 5/2022, of July 8, on youth policies of the Balearic Islands	S04

The Organic Law 3/2020 of Education (S01) establishes the legal framework of the Spanish Education System. It was implemented as a modification and actualisation of Organic Law 2/2006. In response to the constant changes in our society, and with particular emphasis on the advancement of new technologies and the necessary promotion of gender equality and universal opportunities, this law was updated on December 30, 2020. Thus, Organic Law 3/2020 establishes a legal framework for an equitable, inclusive, and quality education system that promotes participation, academic success, and the integral development of students throughout their lives. It seeks to encourage participatory school governance, the responsible use of technology, the professional development of teachers, and environmental awareness to form committed, critical, and prepared citizens for the challenges of the XXI century.

The National Strategy for Prevention and Fight against Poverty and Social Exclusion (S02) establishes a national strategy that seeks cohesion and social progress and provides adequate coverage for the needs of citizens, especially vulnerable groups, in situations of poverty or exclusion. It fulfils the objectives of the Europe 2020 Strategy while helping to promote in Spain the principles of the European Pillar of Social Rights (2017), the Sustainable Development Goals (2015), and Education 2030 in Spain. In sum, this document (S02) reflects Spain's commitment to addressing poverty and social exclusion holistically and integratedly. It outlines a comprehensive set of goals and actions to promote social rights, enhance social protection and inclusion, foster labour market integration, engage communities, improve data collection, and strengthen governance. The strategy involves collaboration among different stakeholders, including government agencies, civil society organisations, local communities, and individuals affected by poverty and social exclusion.

The Pact for Social Inclusion of the Parliament of the Balearic Islands 2020 (S03) is a regional initiative in Spain that aims to promote social inclusion and combat poverty and inequality in the Balearic Islands (a group of Spanish islands located in the Mediterranean Sea). The Pact is a collaborative effort involving various political parties, social organisations, and stakeholders to develop and implement policies and measures to address social exclusion and promote social cohesion in the region. It focuses on several key areas: employment, housing, education, health, social services, and gender equality. It seeks to promote policies and actions that ensure equal opportunities, access to essential services, and social protection for vulnerable groups (such as people at risk of poverty, children, youth, older people, immigrants, and people with disabilities). The Pact aligns with international and national policy agendas, including the SDG, the European Pillar of Social Rights, and territorial poverty reduction and social inclusion in Spain.

The Law 5/2022 (S04) is a regional law in Spain that aims to establish specific policies and actions to promote active participation, well-being, and social inclusion of young people in the Balearic Islands. The main ideas of the law include recognising the importance of youth as a sector of the population with their own needs and rights, promoting equality, diversity, non-discrimination, participation, and co-responsibility in the formulation, implementation, and evaluation of youth policies. The law emphasises the need to encourage active participation and collaboration among young people, institutions, and society in general, encouraging the

involvement of young people in decision-making processes that affect their lives and their communities. It also establishes measures and programmes to promote youth employment, training, non-formal education, access to housing, civic participation, gender equality, risk prevention, and health promotion, among other areas. It promotes the principles and values of international instruments such as the Convention on the Rights of the Child, the European Youth Strategy, and the SDG, emphasising the importance of youth participation, inclusion, and well-being in societal development.

4. Final considerations

The social inclusion policies recommended by global and European organisations provide essential guidelines and directions for countries pursuing fairer and more inclusive societies. Although each country has its own national policies, a convergence of principles and objectives can be identified, highlighting the significance of a global and local approach to address the challenges of social inclusion.

In this section, we will seek to highlight the main common ideas we have identified in the legal texts of each partner country in the project and the transnational discourses.

Denmark

The education system in Denmark abides by the Principles for Education established by the Danish Ministry of Foreign Affairs and the Ministry of Higher Education and Science, in line with the recognition of education as a potent tool for social inclusion by international and European organisations. These principles support active participation and democracy in education, ensure equal opportunities for all students, encourage a learner-centred approach, value diversity and inclusion, prioritise lifelong learning, support sustainability and global citizenship, and guarantee quality and relevance in educational initiatives. In line with the importance placed by international organisations on equal access to education and full participation in the learning process, Denmark's commitment to these principles reflects its dedication to providing high-quality, inclusive education that equips people for active participation in society and the global community.

