

Inclusive Education: An International Perspective on Policies and Practices

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www.european-agency.org



Member countries of the Agency

- Presently, the Agency has 27 full member countries: Austria, Belgium (French), Belgium (Flemish), Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland and the United Kingdom (England, Scotland, Northern Ireland and Wales).
- We expect that Romania, Slovak Republic and Bulgaria will soon join us



Funding

The Agency is financed by:

- The member countries' Ministries of Education
- European Commission as one of the 6 organisations supported by the Lifelong Learning Programme



The Agency's Mission

- Member countries' platform for collaboration in the field of special needs education (SNE)
- Our ultimate aim is to improve educational policy and practice for learners with special educational needs



International Policy Context for SNE

- UNESCO Salamanca Statement and Framework for Action in Special Needs Education (1994)
- UN Convention on Rights of People with Disabilities (2006)



Selection of Agency Priority Themes

- Early Childhood Intervention
- Provision of special needs education
- Financing and inclusion
- Transition from school to working life
- Classroom Practice to support Inclusive Education
- Assessment of learners with Special Educational Needs
- Students with SEN and an Immigrant background



Agency Work 2009 - 2013

- New Priority themes
 - Teacher Education for Inclusion
 - Organisation of Provision for SNE
 - Vocational Education - policy and practice in the field of SNE
- Information Provision
 - Qualitative and quantitative indicators
 - Key Principles for policy and practice
 - Higher Education Accessibility Guide



Inclusion in Europe

- Developments and challenges



UN convention on the rights of people with disabilities (2006) Article 24 - Education

States parties are requested to ensure an inclusive education system at all levels

- 142 signatories to the Convention
- 85 signatories to the Optional Protocol
- 66 ratifications of the Convention
- 44 ratifications of the Optional Protocol

