



Join opportunities of Inclusion in EU society through Sports and Music

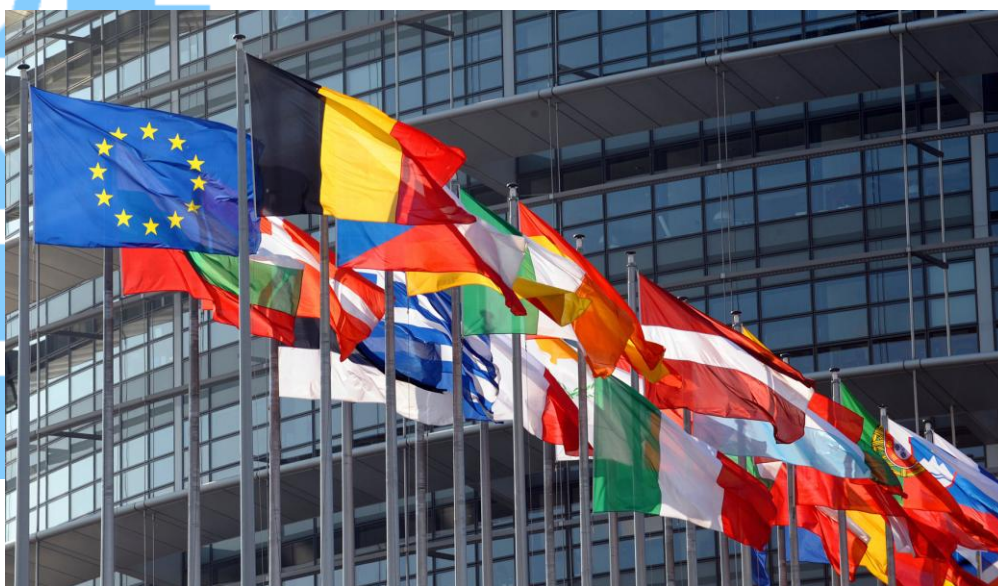
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Vendulka Raymova

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MODULE 1 – INCLUSION, GENERAL PRINCIPLES EU



AIM: General principles of the EU in the field of INCLUSION approach

COMPETENCE OF TEACHER: To learn and keep a basic orientation about these themes on the general level

STRUCTURE:

- (1) General principles of the EU
- (2) Inclusion issue
- (3) Best practices examples in the countries of consortium members are

(1) GENERAL PRINCIPLES IN EU

All European countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. The development of inclusive education systems aims to:

- Raise the achievements of learners by recognising and building upon their talents and effectively meeting their individual learning needs and interests;
- Ensure that all stakeholders value diversity;
- Ensure the availability of flexible continua of provision and resources that support the learning of all stakeholders at both individual and organisational levels;
- Ensure that effective continua of support in inclusive education systems encompass personalised approaches to learning that engage all learners and support their active participation in the learning process;
- Raise the achievements, outcomes and outputs of the system overall by effectively enabling all stakeholders to develop their attitudes and beliefs, knowledge, understanding, skills and behaviours in line with the goals and principles of an inclusive education system;
- Operate as learning systems that work towards the continuous improvement and alignment of structures and processes by building the capacity of all stakeholders to systematically reflect upon their achievements and then use these reflections to improve and develop their collective work towards their shared goals.
- **Action plan** of EU Member States on the national level.

Source: www.european-agency.org



(2) INCLUSION issue

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Position Flyer, dated 19 April 2016

All European countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are seen as a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically.

The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers.

For this vision to be enacted, the legislation directing inclusive education systems must be underpinned by the fundamental commitment to ensuring every learner's right to inclusive and equitable educational opportunities.

The policy governing inclusive education systems must provide a clear vision for and conceptualisation of inclusive education as an approach for improving the educational opportunities of all learners. Policy must also clearly outline that the effective implementation of inclusive education systems is the shared responsibility of all educators, leaders and decision-makers.

The operational principles guiding the implementation of structures and procedures within inclusive education systems must be those of equity, effectiveness, efficiency and raising achievements for all stakeholders – learners, their parents and families, educational professionals, community representatives and decision-makers – through high-quality, accessible educational opportunities.

