



CAFÉ COM PESQUISA



Inclusão nas Escolas Europeias – Inclusion in Europe

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WE ARE NORTHAMPTON.AC.UK

The European Community

A union based on common principles but divided by great social, cultural, and economic differences and inequalities

[<http://europa.eu/about-eu/countries/>]

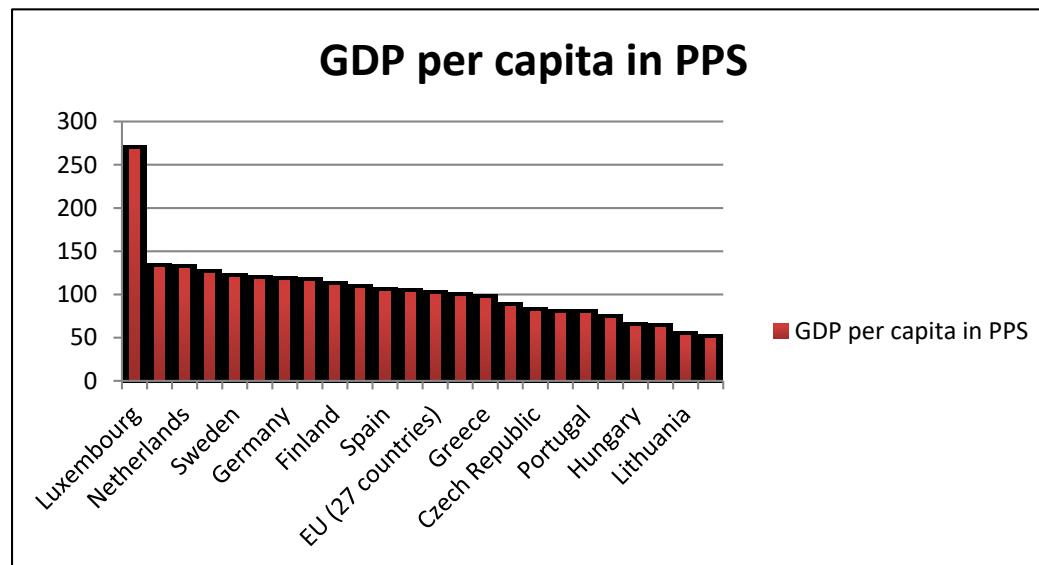


Understanding Europe: some facts

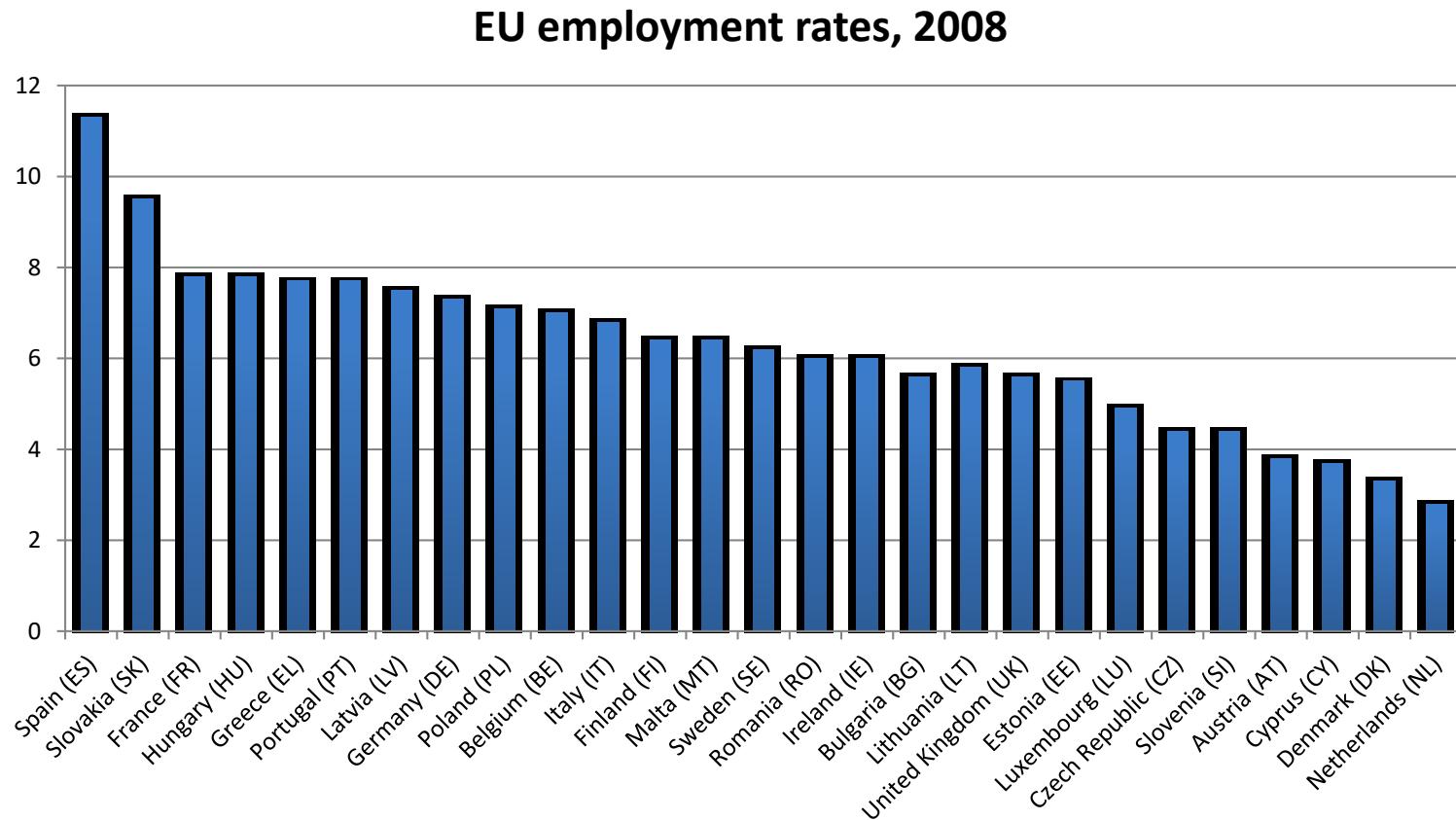
Europe has a long and complex history during which various countries and empires fought and allied with each other.

