

Inclusive Education across Europe Concept, Facts and Trends

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Inclusion

No agreed definition in Europe because of:

- Different historical, social and political developments
- Translation issues
- Inclusion is a process, and countries are at different positions in that process!



Inclusion

- Is a wider concept, not only related to education
- It is a moral issue in civilised countries where all members must be included into society
- And all members must have a stake: benefit from it and contribute to it



- Integration vs segregation
 - placement-issue
 - dismantle special provision
- Inclusion vs exclusion
 - exclusion can mean: lack of provision, non-participation (also in mainstream schools)
 - dismantle mechanisms of marginalisation



Social Inclusion

- Those at risk get the opportunities and resources necessary to fully participate in economic, social and cultural life
- Also enjoy a standard of living and well being that is considered normal in the society they live in
- It ensures greater participation in decision making



Inclusion can be understood as

- being a part from the start
- a radical restructuring of the school system, so a pupil is never excluded from it
- an ongoing process aimed at offering quality education for all while respecting diversity
- presence, participation and achievement



Integration

- Started in the 70s
- Focused on policies and practices for those who had been excluded from regular settings
- Associated with placement
- Focus on individual needs or additional arrangements in stead of implications for the school organisation to embrace diversity



Special Education

- Refers mainly to education of children with disabilities that takes place in special settings



Special Needs Education

- Refers mainly to the special provision and support for students identified as having special educational needs, EITHER in special or mainstream settings



Special Educational Needs

- Extends beyond those who may be included in handicapped categories to also cover those who are failing in school for a wide variety of other reasons.
- Whether or not additional support is needed depends on the extent schools need to adapt their curriculum and organisation (so a relative concept)



Focus

- S(N)E: on the individual deficit (in special or mainstream setting)
- Integration: on additional support
- Inclusion: on transformation of structures



Theoretical model

- S(N)E: medical/clinical
- Integration: Mixture between medical, psychological and social model
- Inclusion: Human rights approach. Right to be educated in the local school without the need of being labeled or categorised, but as human beings who belong



Actions/Interventions

- S(N)E: specialist support to student
- Integration: compensation, teacher support
- Inclusion: reform of teaching and learning and in school organisation



Disability is considered as

- S(N)E: Individual deficit and personal tragedy
- Integration: result of interaction between environment and person
- Inclusion: as a form of exclusion and discrimination



Decision making and power

- S(N)E: the professional is the main decision maker
- Integration: Professionals, parents and sometimes disabled people
- Inclusion: role of disabled is central, empowerment



Disadvantages

- All those at risk of exclusion for other reasons than individual impairments such as ethnic background, foreign language, social and economical disadvantages



Disabilities and Impairments

- Disabilities means different things to different people
- For some countries disabilities is synonym for impairments (those with e medical model of disability)
- In other countries (and WHO and ICF and UNCRRPD): disability results from the interaction between persons with impairments and the environment



Equality

- Refers to distribution of RESOURCES to people who are different
- Education should compensate for society and avoid that some are favoured as a result of family or social background and/or their skills and talents
- It is unfair to provide different pupils with the same provision



Equal Opportunities

- Approach intended to provide a certain environment in which people are not excluded from the activities of society such as education, health care and employment



Equity

- Is defined as the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and OUTCOMES.
- Outcomes are independent of socio-economic background and other factors



Equity

- Several forms of equity (depending on area)
- Equity as minimising divergence across social groups
- Equity as meeting the needs of diverse individuals (fairness requires differential treatment: those who are disadvantaged require additional rights and resources)



Statistics: a few remarks

- Countries do not agree on one definition and use of concepts, labels, definitions, categories, classification etc
- Countries include different categories of learners within their legal definitions of SEN (see talented and gifted)
- Some countries define only 1 or 2 types of SEN, others more than 10.