The Folkeskole Act in Denmark ensures quality education by enhancing student well-being, fostering competency-based education, and encouraging parental involvement. It serves as a comprehensive framework for the primary and lower secondary education systems in Denmark, emphasising the importance of providing equal educational opportunities for all learners, in line with the focus on equal access and promoting social cohesion highlighted by the European organisations. The Inclusion Act recognises the economic perspective of including children in regular classes, promoting cost-effectiveness, while also emphasising the right to proper education and equal access for all children, reflecting the commitment to equal opportunities. Additionally, the Act acknowledges the role of inclusion in creating social

cohesion, aligning with the European organisations' emphasis on intercultural education and combating discrimination. The Salamanca Declaration's principle of adapting schools to the needs of the child, which influenced the implementation of inclusion in the Danish school system, further resonates with the world organisations' recognition of the importance of developing educational systems that support equal access and full participation for socially excluded groups.

The Agreement on Better Ways to Education and Jobs, signed by the Danish government, social partners, and stakeholders, aims to improve the transition from education to employment, particularly for young people and vulnerable groups. It promotes flexibility, innovation, and adaptability in education and employment practices, aligning with world organisations' recognition of the need to invest in education and training and adapt to changing labour market demands. The focus on lifelong learning, fostering entrepreneurship, and social inclusion echoes the world organisations' emphasis on lifelong learning as a critical response to technological advancements and promoting inclusive and economically sustainable societies.

The Act on Preparatory Basic Education in Denmark addresses the challenges faced by young people, reflecting the commitment to addressing education and employment-related issues highlighted by the transnational organisations. This act provides a comprehensive and inclusive education and training programme for young individuals aged 18–25 who may face barriers to completing a formal education or entering the labour market. By offering flexible and individualised educational pathways, promoting personal and social development, and improving employability skills, Denmark aligns with the transnational organisations' emphasis on lifelong learning and the acquisition of necessary skills for collaboration and inclusive societies.

In summary, Denmark's education system aligns with the principles and ideas identified by world and European organisations. It emphasises equal access, inclusivity, intercultural education, active citizenship, lifelong learning, and cooperation among stakeholders. Denmark's commitment to these principles is reflected in its guiding principles, educational acts, and agreements, aiming to provide high-quality, inclusive education, improve the transition to employment, foster social inclusion, and prepare individuals for active participation in society and the global community.

Norway

The Education Act places a strong emphasis on promoting quality and equity for all students, ensuring that special education is of a high standard and individually tailored to meet the needs of each student. In accordance with the 1989 United Nations Convention on the Rights of the Child, the revised Children and Parents Act recognises the child's right to self-determination.

In order to address the changing needs of society and the labour market, the new core curriculum for primary and secondary education aims to prepare students for future competence needs, including a deeper understanding of economic and technological developments. The School of the Future highlights the necessity to renew subjects taught in schools to meet future competence requirements. This echoes the emphasis on lifelong learning and the acquisition of relevant skills advocated by transnational discourses.

At the regional level, the Strategy Plan for Education and Public Health from Vestfold and Telemark County municipalities stands out and aligns with the social mission and expectations outlined in the Education Act, Knowledge Promotion 2020, and the United Nations' SDG. The plan emphasises the importance of networks for sharing knowledge, skills, and experiences, as well as fostering collaboration between the business sector and schools. This collaborative approach aims to develop proficiency in three European languages and ensure equitable treatment of capital investment and training investment. These initiatives align with the goals and recommendations of global and European organisations, promoting educational excellence, language proficiency, and socio-economic development.

Briefly, Norway's national and regional texts demonstrate a commitment to quality education, inclusivity, lifelong learning, the development of relevant competencies, and learner-centred approaches.