So what is Europe like now?

- **Population** - 495 million inhabitants — the world's third largest population after China and India; recent increase in immigration, but lowering of birth rate. Europe is an ageing society.
- **Quality of life** – calculated as GDP



Employment in Europe: the good days



Post 2009: increasing unemployment rates

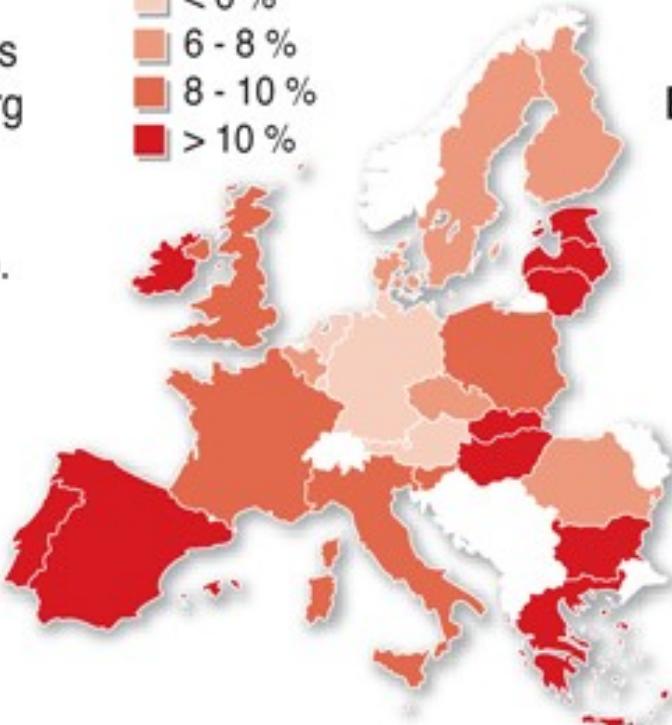
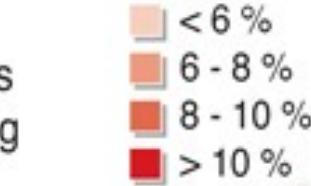
UNEMPLOYMENT IN EUROPE

Unemployment rates in January 2012, seasonally adjusted

Trend compared to previous month + Rise = No change - Fall



4.0	-	Austria
5.0	+	Netherlands
5.1	=	Luxembourg
5.8	+	Germany
6.5	=	Malta
6.9	+	Czech Rep.
7.2	-	Romania
7.4	+	Belgium
7.5	=	Finland
7.6	+	Sweden
7.9	=	Denmark
8.2	=	Slovenia
8.4	=	Britain
9.2	+	Italy



EU-27 average		
Cyprus	+	9.6
France	+	10.0
Poland	=	10.1
Hungary	=	10.9
Bulgaria	+	11.5
Estonia **	=	11.7
Slovakia	-	13.3
Lithuania **	=	14.3
Latvia ***	=	14.7
Ireland	+	14.8
Portugal	+	14.8
Greece *	+	19.9
Spain	+	23.3

