

The topic of this dissertation is "Learning how to learn in inclusive secondary education." The central subject of this dissertation is the facilitation of processes in which students develop awareness of their own learning-styles and educational needs. In my opinion, awareness of learning-styles and awareness of personal educational needs by students and teachers should lead to educational programmes, environments, settings and facilitations that promote more effective and joyful learning for all.

In their actual practices of educational change and development, schools meet several problems concerning the quality of education that produce questions for research. To find solutions for some of these questions we started a participative action research project.

The action research area for this project was Inclusive Secondary Education and the coresearchers in the action-research process were teachers as well as students. All five schools involved in this research program are inclusive mainstream schools in the sense that children with visual or communication handicaps, physically and mentally handicaps (limit TIQ= 40) as well as students with behavioral problems and students without handicap are welcome.