Statistics: a few remarks

- Some countries only count pupils with SEN in segregated provision. Others also count students with SEN in regular schools.
- Some countries only count students that receive extensive support, but other pupils also receive support and are not included in statistics



Percentage of pupils in the compulsory school sector recognised as having SEN in 2008 (in all educational settings)

0% - 2%	2% - 4%	4% - 6%	6% - 10%	> 10%
Bulgaria	Austria	Belgium (Fl)	Czech rep.	Estonia
Greece	Denmark	Belgium (Fr)	Finland	Lithuania
Sweden	France	Cyprus		
	Ireland	Germany		
	Italy	Hungary		
	Luxembourg	Iceland		
	Netherlands	Latvia		
	Poland	Malta		
	Portugal	Norway		
	Slovenia	Switzerland		
	Spain	UK (Scotland)		
	UK (England)			
	UK (Wales)			



Percentage of pupils with SEN in segregated settings

Up to 1.0%	1.01 %- 2.0%	2.01%- 4.0%	4.01% and above
Cyprus	Austria	Denmark	Belgium (Fl)
Greece	Bulgaria	Finland	Belgium (Fr)
Ireland	France	Hungary	Czech Rep.
Italy	Iceland	Latvia	Estonia
Malta	Lithuania	Netherlands	Germany
Norway	Luxembourg		Switzerland
Portugal	Poland		
Slovenia	Sweden		
Spain	UK (England)		
	UK (Scotland)		
	UK (Wales)		

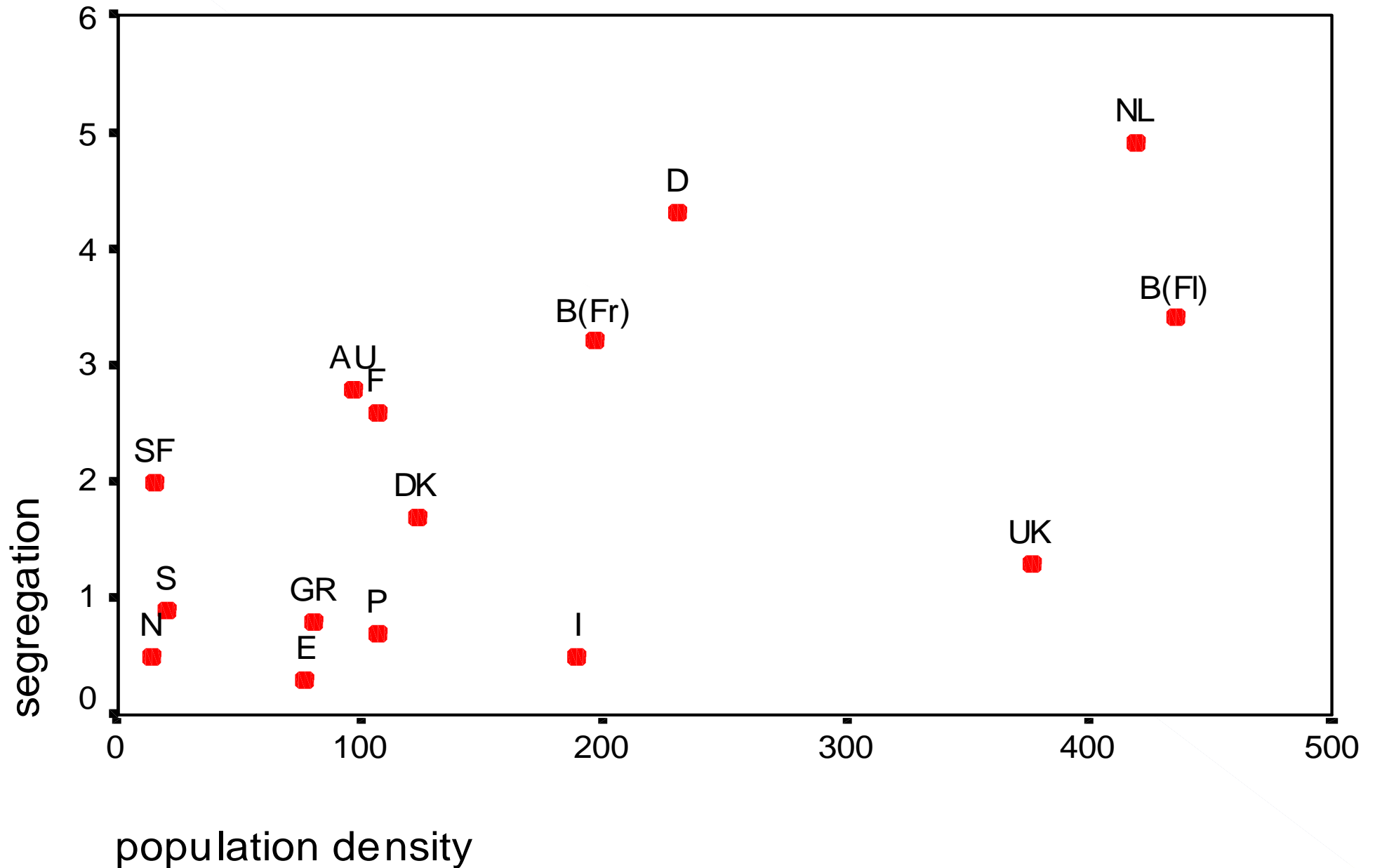


Factors related to differences between and within countries

- Funding
- Population density (.60)