*November 2011 **December 2011 ***September 2011

Source: Eurostat

Youth unemployment: the real crisis

Young and out of work

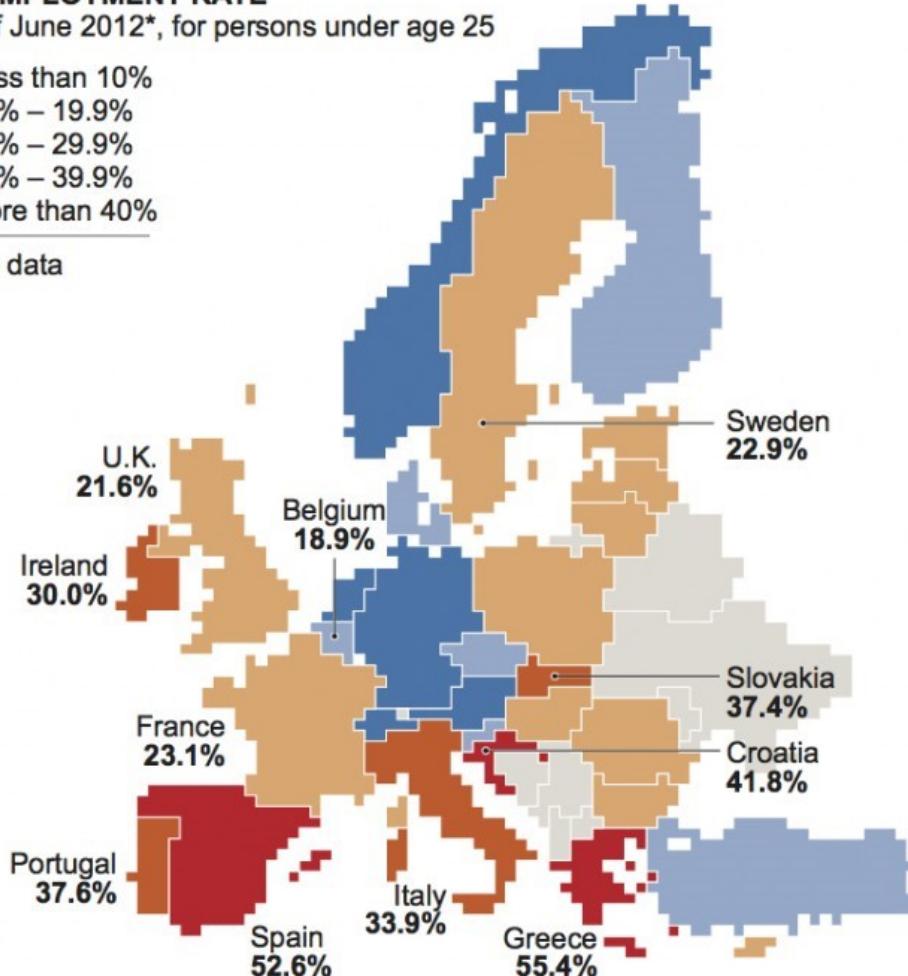
Youth unemployment has hit hardest in the south of Europe, but the north is not immune. Significantly, substantial numbers of young people are not in employment, education or training (known as NEET)

UNEMPLOYMENT RATE

As of June 2012*, for persons under age 25

- Less than 10%
- 10% – 19.9%
- 20% – 29.9%
- 30% – 39.9%
- More than 40%

- No data



NEET RATE

Country Q1 2011 vs. Q1 2007

Country	Q1 2011	vs. Q1 2007
Turkey	-	-8.1
Italy	-	3.4
Greece	-	2.5
Spain	-	5.9
Ireland	-	7.4
Belgium	-	3.5
Slovakia	-	1.2
Hungary	-	2.0
U.K.	-	1.7
Portugal	-	-0.9
France	-	1.9
Poland	-	0.4
Estonia	-	1.0
Czech Rep.	-	-4.1
Germany	-	0.3
Norway	-	1.4
Finland	-	0.8
Luxembourg	-	2.1
Slovenia	-	0.4
Austria	-	-0.3
Sweden	-	-0.1
Switzerland	-	0.6
Iceland	-	1.1
Denmark	-	1.4
Netherlands	-	0.3

NOTE: *Youth unemployment: Romania (March), Switzerland (2011) and Turkey (May). NEET is a subset of jobless who are not in any form of training, measured as a ratio of the youth population. The NEET rate for Switzerland compares Q1 2011 to Q2 2007.

Sources: Eurostat, OECD.