With this vision in mind, in its work with member countries the Agency will endeavour to provide guidance on the development of inclusive education systems that aim to:

- Raise the achievements of learners by recognising and building upon their talents and effectively meeting their individual learning needs and interests. The Agency understanding of raised achievement for learners encompasses all forms of personal, social and academic attainments that will be relevant for the individual learner in the short term, while enhancing their life chances in the long term.
- Ensure that all stakeholders value diversity. This principle should be enacted through actively engaging stakeholders in dialogue and providing support to enable them to make individual and collective contributions to widening access to education and improving equity to enable all learners to realise their full potential.



- Ensure the availability of flexible continua of provision and resources that support the learning of all stakeholders at both individual and organisational levels.
- Ensure that effective continua of support in inclusive education systems encompass personalised approaches to learning that engage all learners and support their active participation in the learning process. This involves the development of learner-centred curriculum and assessment frameworks; flexible training and continuous professional development opportunities for all educators, school leaders and decision-makers; and coherent governance processes at all system levels.
- Raise the achievements, outcomes and outputs of the system overall by effectively enabling all stakeholders to develop their attitudes and beliefs, knowledge, understanding, skills and behaviours in line with the goals and principles of an inclusive education system.
- Operate as learning systems that work towards the continuous improvement and alignment of structures and processes by building the capacity of all stakeholders to systematically reflect upon their achievements and then use these reflections to improve and develop their collective work towards their shared goals.

The essential features of inclusive education systems outlined here are based on a wider European and international policy and practice context.

Source: European Commission (DG Education and Training, June 2016)

http://ec.europa.eu/education/policy/strategic-framework/social-inclusion_en.htm

(3) BEST PRACTICES examples in the countries of consortium members are:

ITALY

According to its Constitution, the Italian Republic guarantees school for all (Article 34) and requires that the mandatory duty of solidarity be fulfilled (Article 2). Moreover, it is the 'duty of the Republic to remove any obstacles constraining the freedom and equality of citizens in order to ensure the full development of the human person' (Article 3).

Prior to integration in Italy, there were special classes for 'handicapped' pupils and special schools for 'sub-normal' pupils (pupils with specific physical or intellectual disabilities). There were also separate classes, attended by 'nervous, retarded, unstable pupils who would not fit in regular classes, for whom common discipline and teaching methods would be unsuitable and who could only improve through special teaching methods' (1953).

Pupils with special educational needs

For almost all pupils with special educational needs in the Italian school system (including pupils with disabilities, specific learning disorders, specific developmental disorders or socio-economic, cultural or linguistic disadvantages), the law provides for the drafting of tailored educational plans which allow them to improve their abilities and knowledge, based on their own skills and the predicted area of improvement. They are called individual education plans or personalised education plans and are drafted by teachers, medical staff, parents and other professional figures involved in the pupil's education/life.



Civico zero' work scholarships 2015

'Civico zero' work scholarships 2015 is a project funded by the Social Cooperative 'Civico Zero' in collaboration with Save the Children – Italy, aimed at improving the direct knowledge of the world of work and promoting employment integration of foreign unaccompanied minors and young adults, including Roma children, through apprenticeship training opportunities
<http://www.programmaintegra.it/wp/programma-integra/progetti/borse-lavoro-civico-zero-2015/>

The Italian **Migrants Integration Portal** is a project co-financed by the European Fund for the Integration of third-country nationals. It was established under the coordination of the Directorate General of Migration Policies and Social Integration of the Italian Ministry of Labour and Social Policies.

The purposes of this initiative were the following: enhancing the repeatability of good practices; promote a better understanding of the migration phenomenon; favour the “networking” among the subjects promoting the mapped projects, such as Associations and Authorities, Educational Centres, Schools of any grade, Municipalities and Provinces; spreading the perception of foreign minors as a resource; looking at our Country from a different perspective.

<http://www.sirius-migrationeducation.org/good-practices-in-the-integration-of-migrant-pupils-in-italy/>

<http://www.sirius-migrationeducation.org/building-learning-societies-social-inclusion-through-vet-new-opportunities-for-neets/>

Inclusive education in Italy

<https://www.sensepublishers.com/media/503-inclusive-education-in-italy.pdf>

UNITED KINGDOM

In England the National Curriculum inclusion statement has established inclusive teaching as a general teaching requirement and subsequent documents have consistently presented the view that all teachers are teachers of children with special educational needs.

