

CONFÉRENCE
DE COMPARAISONS
INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

Les enjeux européens / internationaux liés à l'inclusion

Victoria Soriano de Gracia

European Agency for Special Needs and Inclusive Education

28 & 29 janvier 2016

Presentation

- Who we are
- Our focus
- What Inclusive Education means
- Challenges
- Opportunities
- Learners' opinions

Who we are

The Agency is a permanent network of ministerial representatives from 29 countries acting as the member countries' platform for collaboration regarding the promotion of quality and equity in education as a means to achieving social cohesion

Our Focus

- The Agency's main focus is upon inclusive education within its widest interpretation: dealing with learner difference and diversity in all educational settings as a quality issue.

The Agency's work is essentially concerned with how the achievement of all learners at all levels of inclusive lifelong learning can be improved in a meaningful way that enhances their opportunities for an effective participation in society.

Inclusive Education systems

- Implications at different levels:
 - Legislation
 - Policy
 - Operational principles

Inclusive Education

Inclusion as systemic change:

- Terms as inclusive education have shifted from being mainly associated with learners with SEN/disabilities to a focus on meeting the needs of a far wider range of learners who may be vulnerable to exclusion
- Involves a curriculum for all that considers academic and social learning
- Is a process and not a state

Agency Position on Inclusive Education

- The ultimate vision for inclusive education is to ensure that all learners of any age are provided with high-quality educational opportunities in their local community, alongside their friends and peers
- Inclusive education is seen as a vital component of more socially inclusive societies

Challenges

- Academic achievements (output) versus meeting individual needs
- Preparing all teachers for inclusive education
- Over 2% of pupils are being educated in separate settings across Europe
- Identifying and meeting the needs of ‘out of school’ children

Opportunities

- Increasing focus on the rights of learners with disabilities and their families – this relates to access to compulsory education; access to specialist support and services; access to mainstream, inclusive education
- Changes in concepts and language used in policies
- Flexibility within policies and systems that encourage innovation and change
- Devolution of responsibilities to local and/or regional level bodies and organisations

Opportunities (2)

- A re-focussing of the role of special schools as a resource for the mainstream sector
- Improving frameworks and structures of provision –changes aim towards improvements and capacity building within mainstream provision
- Promoting specific tools and approaches within provision – i.e. the implementation of Individual Education Plans and personalised learning approaches
- End user participation in local decision-making
- ‘Inter’-disciplinary support structures





European Hearing Inclusive Education – Take Action

- 31 country delegations
- 72 young delegates, 14-16 years of age, with and without disabilities/SEN
- 250 participants



Results

Five messages:

- Everything about us, with us
- Barrier-free schools
- Breaking down stereotypes
- Diversity is the mix, inclusion is what makes the mix work
- Becoming full citizens

Video

- <https://www.dropbox.com/s/z6nfmwoia05iax7/Take%20Action%20Hearing.mp4?dl=0>

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#CCI_Handicap

ÉCOLE INCLUSIVE POUR LES ÉLÈVES EN SITUATION DE HANDICAP

Victoria Soriano

**European Agency for Special Needs and
Inclusive Education**

28 & 29 janvier 2016