EDUCATION IN EUROPE

Facts and Figures

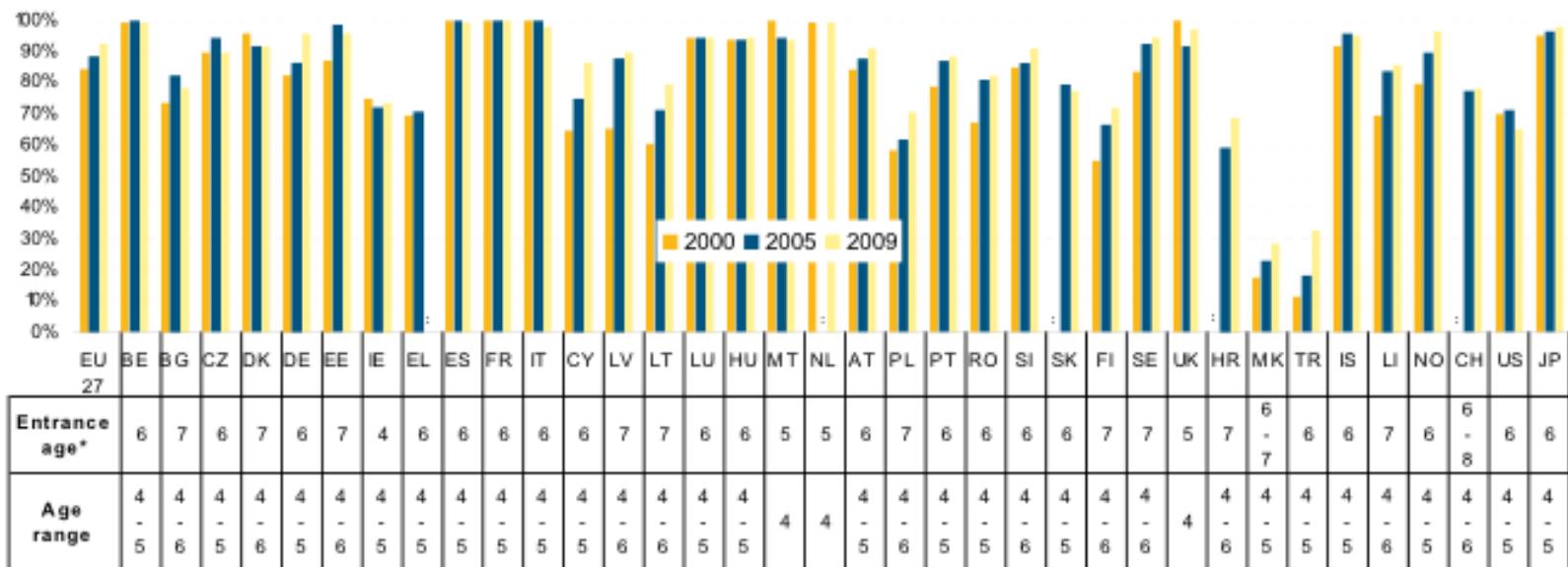
International Standard Classification of Education (ISCED), 2011

LEVEL	TYPE OF EDUCATION
ISCED LEVEL 0	Early Childhood
ISCED LEVEL 1	Primary
ISCED LEVEL 2	Lower Secondary
ISCED LEVEL 3	Upper Secondary
ISCED LEVEL 4	Post-secondary non-tertiary
ISCED LEVEL 5	Short-cycle tertiary
ISCED LEVEL 6	Bachelor or equivalent
ISCED LEVEL 7	Master of equivalent
ISCED LEVEL 8	Doctoral or equivalent

Schematic overview of education system and classifications across all countries of the EU

Early childhood education

Figure 1: % of children participating in early childhood education (pre-primary education), 2000, 2005 and 2009 (between the age of 4 and start of compulsory primary education)



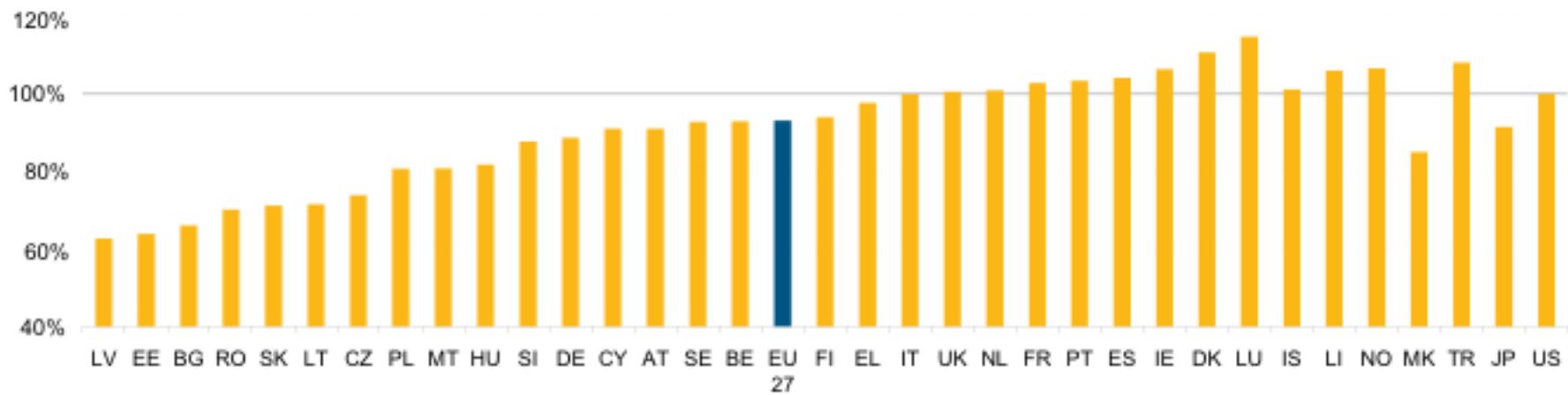
* Entrance age to primary education

Source: Eurostat, Education statistics, UOE data collection ([educ_ipart](#))

There has been a steady progress in the participation of young children (4-compulsory start), but the inclusion of all children and particularly those with disabilities and special educational needs is uneven and problematic (Devecchi et al, 2012).