Guidance on inclusion through the National Strategies in England have emphasised a generic strengthening of teaching and learning (rather than specialist approaches) based on a belief that this will lead to better outcomes for all children, including those with special educational needs

Case study – Meath School Meath is a non-maintained special school in Surrey run by ICAN. The school caters for pupils aged between 5-12 who have speech and language difficulties and associated difficulties. The school has developed close links with a number of local education authorities and mainstream schools. As part of their outreach programme the school has worked with a mainstream school in a London borough to enable the successful inclusion of a child. The child's parents initially wanted the child to attend Meath. However, the school assessed the pupil's needs and felt his needs could be appropriately provided for within a mainstream school. Meath's Curriculum and Assessment Leader and Head of Speech and Language Therapy provided training to the mainstream school's teachers, SENCO, teacher assistants and the child's parents. The training was well received and the child has been successfully included. The links between the two schools have also benefited Meath. The training package can be adapted and offered again to support the inclusion of other children.

www.nasuwat.org.uk



https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283623/inclusive_schooling_children_with_special_educational_needs.pdf

ESTONIA

Adapting the learning environment for young people with disabilities in Estonia The Day Care Centre

Käo in Tallinn is a social institution that has been providing support services and rehabilitation activities for children and adolescents with disabilities since 2000. The same building hosting the association also hosts the nursing education department of Tallinn Boarding School providing basic education training. Teachers from the school would train children and adolescents in the Day Care Centre in self-care operations and basic skills. However, once the children had completed their basic education they had no possibility to access vocational training programmes suitable for them. Therefore ESF was used to create curricula and train specialists to adjust the learning environment for the pre-training of people with disabilities. The Day Care Centre Käo, in cooperation with The Continuing Education Centre of the University of Jyväskylä in Finland, set up new curricula and methodologies for “special learners” programmes. Two pilot curricula were created in 2008, one for adolescents who need to learn life skills and another for those in need of nursing education. 30 teachers were trained in 2007 and 2008.

http://ec.europa.eu/employment_social/esf/docs/sf_social_inclusion_en.pdf

ROMANIA

A new framework curriculum has been developed recently for children with severe, profound and associated curriculum. One can talk here about an achievement in the road towards inclusion - an including national curriculum (before 1989 these children were not entitled to formal education); there is still a long road ahead on curriculum development for these children. Curriculum for children with special needs integrated into mainstream schools. These children can follow the same curriculum as the other children, but also benefiting from specific subjects for rehabilitation and specific intervention. So, again like in the case of having finally a curriculum for children who had not been at all entitled to education until recently it is an important step to have an officially approved curriculum for children with special needs from the ordinary schools.

A pack of training from 1999 used in an action research project for developing inclusive schools in two counties of Romania (Arges and Prahova) and in Bucharest (2000-2002). Other two publications of RENINCO, with UNICEF assistance, which have appeared in 1999 and 2000 have added some help to the clarification and the ongoing change process towards educational inclusion. NGOs and schools, from university and ministry representatives and individual members as well; the importance of the social and civil dialogue was very well reflected.



The PHARE Programme 2003/005-551.01.02 was entitled Access to education for disadvantages groups. It aimed to facilitate access to and the quality of education for all children, regardless of their psychological, ethnic, linguistic or socio-economic features. The programme has piloted the creation of resource centers, in order to assist all teachers in developing more open and inclusive classrooms and schools. This program has included important training activities focused on inclusion.

Some best practices (connected with the functioning of itinerant/support teachers which can enhance the progress towards inclusive schools (MER, RENINCO&UNICEF, 2006). - the support teachers are natural members of the organizational structures - from the methodological and professional point of view - within the ordinary school; in one school (Iasi) the director even stated that the support teacher is considered as a key person in the school from the methodological point of view; the support teacher is also attending the relevant activities with the class, including with all parents of the classroom; - the support teacher is trying as much as possible to offer support in learning for all children in the classroom – not only for SEN children to whom he or she has a particular assignment (one example: before an assessment activity several children – not only those with SEN - have asked the support teacher to help them prepare for that assessment...; - the support teacher is changing (shifting) sometimes his role with the class teacher (in a similar way that teachers in Step by Step alternative are working in some Romanian schools); - the support teacher is considered a friend of all pupils in the classroom; some of them want to spend more time and communicate with her even during the school breaks; this in particular the case of young teachers... - support teachers with more experience in overcoming learning difficulties at children in schools are gradually gaining a high profile in these schools.

