Inclusive Education for Learners with Disabilities

Presentation by

Serge Ebersold

European Agency for Special Needs and Inclusive Education

Professor at the Conservatoire National des Arts et Métiers (CNAM), Paris, holder of the chair accessibility

Policy Department C

Responsible Administrator: Jos HEEZEN

jos.heezen@europarl.europa.eu

Inclusive education is

- a national theme/issue and its understanding varies among countries

- a strong policy goal for countries and many increased their spending on it despite financial constraints

- strongly supported by international organisations

Combining performance and equity through inclusive education

Inclusive education

- is a response to increasingly complex and diverse societies and requires that diversity is seen as an asset to combine performance and equity

- moves away from a 'one-size-fits-all' education model towards a tailored approach to education

Inclusive education (ctd)

- relates learners' difficulties to schools' inabilities to compensate for different starting positions, rather than to individual weaknesses

- requires schools to develop inclusive learning environments that are both universally accessible and adapted to each learner's needs

Inclusive education as a mean for implementing the right to education (Ebersold, 2017)

- IE as a placement in education
- Protection through access to education

- IE as a process
- Learners' involvement and well being
- Protection through participation in education

- IE as a social cohesion factor
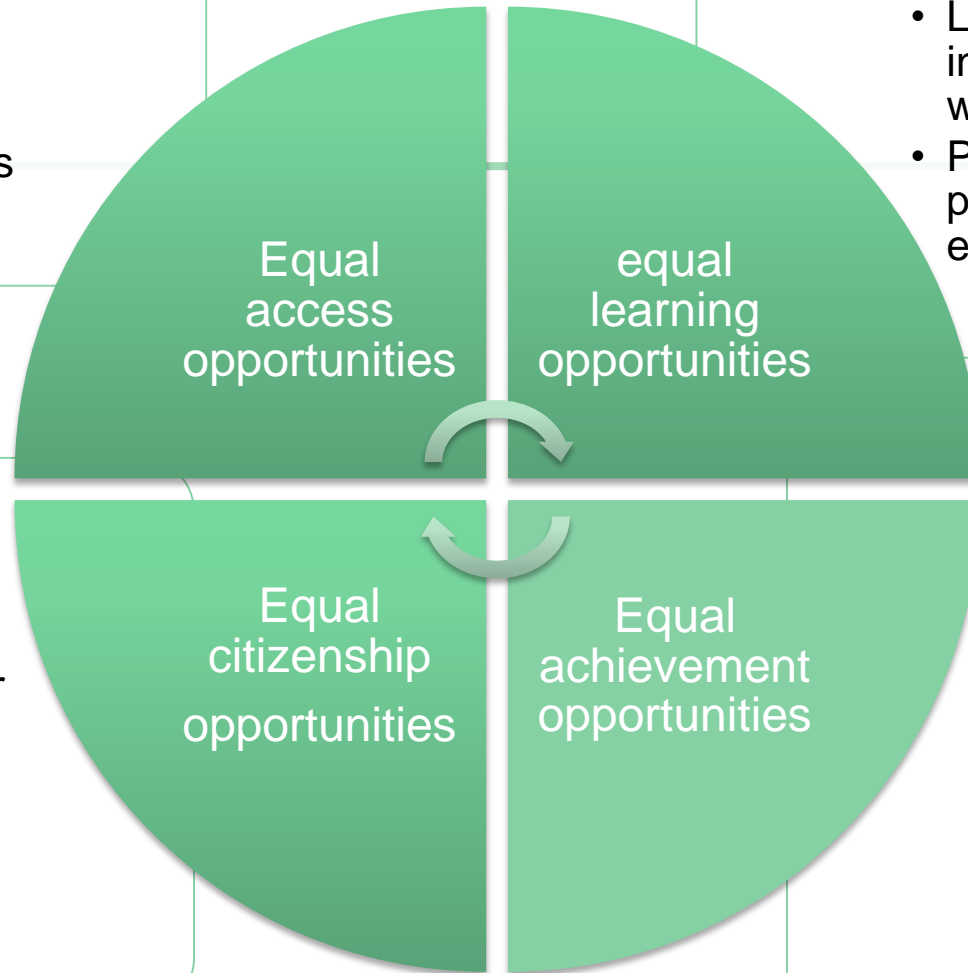- Skills for active participation
- Protection through inclusion into society

- IE as an outcome of learning
- Performance and equity
- Protection through success in education

