

Dans le cadre de l'année européenne des personnes handicapées,



TRISOMIE 21 Lëtzebuerg a.s.b.l.



en collaboration avec
ELTEREN A PEDAGOGUE FIR INTEGRATIOUN asbl



présente

L'intégration scolaire, un défi européen

15 mars 2003

Mersch
Lycée Classique/Technique de Diekirch
Annexe de Mersch

UNESCO : DECLARATION DE SALAMANQUE ET CADRE D'ACTION (1994)

« Nous engageons et exhortons tous les gouvernements à (...) adopter, en tant que loi ou politique, le principe de l'éducation intégrée... » (Déclaration § 3)

« ...les personnes ayant des besoins éducatifs spéciaux doivent pouvoir accéder aux écoles ordinaires, qui doivent les intégrer dans un système pédagogique centré sur l'enfant, capable de répondre à ses besoins. Les écoles ordinaires ayant cette orientation intégratrice constituent le moyen le plus efficace de combattre les attitudes discriminatoires, en créant des communautés accueillantes, en édifiant une société intégratrice et en atteignant l'objectif de l'éducation pour tous ; en outre, elles assurent efficacement l'éducation de la majorité des enfants et accroissent le rendement et, en fin de compte, la rentabilité du système éducatif tout entier. » (Déclaration § 2)

Programme

- 8.30 – 8.40 Frank Mergen, Ph.D. (Luxbg), Président de Trisomie 21 Lëtzebuerg
Allocution de bienvenue
- 8.40 – 9.00 M. David de Graaf (Pays-Bas)
Je m'appelle David et j'ai 18 ans.
- 9.00 – 9.45 Prof. Juan Perera, Ph.D. (Espagne), Président de l'EDSA
The School of Diversity : First Step towards Personal Autonomy.
- 9.45 – 10.00 Break
- 10.00 – 10.45 Prof. Ben Sacks, MBChB, MPhil, FRCPsych. (Royaume-Uni)
Inclusion and Behaviour.
- 10.45 – 11.00 Break
- 11.00 – 11.45 Anna Contardi (Italie), Coordinatrice de *l'Associazione Italiana Persone Down*
Une école pour tous: l'intégration en Italie, du préscolaire au secondaire.
- 11.45 – 12.00 Break
- 12.00 – 12.45 Jorgen Hansen (Danemark), Directeur (e.r.) de l'Education Différenciée
A School for All: Inclusion into Mainstream - Danish Experiences

Je m'appelle David et j'ai 18 ans.

David de Graaf

David de Graaf is a Dutch boy at 19 years of age. He happens to have Down syndrome. He will give a richly illustrated PowerPoint type of presentation about the life he leads. He is a living example of the advantages of going to regular schools and staying within the regular community. He will tell about his internship, his daily trip to and from that job, mostly by bike, the many hobby's he has and his girl friend. Furthermore, he will address the issue of Down syndrome as such. Is there a dichotomy, people with a definite 'handicap', e. g. Down syndrome, as opposed to those without? He will make clear that, for him, there is no definite boundary between the two groups. He will show that he leads a full life.

David has not written his speech all by himself, just like many VIP's without Down syndrome. Neither does he speak English. He will read his presentation phonetically, just like many performers without Down syndrome sing their songs in English.

The School of Diversity : First Step Towards Personal Autonomy

Prof. Juan Perera, PhD.

Director of the Centro Príncipe de Asturias

University of the Balearic Islands (UIB) SPAIN

I. NON-DISCRIMINATION + POSITIVE ACTION = SOCIAL INCLUSION (Slogan of the European Year of Disability 2003)

- The application of this equation to European schools
- To construct based on the experience of other countries

II. THE SCHOOL OF DIVERSITY

- The concept of "special educational needs"
- The search for the least restrictive environment possible
- To diversify educational response
- The application at all stages of the school system
- The application of the principles of normalisation and integration

III. THE SCHOOL'S EDUCATIONAL RESPONSE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- The identification of needs
- Psycho-pedagogic evaluation
- The taking of decisions regarding curriculum
- The taking of decisions regarding support
- The taking of decisions regarding aspects of organisation and school placement
- The training of teaching staff
- Adaptation between budget and educational reform

IV. REASONS FOR INCLUSION

- For those pupils with special educational needs
- For the other pupils of his/her class
- For the educational system itself
- The inclusive school: the first step to personal autonomy

V. WHEN DOES INTEGRATION WORK?

- Results of an experience in Spain

VI. CONCLUSION

- Inclusion at school is the first step towards social integration
- Non-discrimination in the school + the appropriate educational response (Positive Action) = social integration

WHEN DOES INTEGRATION WORK?

