

# CONTEXT

The socio-demographic context      Society's expectations and needs      Educational policy      Research in education

## INPUT

Human resources      Material resources      Financial resources      Support and guidance structures

## PROCESS

Teaching and learning	Governance	The educational climate	The quality approach
The curriculum and the programmes	Leadership	School: a place for living	Evaluation
Organisation of teaching	Management	Interpersonal relationships	Development strategies
The learning environment	Communication	Health and well-being	Professionalisation of staff
Individualised support	The culture of cooperation	Supporting pupils	The culture of change

## OUTPUT

The degree of satisfaction      The pupils' educational path      The pupils' skills      The equity of the education system

### RECOMMENDATION 1 :

Collecting, centralising and making available individual and contextual data on pupils for whom an inclusion plan has been introduced.

### RECOMMENDATION 3 :

Guaranteeing networking between human resources, taking into consideration the specific skills of each actor, and ensuring both the transfer of information and clarification of each person's role and duties.

### RECOMMENDATION 2 :

Specifying the procedure for implementing an inclusion project in Luxembourg and reconsidering the procedures related to diagnosis, including the reference person's key role in following up on an inclusion project.