Figure 1: Position of countries on population density and segregation; UK= England



Financing

Funding explains differences on
segration-integration continuum

Funding explains differences between
policies and practices

Funding changes may contribute to
development of inclusive practices



More in detail

- Input funding: negative consequences
- Throughput funding: positive results
- Pupil bound budgets: disadvantages



Inclusion vs exclusion or integration vs segregation

- Key Questions
- Normative position
- Role of research



Developments in Europe

Developments

- A wider range and more flexible provision
- Developing funding models
- The development of resource centres

Challenges

- Academic achievements (output) versus SEN
- Secondary and higher education
- 2% of pupils in separate settings across Europe



Inclusive Education and Classroom practice

What works within inclusive settings?



Some general conclusions

- What is good for pupils with special educational needs is good for all pupils
- Behaviour, social and/or emotional problems are the most challenging
- Dealing with differences in the classroom forms one of the biggest problems



Effective practices within the context of inclusive education

Co-operative teaching

- Teachers need support from colleagues
- Students get their support in the classroom
- Teachers learn from each others' approaches and feedback. Thus, it also meets the needs of teachers



Effective practices within the context of inclusive education

Co-operative learning

- Peer tutoring is effective in both cognitive and affective areas
- Moreover, there are no indications that the more able pupil suffers from this situation



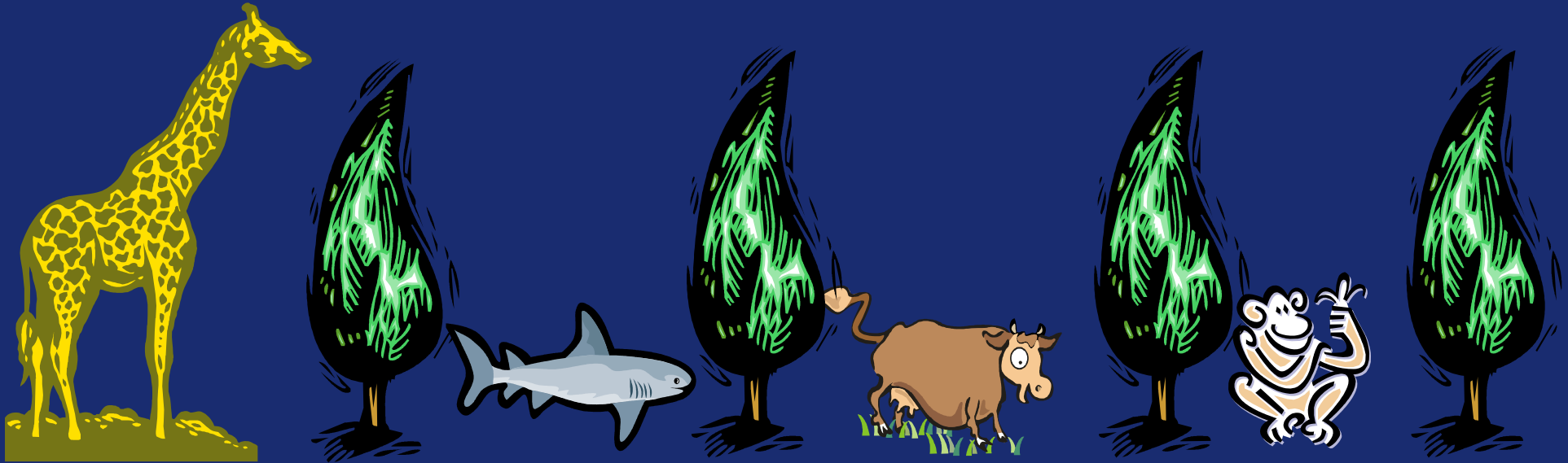
Effective practices within the context of inclusive education

Heterogeneous grouping

- Students of the same age stay together in mixed ability classrooms, to respect natural variability in characteristics of students.
- Heterogeneous grouping is effective when dealing with a diversity of pupils in the classroom



We deal with differences!



Climb the tree!



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