Summary of an experience in Spain

1. When, prior to the start of the integration process, specific training programmes for teachers are introduced, and not when the teachers in integrated classrooms are there to gain credits for a public entrance exam.
2. When integration starts at infant and primary school, and the parents of children with limitations have been orientated, from the start, in the philosophy of normalisation.
3. When the integration starts at home, in the family and in the neighbourhood and is continued in a natural way. In primitive cultures, integration is a fact of life.
4. Integration works well when the special educational needs of children are previously studied multi-professionally and evaluated by specialist teams, and this report is well understood and assimilated by the teachers and by the parents.
5. Integration is positive when pupils without limitations are prepared simultaneously so that the integration between both is positive and develops their values, their capacities and their attitudes. Certainly, in some educational activities of an instructionally complex nature, (mathematics, natural sciences, etc.) one should not hope for interaction between the two types of pupil, but there are many other activities that allow this interaction to the benefit of both (sport, music, manual activities, etc.). It is also no less certain that not only pupils with limitations benefit from integration, but those without any - and I quote the studies undertaken by Lou Brown on this subject - receive a positive and enriching influence from integration.
6. Integration works when, parallel to the physical integration in the classroom, an individualised and longitudinal curriculum is achieved for the pupils with limitations, which prepares them to function in life as independently as possible in post-school environments at all levels (social, work, domestic, recreational, etc.) this is a fundamental and key point because, as I have already stated, integration is not the physical location of pupils in the classroom. These pupils must progress in knowledge, they must follow adapted programmes that, where possible, should be created with the participation of the parents.
7. Integration works when the number of pupils without disabilities is reduced in the classroom, in which the proportion of children with disability does not exceed the index of population with disability found in the general population (between 2 and 3% according to different authors).

8. Integration works when the school is free of obstacles and without architectural barriers, thus allowing the total mobility of pupils with physical disabilities. This also applies to school transportation.

9. Integration works when integrated children with limitations receive in their own school the necessary support and reinforcement (speech therapy, psycho-motor development, physiotherapy) and constant psychotherapeutic support.

10. Integration works, in the end, when the official bodies that plan education have an honest, serious and rigorous mentality and are capable of constantly evaluating the results of integration and of recognising errors and failures.

Inclusion and Behaviour

Prof. Ben Sacks, MBChB, MPhil, FRCPsych

**Medical Consultant to the Down Syndrome Educational Trust
Southsea, Portsmouth (England)**

While there are many reasons as to why the inclusions of children with learning difficulties may fail the single most common is probably inappropriate behaviour. In order to minimize the incidence of behaviour difficulties in mainstream school it is necessary not only to plan the inclusion process according to currently available guidelines, to have some information about the particular problems of the children involved but also to have a systematic strategy towards behavioural issues as well as some training and experience in carrying out the techniques involved. An approach to some of these problems will be presented; but since this is rather big subject only two aspects will be further examined.

The **FIRST** of these will consider an approach to the nature of causation of some types of human behaviour and the **SECOND** of these will be an examination of the role of **CONDITIONING** in human behaviour with particular reference to operant conditioning.

Particular attention will given to operant conditioning because it is not very intuitive and is often misunderstood. This is probably because one of the underlying notions, that is, that a behaviour may be 'caused' by something that happens after the behaviour rather than before it may take some time to incorporate into practice.

Together at School: Mainstream School in Italy, from Kindergarten to High School

Anna Contardi

Associazione Italiana Persone Down

In the late '60s there was in Italy a kind of "cultural" revolution, at the heart of it was the hope of building a better and more inclusive society. Inclusive education was considered to be the first step.