Equal access opportunities

equal learning opportunities

Equal citizenship opportunities

Equal achievement opportunities
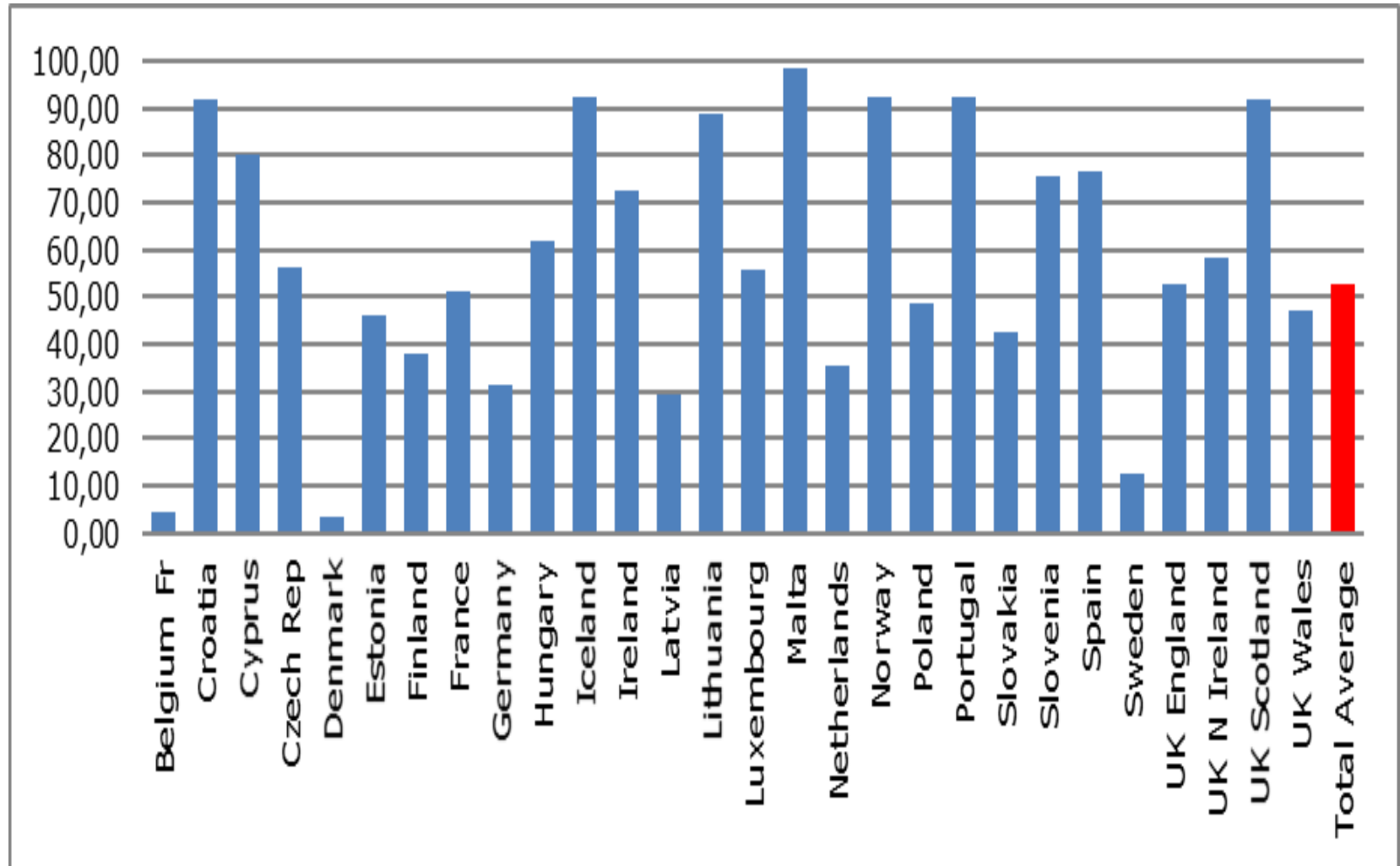