Compulsory Education enrolment

Figure 2: Number of pupils in compulsory education (ISCED 1 and 2), 2009 (2000 = 100%)

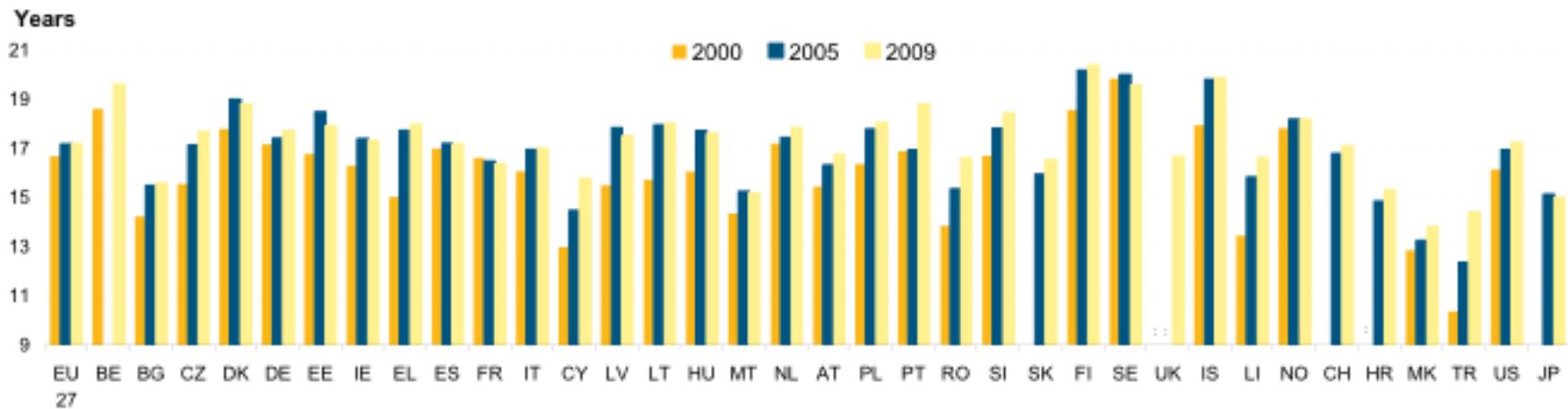


Source: Eurostat, Education statistics, UOE data collection ([educ_enr11t1](#))

The trends for enrolment in secondary education are not even across the EU. For example, there has been a significant decline in the number of pupils in compulsory education in many Eastern European countries during the last decade mainly due to low birth rate and emigration. This last point raises questions about the inclusion of immigrant children in other countries.

Expected Years in Education

Figure 3: Expected years of education, 2000, 2005 and 2009

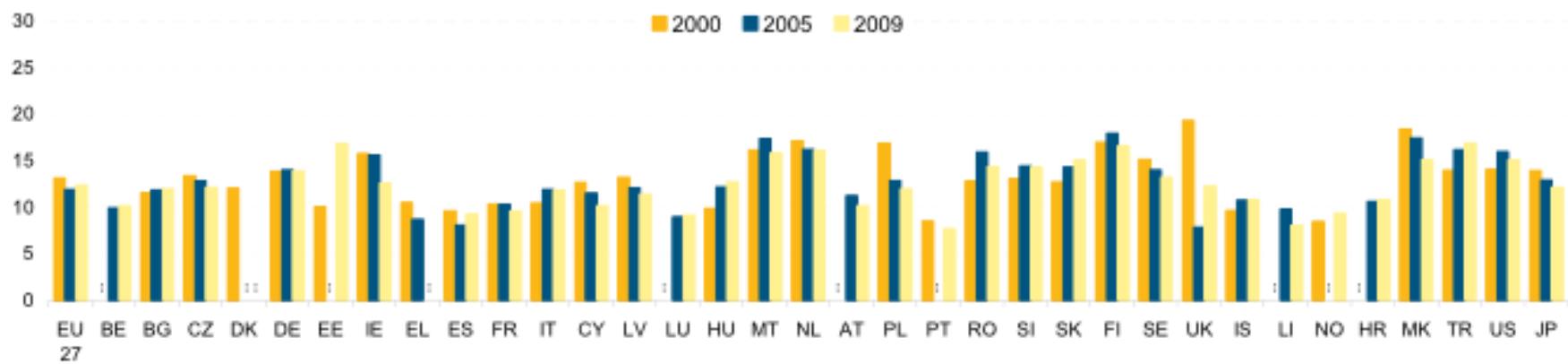


Source: Eurostat, Education statistics, UOE data collection ([educ_igen](#))

On average EU students can expect to stay in education for around 17 years. This average has not changed much in the last ten years, but there are great variations across the EU countries. These variations have implications for inclusion, but the data is complex since it has to take into account other factors such specific economic realities.

