

IN A NUTSHELL: THE LAW ON INCLUSIVE EDUCATION



Laws that define compensation for children with disabilities



5/5 of States have **ratified the CRPD**, with consequences on their national laws and guidelines



5/5 of States have **national laws and guidelines** that extend the scope of the CRPD: *the Linee guida per l'integrazione scolastica degli alunni con disabilità in Italy (2009), the Government Bill 2016/17:188 in Sweden, the Children and Families Act in England (2014)*



Frequent reforms to improve compensation for pupils through the implementation of **support plans**: *the Piani Educativi Individualizzati (PEI) in Italy (2019), a specific plan for children on the Autism Spectrum in Sweden, the EHC6 Needs Assessment in England*



Towards an inclusive approach to education in the texts

Shifting from an integration- to an inclusion-based approach: inclusive model based on the educational development of the entire class. The education system is based on the philosophy that all pupils have the same right to personal development and learning experience.



Transformation of the learning environment to involve the whole school community

Towards a **loss of homogeneity** in teaching in favour of taking into account the **plurality of pupils' needs**

Requires **acculturation of teachers** (initial and continuing teacher training), or even additional human support



A progressive alignment with international conventions



3/5 of States have initiated a **process of de-institutionalisation**: Italy in 1977, Portugal in the 2000s (transformation of its institutions into Resource Centres), Sweden



3/5 of States rely on the **co-existence between the state education system and the medicosocial sector**: Sweden, Germany, England



5/5 of States have **inclusion policies** and demonstrate overall dynamics of **augmentation of the proportion of children with disabilities who attend mainstream schools**

Having difficulties implementing the law?



Decentralisation (Sweden, Germany, England)



Lack of funding by the municipalities



Managing to make co-exist the education and the medicosocial systems

IN A NUTSHELL: THE DEFINITION OF ROLES IN INCLUSIVE EDUCATION



ITALY



Schooling in a mainstream environment with a **plurality of interventions** directly into the school and the creation of a **Support Centres network**



Creation of the profession of **support teacher**, a resource assigned to the whole class



Initial teacher training shifting towards **more inclusive practices**



Difficulties encountered in the field of **physical accessibility**, in the **follow-up** of pupils in secondary school and in **recruiting** specialised teachers



SWEDEN



Education system divided between special education and mainstream schooling



Two types of support provided in mainstream schools, depending on the pupil's needs



The possibility **to train** as a specialised teacher to support the pupil in the mainstream environment



There are no **national funds dedicated to special education**: fundings vary greatly from school to school



GERMANY



Cooperation between the education system and the medico-social sector through an **interdisciplinary approach**



Teaching aids and **specialised teachers** in class or inclusion into an "Aussenklasse" (UEE) for more individualised support



Specific training for teachers learn how to create an **inclusive learning environment**



Spendings, investment and **legislation** in terms of Inclusive Education **which vary greatly** depending on the Land



ENGLAND



Choice between inclusion in mainstream schools or special school addressing more specific teaching needs



Designation of a **specialised teacher** responsible of the follow-up of the pupil, supported by the **'Teaching assistant'** assigned to the class



Frequent teacher training in order to comprehend the stakes of Inclusive Education



Means vary depending on the municipality and remaining difficulties with the **transition** between schooling and the professional world



PORTUGAL



A **multidisciplinary support team for Inclusive Education** to support the implementation of Inclusive Education for pupils with disabilities



Support by the **Learning support centres** and **Resource Centres for Inclusion**



An **initial teaching training** which includes the inclusive approach, with the possibility to specialise



Remaining difficulties in **recruiting** human resources

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General trend: concrete means implemented in favour of Inclusive Education

- A rising political will to **provide adaptations** to pupils with special needs (**accessibility, tools, human support**)
- A **multi-partner organisation** involving all players from the education and medicosocial systems
- **Means invested** in the **School Inclusion policies** that continue to increase



... With remaining difficulties to fully take up the challenge of inclusion