Most learners with disabilities access mainstream education
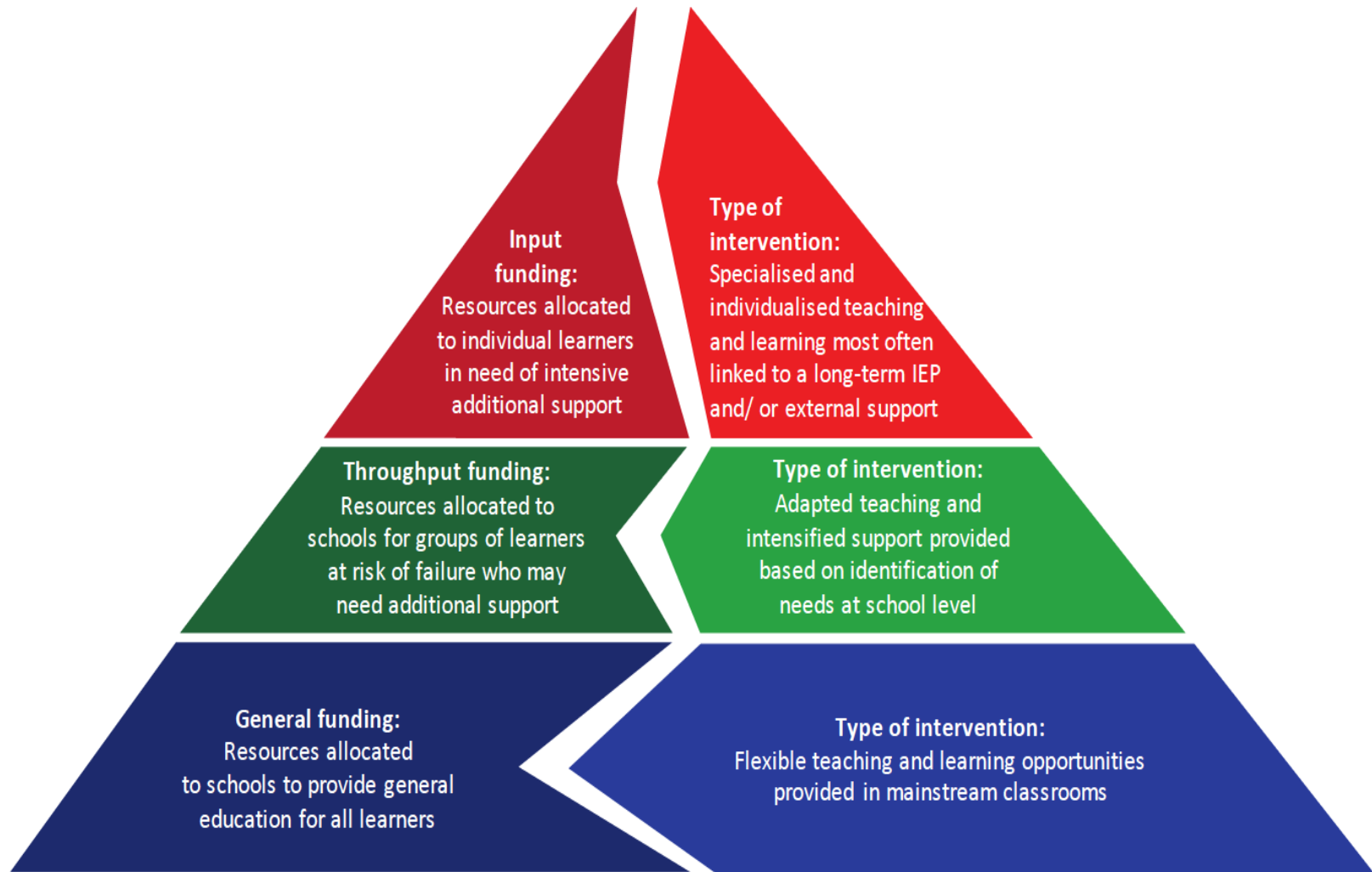
Percentage of learners with an official decision of SEN in inclusive settings (European agency, 2017)