At the time the professional working in the special need school system and in residential institutions for the disabled, convinced many parents to take their children out of these structures. They considered them ghettos and advised them to enrol their children in mainstream schools.

It was a massive phenomenon and tens of thousands of disabled youngsters left the institutes and the special need schools which for the time continued to exist.

In 1971 this changed in attitude and practice of school management was officially reflected by the law granting all disabled pupils, with the only exception of the most severe cases, the right to fulfil their potential in local schools.

In 1977 a new parliamentary act established the inclusion for all disabled pupils aged 6-14 years, irrespective of their impairment, with the consequent closure of all "special need schools". There was an obligation for an individualized educational program to be upheld by the class teacher with a help of a specialized support teacher working in the classroom.

In 1987 the High Court issued a sentence granting the full and unconditional right for all disabled pupils, even the more severe cases, to attend secondary education.

Finally, in 1992 the Italian Parliament approved the Disabled People Bill including several articles stating the principles for good quality inclusion from nursery to university.

The philosophy the bill is based upon, is one of social inclusion for people affected with disabilities. Mainstream education is seen as the unavoidable first step to attain such a goal.

Italy's experience of inclusive education in the last 30 years, with its many successes and a few failures, has been the most significant change in a system normally slow to reform itself. It has also brought along a great social change. It is now quite natural to see disabled children and young adults not only in the classroom, but also in the workplace as well as in many other walks of life.

A SCHOOL FOR ALL

Inclusion into mainstream

Danish experiences

Jørgen Hansen

Former head of the special need education in Denmark

Denmark is a little country with some 5 mill. inhabitants. Approximately 620.000 children attend the elementary school, which in Denmark is called *Folkeskolen*, whereas appr. 85.000 attend private schools. There are nine years of compulsory education which is a duty and not just a right.

The Danish educational system is built on some important principles: All children in "compulsory" age are covered by the same legislation, which also has a paragraph about private schools. In the general legislation, there is included a paragraph about special needs education. The elementary school-legislation is telling the local school authorities that the education should be organized and carried out in such a way that it is convenient for all the students regardless of their different abilities and needs.

The past 40 year have been characterised by a continuous development from segregated toward integrated education for pupils with special needs. The actual situation just now can be described as follows:

15 % of the children in *Folkeskolen* are referred to special education

8 % of the preschool children receive special pedagogical support.

Out of the appr. 100.000 SENpupils (Special Education Need pupils) in the *Folkeskole*, 13,8 % attend ordinary schools, whereas 1,2 % go to special schools or –classes. The remaining 85 % are attending ordinary education in ordinary local schools.

As far as possible, the special education has to be a natural and integrated part of the "normal" schools activities. That means, that the schools have to adapt their organisation and education to the student and not vice versa.

An important factor in the Danish way towards a school for all is the school-psychological services.

The parents have a high degree of influence on their child's school-placement and education.

The right to special educational support is stated in all educational laws concerning academical or vocational youth education, higher education and leisure-time education.

Important items to be considered in the inclusion process:

1. Individual educational planning:

The single student before the normative curriculum.

2. Diagnosing:

A differentiated description and categorisation of the pupil's functional impairments

3. Guidance:
Advise and consultation from pedagogical and/or psychological specialists concerning education to special needs students.
4. Parental involvement:
Including parents in the process accorded to decisions, planning, doing and evaluating their child's education.
5. Examination and testing:
Pedagogical/psychological tests as an important tool in the educational process.
6. Teacher-teamwork:
Cooperation between two or more teachers around groups/classes.
7. Learning materials:
The meaning of differentiated learning materials in the effort to obtain inclusion.
8. Teachers attitude and knowledge:
Know-how and willingness to include special need students in ordinary schools.
9. School-leading:
The headmasters as frontiers for inclusion.
10. The type of special needs:
Different challenges for the school according to the given child's special needs (maladjustment, intellectual retardation, sensory impairment, reading problems etc.).
11. Legislation:
The meaning of nationwide statutory rules with a clear stated right about special needs education.
12. Economy:
Allocating resources in such a way that the money and other important resources are following the student when inclusion is going to be implemented.
13. Dialog between the special and the normal:
Cooperation between special schools/institutions and ordinary schools.
14. Decentralization:
Freedom and opportunities for the local school to plan and carry out the education.
15. Transition:
Information and cooperation across the borderline between elementary schools and the coming education/work for the school-leavers.
16. The student himself:
The given child's own participation – wishes and decisions – in the whole inclusion.