Student/teacher ratios in secondary education

Figure 5: Student/teacher ratios in upper secondary education



Source: Eurostat, Education statistics, UOE data collection ([educ_istc](#))

The same trends in decreasing student/teacher ratio is noticeable in secondary education.

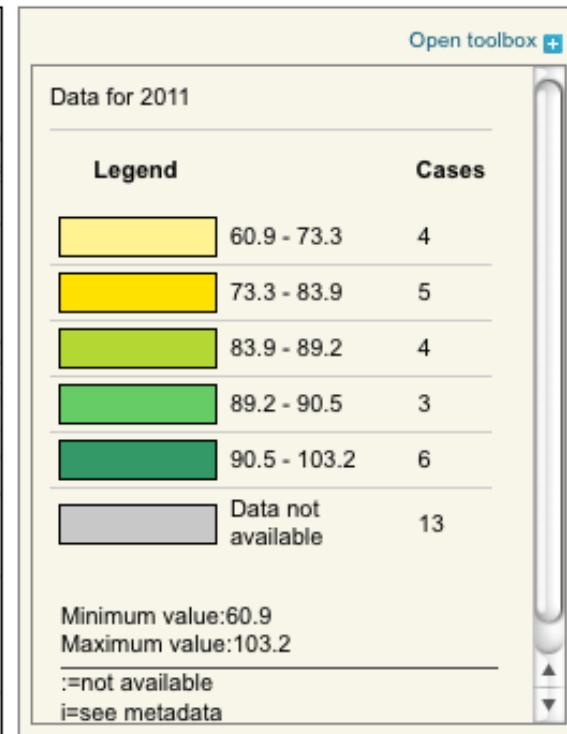
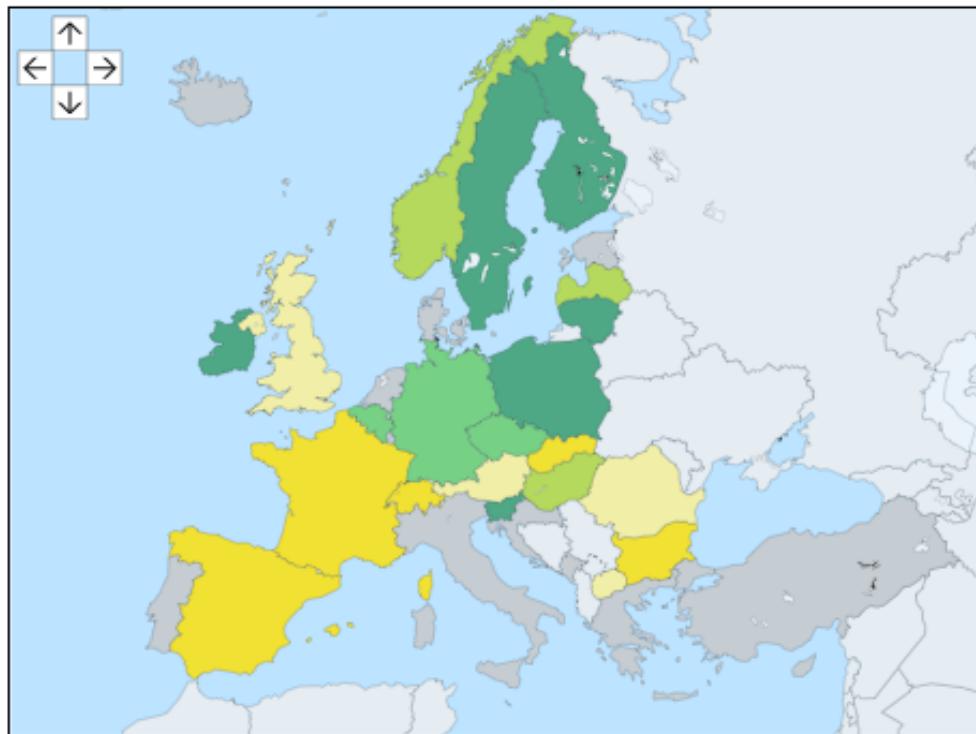
18 years old in education

18-year-olds in education

Participation rates, all levels (%)

Code: tps00060

This indicator gives the percentage of all 18-year-olds who are still in any kind of ... [more](#)