A trend towards inclusive education rooted in development of personalised learning and flexible teaching strategies

Resource allocation mechanisms framing inclusive education (European agency, 2016)

Input funding:
Resources allocated to individual learners in need of intensive additional support

Type of intervention:
Specialised and individualised teaching and learning most often linked to a long-term IEP and/ or external support

Throughput funding:
Resources allocated to schools for groups of learners at risk of failure who may need additional support

Type of intervention:
Adapted teaching and intensified support provided based on identification of needs at school level

General funding:
Resources allocated to schools to provide general education for all learners

Type of intervention:
Flexible teaching and learning opportunities provided in mainstream classrooms

A need for labelling learners that varies among countries

Percentage of learners with an official decision of SEN (European agency, 2017)
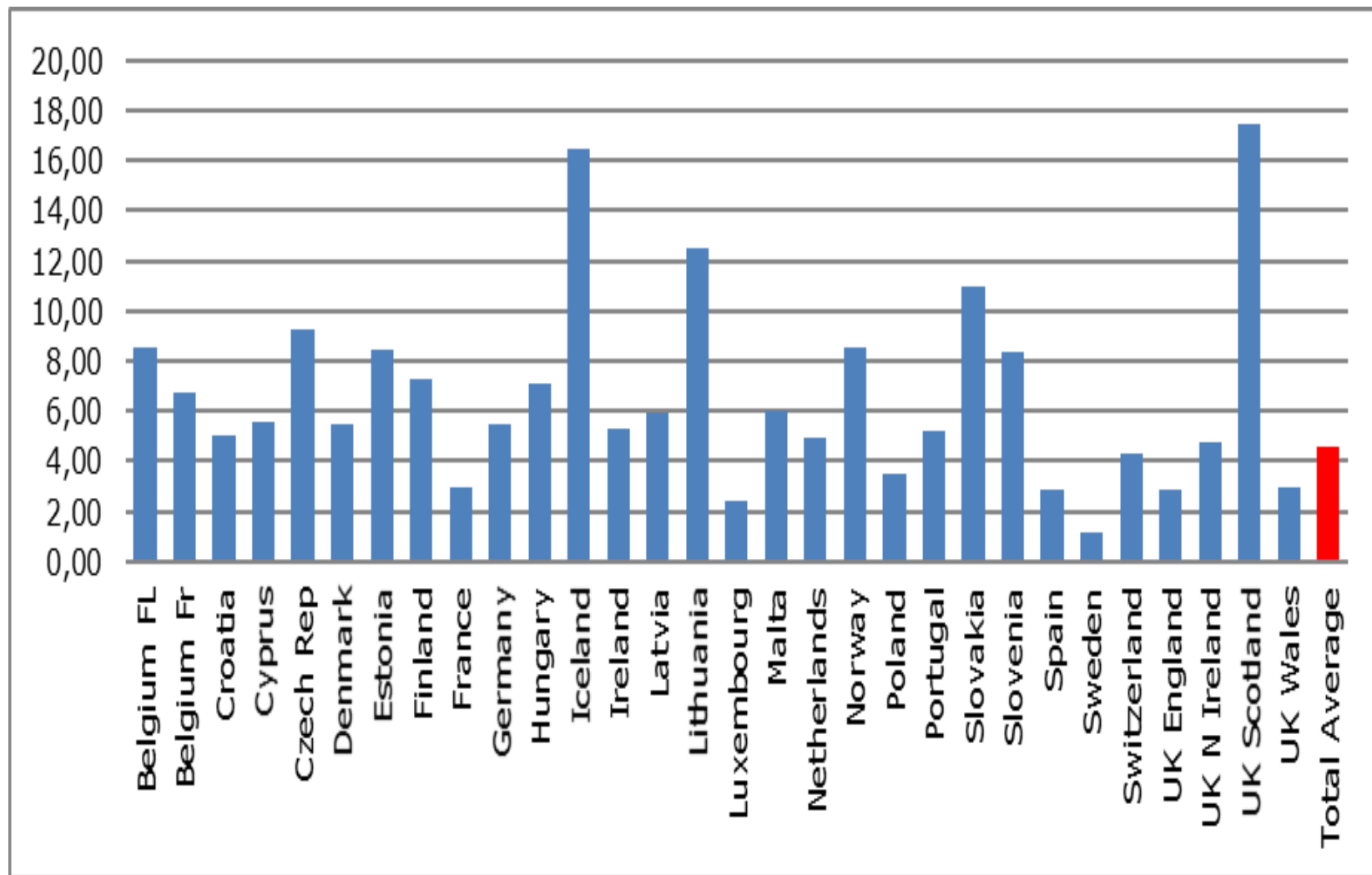
The need for labelling depends on the enabling effect of existing systems for inclusive education

Systems for inclusive education include

- a specific framework dedicated to inclusive education

- special provision for learners with whom the general education system faces difficulty

- non-educational aspects that impact upon learners' access to high-quality inclusive education

- financial means and support for families

- are far more complex than the general education system

Effectiveness of inclusive education depends on

- how the different system components are interconnected and embedded in integrated systems

- their ability to empower stakeholders to act inclusively for learners and their families

- the enabling effect of governance, accountability, monitoring and capacity building mechanisms

To summarize
inclusive education is rooted in

- an inclusive education agenda promoting efficient, cost-effective and equitable systems for inclusive education

- decentralised education systems promoting flexibility at local and school levels, as well as within delivery

To summarize
inclusive education is rooted in

- a preventive approach to inclusive education

  - aiming to avoid exclusionary strategies
  - focusing on the enabling effect of capacity-building mechanisms.

- governance and accountability mechanisms aiming to label the system instead of the learner

Some references

- European Agency for Special Needs and Inclusive Education (2016), Financing of Inclusive Education: Mapping Country Systems for Inclusive Education, (S.Ebersold, ed.), European Agency, Odense, Denmark

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- Ebersold, S., Éducation inclusive : privilège ou droit? Accessibilité et transition juvénile, Grenoble, Presses Universitaires de Grenoble, 2017

Thank you
for your attention
Serge@european-agency.org