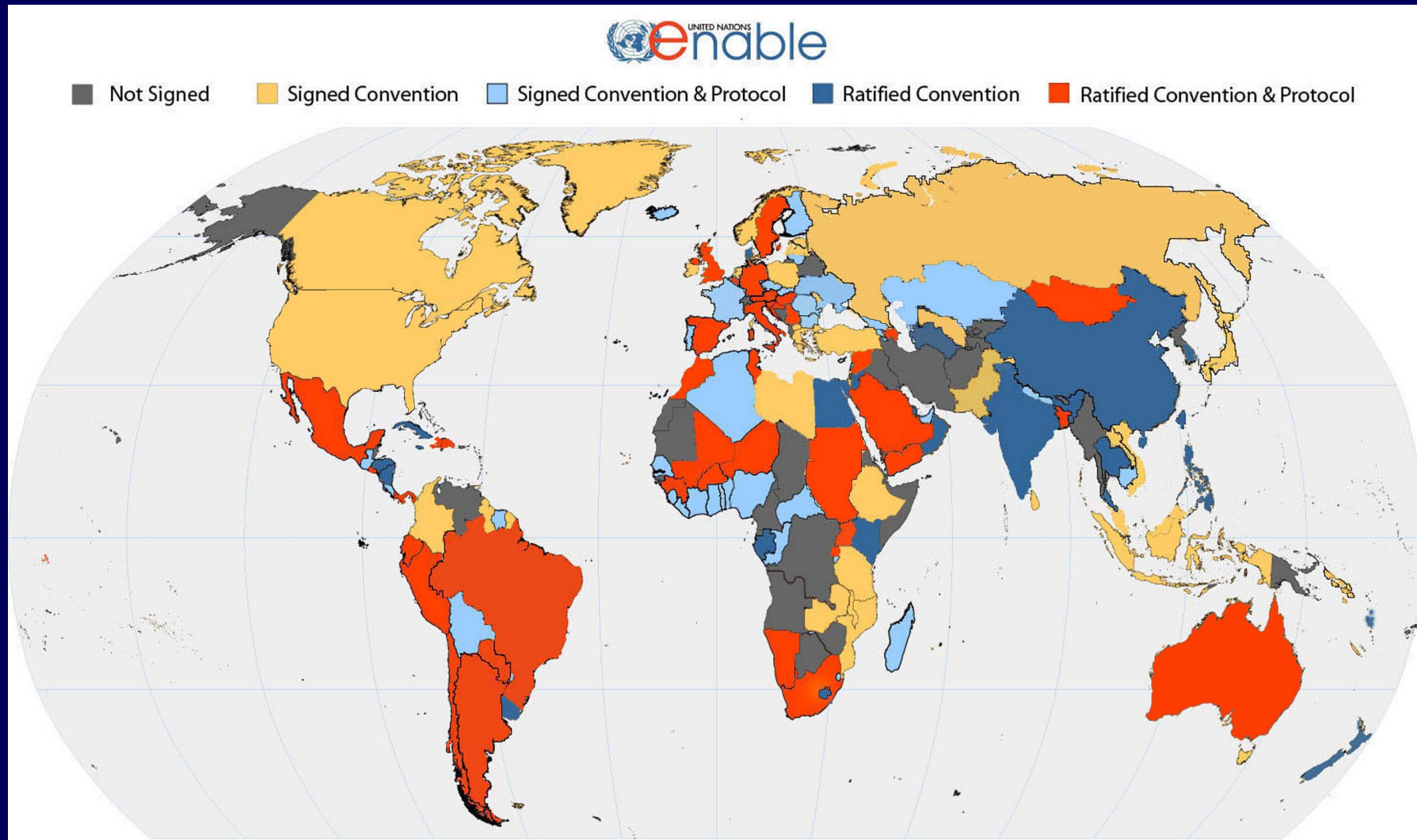


Ratification of the optional protocol by European Agency member countries


- **Austria** – 26 September 2008
- **Belgium** – 2 July 2009
- **Germany** - 24 February 2009
- **Hungary** - 20 July 2007
- **Italy** - 15 May 2009
- **Slovenia** - 24 April 2008
- **Spain** - 3 December 2007
- **Sweden** - 15 December 2008
- **UK incl. Northern Ireland** – 7 August 2009



Map of signatures and ratifications, 01.09.09



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 Greece Sweden	Austria Denmark France Ireland Italy Luxembourg Netherlands Poland Portugal Slovenia Spain UK (England) UK (Wales)	Belgium (Fl) Belgium (Fr) Cyprus Germany Hungary Iceland Latvia Malta Norway Switzerland UK (Scotland)	Czech rep. Finland	Estonia Lithuania
				
European Agency for Development in Special Needs Education				

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)		



Inclusion: Developments in Europe

Progress

- More continuum of services
- Funding
- Resource centre

Challenges

- Output and SEN
- Secondary education
- 2% in separate settings



Classroom Practice

- The main question : How can differences in the classroom be dealt with?
- Two studies: primary education and secondary education



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



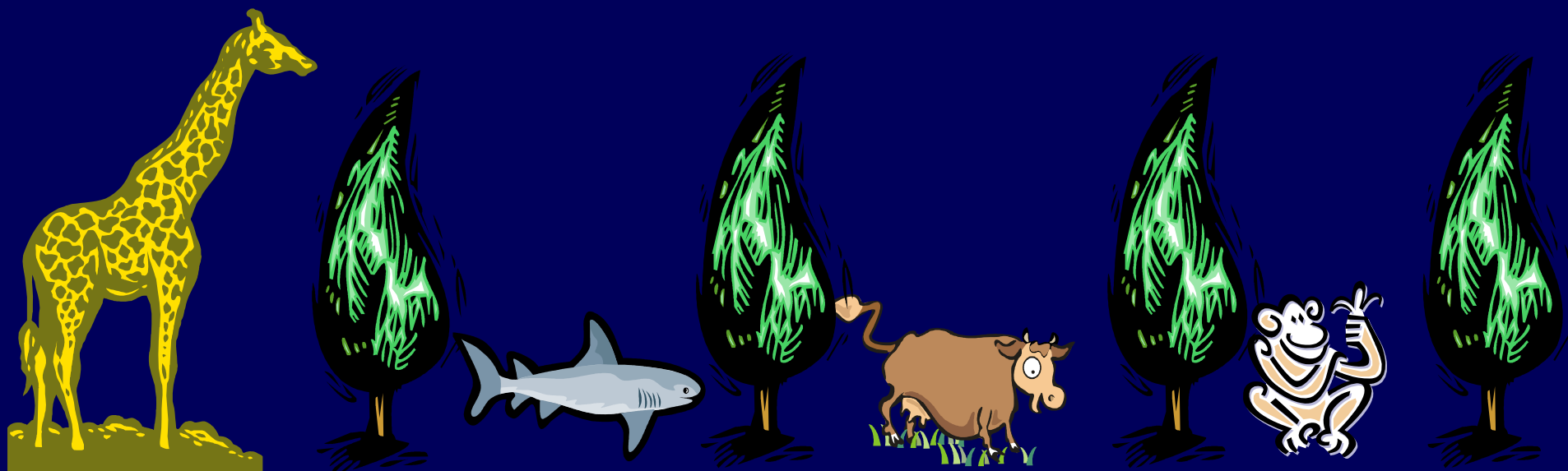
Effective practices within the context of inclusive education

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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