Poland

The Law on School Education reflects the goals of the European Union's Education and Training 2020 strategy, which aims to enhance the quality and relevance of education systems across Europe. The law establishes the legal framework for a quality education system in Poland, emphasising the rights and responsibilities of stakeholders involved in the education process. By aligning with the Education and Training 2020 strategy, Poland demonstrates its commitment to fostering effective education systems that promote lifelong learning and prepare individuals for the challenges of the 21st century. Furthermore, the Act of April 20, 2004, demonstrates Poland's engagement with global and European labour market policies. By addressing active labour market policies, vocational training, employment promotion measures, and support for entrepreneurship, the act reflects the principles outlined in the European Union's employment and social policies. Also, the regulations issued by the Minister of Labour and Social Policy and the Minister of National Education, which prioritise access to high-quality psychological and pedagogical support and individualised educational assistance, reflect the WHO Mental Health Action Plan, emphasising the well-being and rights of children and young people.

On the whole, the mentioned laws and regulations in Poland demonstrate a clear articulation of the ideas and principles put forth by international and European organisations. By aligning its policies and practices with global and regional agendas, Poland seeks to promote sustainable development, quality education, social inclusion, and labour market integration in line with the broader aspirations of the international community.

Portugal

Portugal's educational policies show a strong adherence to the principles and suggestions promoted by international and European organisations. According to institutional actors in the Portuguese educational context, the White Paper "Teaching and Learning: Towards the Learning Society" emphasises lifelong learning and encourages partnerships between educational institutions and the private sector. This serves as an example of how macropolitical settings can affect or guide institutional behaviour.

The requirement that all children attend school until the age of fifteen, as stated in Education Act Law 46/86, reflects the emphasis on equal access to education placed on a global scale, particularly for those who are socially excluded.

The requirement that everyone finish their education, regardless of their unique circumstances, and the distribution of financial aid involving municipal councils, as established by DL 35/90, are in line with the global framework's recognition of the necessity of making investments in education and training. This policy emphasises the significance of collaboration among various stakeholders in achieving shared educational objectives.

The global framework's emphasis on reducing inequality and addressing the root causes of subpar academic performance is addressed by the National Programme to Promote School Success. This programme aims to improve educational outcomes and promote greater equity in the educational system by implementing targeted strategies and interventions.

The Second Chance programme aligns with the global framework's emphasis on providing opportunities for individuals who have dropped out of the education system and are at risk of social exclusion. This initiative offers pathways for individuals to re-engage in education and acquire necessary skills, promoting social inclusion and mobility.

In sum, Portugal's education policies demonstrate a commitment to addressing the recommendations of international and European organisations. By focusing on equal access, reducing inequalities, and providing opportunities for all individuals, Portugal strives to create an inclusive education system that empowers learners and promotes social cohesion.

Spain

According to the Organic Law 3/2020 of Education, the goal of the Spanish educational system is to give every student an inclusive and equitable education. The National Strategy for Prevention and Fight against Poverty and Social Exclusion also reflects Spain's commitment to combating poverty fully, in line with the principles of social rights in Europe and the objectives of sustainable development. To ensure adequate coverage for the needs of vulnerable groups, its implementation involves collaboration among numerous stakeholders, including government organisations, civil society organisations, and affected individuals.

At the regional level, the Pact for Social Inclusion of the Parliament of the Balearic Islands brings together political parties, social organisations, and stakeholders to develop and

implement policies addressing social exclusion and promoting social cohesion. Its areas of focus include employment, housing, education, health, social services, and gender equality. The Pact's alignment with international and national policy agendas, such as the SDGs and the European Pillar of Social Rights, underscores its commitment to addressing poverty and inequality in line with broader societal goals.

Law 5/2022 is a regional law in Spain specifically aimed at promoting the active participation, well-being, and social inclusion of young people in the Balearic Islands. The law recognises the unique needs and rights of young people and emphasises equality, diversity, non-discrimination, and participation in decision-making processes. It establishes measures and programmes to enhance youth employment, training, non-formal education, housing access, civic participation, gender equality, risk prevention, and health promotion. The law's alignment with international instruments such as the Convention on the Rights of the Child, the European Youth Strategy, and the SDG demonstrates its commitment to promoting the well-being and inclusion of young people in societal development.

These initiatives highlight Spain's dedication to inclusive education, poverty reduction, and social inclusion in line with global agendas.

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ANNEXES