

A young boy with glasses is sitting at a table, using a spoon to scoop food from a bowl. An elderly woman is sitting next to him, looking at the bowl and smiling. The background is a brightly lit room, possibly a classroom or a community center, with shelves and other people visible.

COFACE Experts meeting

# Inclusive Education for an Inclusive Europe

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## Unapei

**2650**

services for  
adults

**650**

Services for  
children

**200 000**

people with intellectual and  
developmental disabilities

**30 000**

children and young  
people

The largest French community-based organization advocating for and supporting 200 000 people with intellectual and developmental disabilities and their families

330 associations managing over 3300 services dedicated to supporting people through every step of their lives, from childhood to adulthood

650 services to 30 000 children and young people

# 1 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

# 1

## 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 non-profit 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
- Led to a quantitative approach of inclusive education, not including the quality of support provided to children with disabilities

# 2

## Key factors of success and recommendations

Taking inspiration from the Italian education model



Stronger role and competence of the school



More inclusive teaching process



Training of all education professionals



Increase the number of professionals and their wages



Redesigning the place of disabled persons in the school system



# 2

## Key factors of success and recommendations

Implementing policies inspired by the UN convention



- Inclusive environment for disabled children in schools :
  - Special space dedicated to rehabilitation and care
  - 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

# 3

## Conclusion

- 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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