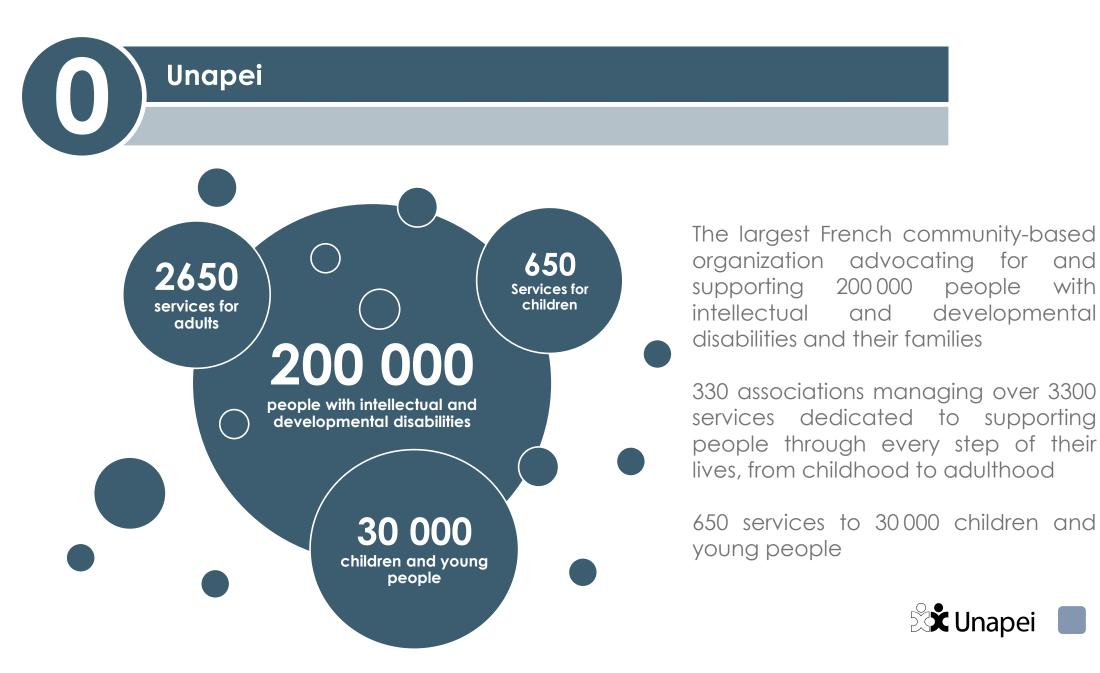
## **COFACE** Experts meeting

# Inclusive Education for an Inclusive Europe

March 2023

Elisabeth Lammers Vice-President of Unapei





and

with

#### Italy : compass in French disability public policies

A pioneer in inclusive education



• Since 1992, Italian public policies has favored early intervention and inclusion in schools at the age of 3



- A structure of national solidarity standing out with a strong autonomy and involvement of schools in the support of children with disabilities
- This results into more individualized support and teaching dedicated to disabled children and high specialization of dedicated and trained teachers



#### Italy: compass in French disability public policies

France facing some obstacles

- After WW2, the French government has devolved the care and support of people with intellectual disabilities to nonprofit organizations
- Led to the non-registration of children with intellectual disabilities in the pupils' database of the Ministry of National Education
- Fast development of inclusive education in the early 2000s due to the 2005 equality and disability bill and ratification of the UN convention in 2010
- F71
- Led to a quantitative approach of inclusive education, not including the quality of support provided to children with disabilities
  Unapei

Key factors of success and recommendations

### Taking inspiration from the Italian education model





Stronger role and competence of the school





Training of all education professionals



designing the pla

Increase the number of professionals and their wages

Redesigning the place of disabled persons in the school system

Martine CARAGLIO & Christine GAVINI, The inclusion of disabled pupils in Italy, February 2018



#### Key factors of success and recommendations

Implementing policies inspired by the UN convention

• Inclusive environment for disabled children in schools :



- Participation in every extracurricular activity and access to school canteen
- Awareness campaign
- Cooperation between care and education professionals to implement specialized support directly at school



• School interventions by care professionals





- This is not the children's duty to adapt to unfair conditions in school
- It is the school duty, and our responsibility as a society, to allow children with disabilities to fulfil a fundamental right which is the access to education
- Inclusive education involves rethinking teaching expectation to meet individual children needs
- This could only result into a better overall approach for all children to acquire knowledge and proceed into further education, regardless of disability





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