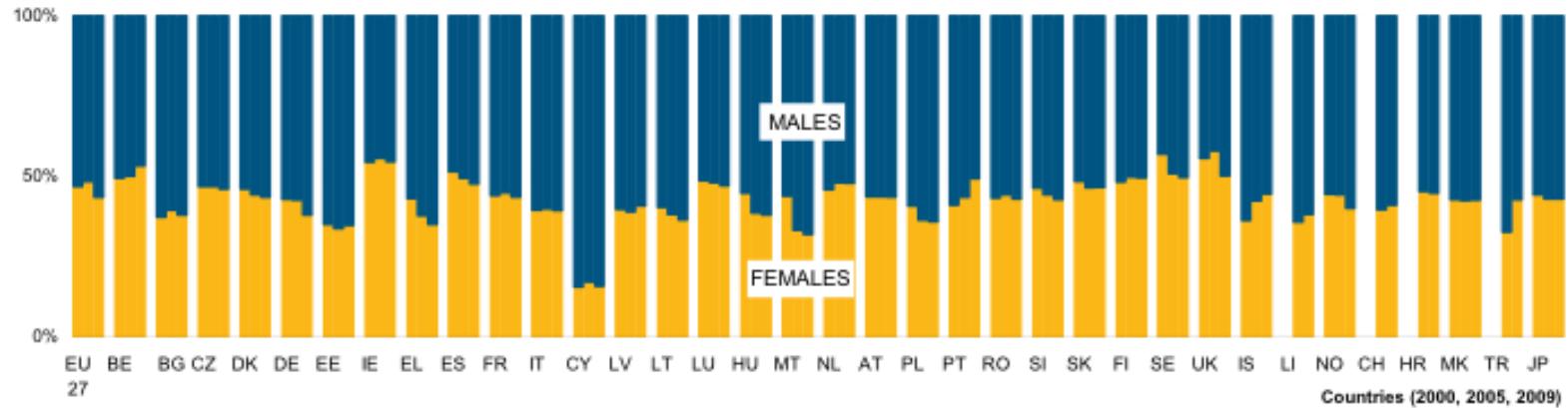
Click on map to:
 Recenter Zoom In/Recenter Zoom Out/Recenter

© EuroGeographics Association for the administrative boundaries

<http://epp.eurostat.ec.europa.eu/tgm/mapToolClosed.do?tab=map&init=1&plugin=1&language=en&pcode=tps00060&toolbox=types>

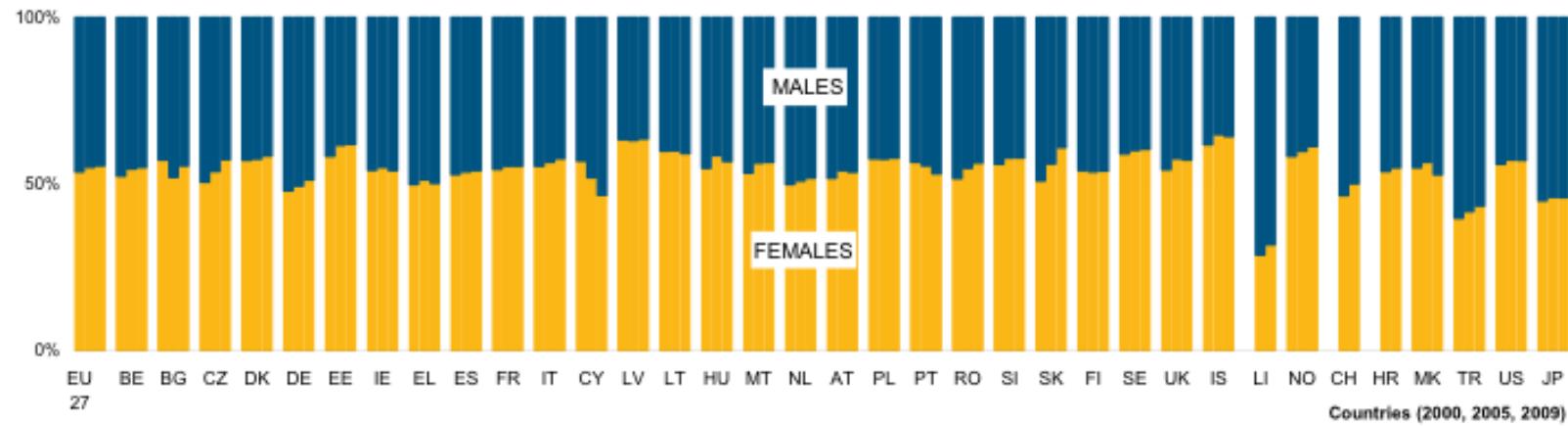
Gender issues: students at vocational and tertiary education

Figure 6: Percentage of females/males in ISCED level 3 vocational and pre-vocational



Source: Eurostat, Education statistics, UOE data collection ([educ_enrl1at](#))

Figure 7: Gender distribution in tertiary (first stage) education



Source: Eurostat, Education statistics, UOE data collection ([educ_lgen](#))

There are more males in vocational tertiary education, but on average more women in tertiary/university education.

Gender issues: teaching as a feminised profession?