**POSTER
SESSION**

TITLE: Schulische Integration in Österreich

AUTHORS/PRESENTATORS: Ingrid Fröhlich

COUNTRY: Österreich

SUMMARY:

Die Bundesgesetzgebung ermöglicht Integration, indem sie Eltern das Wahlrecht (allerdings kein absolutes!) zwischen integrativer Beschulung und Besuch einer Sonderschule zuspricht. Der Bezirksschulrat hat bei Elternwunsch die entsprechenden Schritte zu veranlassen (aber im Rahmen seiner Möglichkeiten und des Stellenplans).

Ressourcenvergaben sind schülerbezogen und an die Zuteilung des **sonderpädagogischen Förderbedarfs (SPF)** gebunden.

Die Landesausführungsgesetze bestimmen das Ausmaß an Ressourcenzuteilung im jeweiligen Bundesland.

Die ersten 8 von insgesamt 9 Pflichtschuljahren sind gesetzlich geregelt:

Die **Volksschule** (für 6-10jährige) seit 1993, die **Sekundarstufe I** (Hauptschule und AHS, 10-14jährige) seit 1997.

In der **Polytechnischen Schule (PTS)**- eine Möglichkeit des 9. Schuljahres- sind Schulversuche möglich, dürfen aber keine Mehrkosten verursachen! Für das 9. Schuljahr in einem anderen Schultyp sind nicht Schulversuche nicht möglich.

Ein freiwilliges 10. Schuljahr ist vorgesehen – allerdings nur, wenn noch kein Schulabschluss erreicht bzw. die Polytechnische Schule noch nicht besucht wurde.

Ein freiwilliges 11. und 12. Schuljahr ist derzeit **nur in der Sonderschule** möglich!

Es wird unterschieden zwischen **Integrationsklassen** (2-LehrerInnensystem), **Stützlehrersystem** (z.B. bei Einzelintegration) oder **Koop-System** (eine Regelschul- und eine Sonderschulklasse kooperieren zeitweise miteinander).

Wohnortnahe Integration ist nur noch selten, da kostenintensiv. SchülerInnen mit Behinderungen werden in Integrationsklassen in Schwerpunktschulen für Integration zusammengefasst – sowohl im Volksschul- wie auch im Sekundar I-Bereich.

Integrationsklassen an der AHS gibt es nur in Wien und in der Steiermark.

In Polytechnischen Schulen (PTS) sind Koop Modelle weit verbreitet.

Von einer **Inklusiven Pädagogik, einer Pädagogik der Vielfalt**, ist das österreichische Bildungssystem aber noch weit entfernt.

Erwartungen der Elterninitiative **Integration:Österreich** für 2003, dem Jahr der Menschen mit Behinderung:

1. Die gesetzliche Regelung integrativer Schulversuche an den verschiedensten Schultypen der Sekundarstufe II. Es muss ab der 9. Schulstufe vielfältige Modelle mit den nötigen Ressourcen zur beruflichen, aber auch allgemeinen Weiterbildung geben!
(Im Frühjahr 2001 wurde ein Gesetzesvorschlag für Integration nur an den PTS eingebracht, der nicht die nötige 2/3 Mehrheit erhielt. Bereits im Frühjahr 2002 wurde derselbe Gesetzesentwurf noch einmal eingebracht. Er konnte auf Grund der Regierungsauflösung im Herbst noch nicht im Parlament abgestimmt werden.)
2. Die Fundamente inklusiver Bildung müssen **Gleichstellung, Barrierefreiheit und Qualitätssicherung** heißen.

Im Bereich Bildung muss es also Gesetze geben, die den freien Schulzugang mit entwicklungsorientiertem, individualisierendem Unterricht für ALLE SchülerInnen im Regelschulwesen garantieren.