ROMANIA Regional Preparatory Workshop on Inclusive Education Eastern and South Eastern Europe (http://www.erisee.org/downloads/2013/2/r/Romania%20inclusion_2007%20ENG.pdf)

SWEDEN

Current Swedish educational policy documents recognize that students are *different*. That has important implications in how schooling is organized and therefore the learning process and the avenues to reach goals. The Curriculum for the Compulsory School System specifically states: *Consideration should be taken of the different abilities and needs of the students. There are different ways to reach the goal. . . . Hence teaching cannot be designed in the same way for everyone.*

There has been a clear move towards inclusive practice and wide agreement on the key principles first encompassed in the Salamanca Statement (UNESCO, 1994).

Socialization to the group is strong, especially when children are just starting their compulsory schooling. Another teacher said that children with disabilities are supposed to be included in the general education class ("although not always, of course"), because it is good for the group to support the individual child. In a special class for children on the autism spectrum, one of the two teachers said their children "are included, but with adult support," and that they "belong to" the school.



National programmes for pupils with learning disabilities are among other programmes for tourism, trade, industry and arts. As with all upper-secondary pupils, individual solutions are possible. Within the compulsory school for pupils with disabilities, there is a special orientation called the training school. The training school is intended for pupils who cannot benefit from all or part of the education in specific subjects. For more information, please see [Särskola](#).

<https://www.european-agency.org/country-information/sweden/national-overview/complete-national-overview>

<http://files.eric.ed.gov/fulltext/EJ1089787.pdf>

LITHUANIA

In Lithuania authorities are promoting a new system to bridge children's various educational contexts (students, teachers, families, school administrations). The project helps family members interact and exchange information with teachers, learn and comment about school events, and participate in other activities.

The system is electronically based and platform can be accessed through the Internet. Parents can see information on their children's progress and achievements, communicate with teachers, and contact other parents in additional forums.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FOR INCLUSION

On 14 December 2004, the Minister of Education and Science approved the Strategy and Programme for the Introduction of ICTs into Lithuanian Education in 2005–2007. This strategy was created in response to the needs and aims of the development of the information society both in Europe and Lithuania, which are defined in the European i2010 policies and in the Lithuanian Information Society Development Programme. The main strategy objectives are:

- to achieve a breakthrough in teaching and learning of pupils through the use of modern ICT;
- to create a network of educational computers – a cyberspace filled with information for teaching and learning – while creating conditions for modern management of the educational system and for communication among school communities at the same time;
- to improve citizens' computer competence in order to reduce social seclusion in the sphere of ICT.

<https://www.european-agency.org/sites/default/files/Lithuania.pdf>

<http://en.imagina.pt/>

BELGIUM

Teacher Education for Inclusion in Belgium (Flemish speaking community)

Research project: In the first phase, research was done on which competences a teacher needs to teach in an inclusive classroom. This research included international literature as well as an enquiry and focused interviews with competent teachers in inclusive settings. The outcome of the research was that teachers don't need too many different or extra competences.



We can organise the important competences for inclusion into five groups:

- Supporting the well being of all children.
- Differentiating aims, curricula, evaluation and support as far as possible within the classroom
- Co-operating with parents.
- Co-operating with colleagues and supporters in the classroom under the co-ordination of the teacher responsible for SNE/pastoral care.
- Developing flexibility, inquisitiveness, a critical attitude and responsibility.

In a second phase, the 5 competences of inclusion were included in the curricula of teacher education. Special practice opportunities were built into the second and third year to enable students to experience work in classes with children with high support needs and to allow them to work on the accomplishment of these competences

The results of the research were included in the curricula of teacher education at the University College Sint-Lieven at Sint-Niklaas/Gent who collaborated on this initiative with the University of Gent at the Faculty of Orthopedagogy (Professor Van Hove Geert). The project ran from February 2005 till October 2007. Afterwards the new curricula were definitely implemented.

<https://www.european-agency.org/country-information/sweden/national-overview/complete-national-overview>

<http://www.easpd.eu/en/content/current-social-inclusion-persons-disabilities-belgium>

http://aei.pitt.edu/14575/1/Includ-ed_FG_on_Ed_System_in_Belgium.pdf

<https://www.european-agency.org/country-information/belgium-french-community/national-overview/special-needs-education-within-the-education-system>

<http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=222>