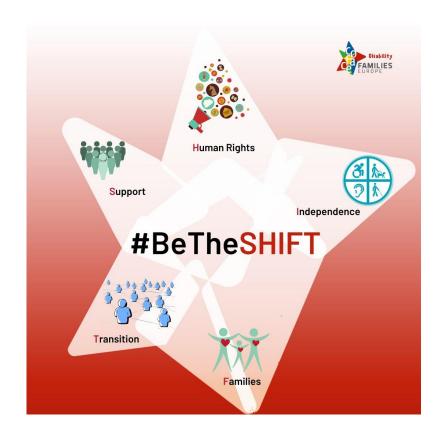# S.H.I.F.T. Recommendations on inclusive education

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A BETTER SOCIETY FOR ALL FAMILIES

Legal framework

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and General Comment No. 4

- *State parties must ensure the realisation of the right of persons with disabilities to education through an inclusive education system at all levels, including pre-schools, primary, secondary and tertiary education, vocational training and lifelong learning, extracurricular and social activities, and for all students, including persons with disabilities.*

EU Pillar of Social Rights Principle 1, Education, training and life-long learning

Everyone has the right to quality and inclusive education
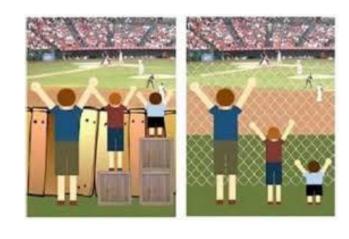
Sustainable Development Goal 4 (SDG4)

- *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*

What is inclusive education?

- **Exclusion**: students are prevented or denied access to education

- **Segregation**: education is provided in different environments (e.g. special schools, or special classes)

- **Integration**: children are placed in existing mainstream education structures, with no change in curriculum, contents, teaching methods and strategies

- **Inclusion**: process of systemic reform, including changes in content, teaching methods, approaches, structures and strategies to overcome barriers to provide all students with equitable and participatory learning experience

How is inclusive education?

Available: to all pupils with disabilities

Accessible: including buildings, information, communication, curriculum, education materials, new technologies, teaching methods, assessment, language and support services.

<u>Tools</u>: **Universal Design** for all + **reasonable accomodation** to meet individual needs.

Acceptable: take into account and respect the requirements, cultures, views and language of persons with disabilities

Adaptable: curricula meet and adjust to the requirements of every student; flexible methods, resources forms of assessment and recognition of individual progress.

<u>Tool</u>: **Universal Design for Learning (UDL)**

Inclusion does benefit all

Inclusion works!

- All students can participate, learn and contribute to their class, community and society

- All students learn diversity by experience, there are less discrimination and harmful stereotypes

- Barriers to learning are identified and overcome

- All have tools to become better citizens

What does it take?

- **Cultural, political and practical transformation of the education system**, in all its environments, to accommodate the different requirements and identities of all students

- **Commitment and political** will to undertake an in-depth transformation of education systems in legislation, policy, financing, administration, design delivery and monitoring of education

- **Adequate funding** to make this happen

Focus on disability: focus on disability for the inclusion of all

- At least one third of the children out of school in the world have a disability

- Structural exclusion, lack of accessibility

- The quality of the education of the children with disabilities who attend school is generally of poor quality and last less years than for their peers

- Lack of visibility, agreed definition and public debate on this issue

- In COFACE, follow up of SHIFT Guide on the inclusion of persons with disabilities

The Recommendations

Objective of education: development of the personality, talents & effective participation in society for all students

1. Inclusion and person centred approach
2. Co-production
3. Support for transition from primary and secondary schools live, to vocational and tertiary education, and to employment

National strategies for inclusive education, with adequate funding and monitoring

Data collection on inclusion of children with disabilities in education through Semester, EU Scoreboard

The Recommendations

Establish a clear human rights based vision of inclusive education based on the UNCRPD and General Comment N.o 4

HUMAN RIGHTS

4. Information to persons with disabilities on their rights

5. Accessibility of educational materials and new technologies, easy-to-read, braille, subtitling, techinical aids and assistive technologies to facilitate communication

6. Complaint procedures and involvement of independent bodies to monitor the respect of the rights of persons with disabilities in education

Implement or introduce legislation, based on article 24 and allocate sufficient financial support for accessibility of mainstream education settings

Put inclusive education at the chore of its actions towards disability and child rights, including the **new Disability Strategy 2020-2030**, the upcoming **Child Guarantee** and **Child Rights Strategy**

The Recommendations

The staff of the maintream education sector is aware and prepared to include all in education and school building and materials are accessible to all

INDEPENDENCE

7. Trainings on inclusion to professionals of the mainstream education sector

8. Provide reasonable accommodation to all educational structures

9. Cross-sectoral and multi-level partnerships building bridges between disability-specific and mainstream sectors and professionals.

Ensure that all teachers are trained on inclusive education based on the human rights model of disability

Exchange of policies and practices Make its Education programmes and actions, such as Erasmus+ accessible to persons with disabilities

The Recommendations

Parents and caregivers must receive all needed support to accomplish their role of first educators

10. Identify special needs and provide effective early intervention and support to children and their families.

11. Two-generation approach in the assessment of needs and support, including of family carers.

12. Support and accessibility for parents with disabilities.

Early intervention, including early identification and assessment of the needs of children and parents' needs; and inclusive early childhood education and care.

Develop a clear policy framework promoting inclusive education, in cooperation with all relevant stakeholders.

The Recommendations

Adopt measures to build a culture of diversity which highlights inclusive education as a means to achieve a quality education for all students, with and without disabilities, parents, teachers and school administrations, as well as the community and society

13. Mainstream inclusive education across all relevant policy areas.

14. Information and awareness raising on the benefits of inclusive education.

15. Regulations on equal participation of persons with disabilities in mainstream education.

Remove all legal and administrative barriers to inclusive education. Training to authorities on their responsibilities under the law, and understanding of the rights of persons with disabilities.

Use EASI, Erasmus+, ESF+ and InvestEU to support the transition to inclusive education & regulations applying to funds should be in line with the UNCRPD principles, directing funds to the transition towards inclusive education.