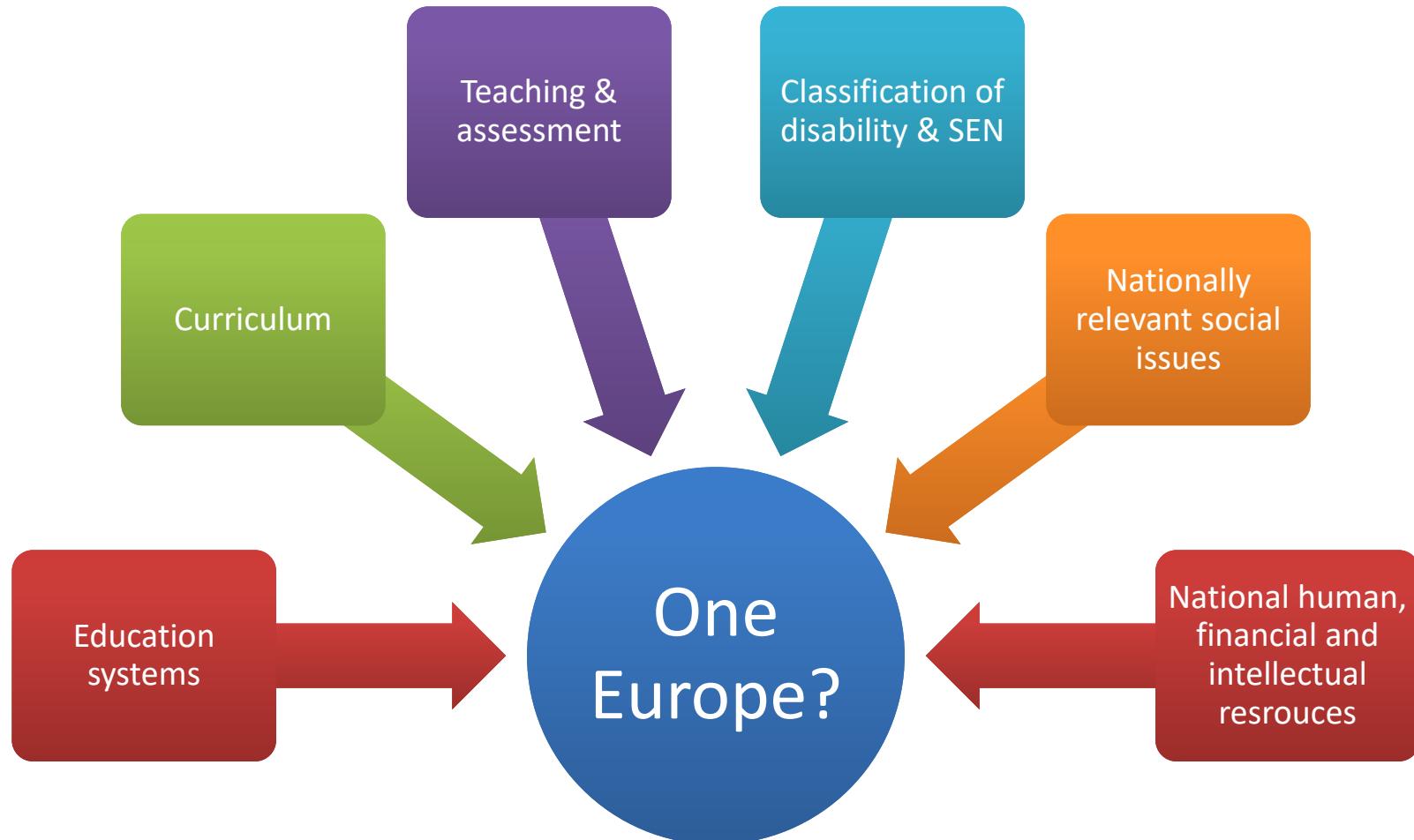
Table 1	% of women teachers by level			% of teachers aged >50 teaching at	
	primary [S06_2]	lower secondary [S06_3]	upper secondary [S06_4]	primary [S04_4]	secondary [S05_4]
EU27	86.0 s	69.4 s	61.3 s	28.6 s	34.8 s
BE	80.6	61.3	60.2 i	20.8	33.0
BG	93.7	81.3	76.9	26.0	38.2
CZ	97.6	74.1	58.5 i	26.9	37.0 i
DK	68.6 i	:	:	37.6 i	:
DE	85.0	62.4	48.6	49.3	50.7
EE	93.5	81.1	73.7 i	32.4	45.9 i
IE	84.7	:	63.4 i	27.3	32.8 i
EL	:	:	:	:	:
ES	74.3	56.7	49.4	31.7	28.6
FR	82.6	63.9	59.8	21.6	33.0
IT	94.0	70.8	59.9	44.8	57.9
CY	82.6	69.5	58.4	3.1	20.7
LV	93.0	84.2	80.0	31.1	42.2
LT	96.7	81.4 i	:	31.6	37.8
LU	73.6	53.4 i	47.2 i	23.2	26.9
HU	96.1	78.5	64.8	25.5	30.9
MT	88.7	65.9	39.6	22.8	19.2
NL	84.4 i	:	47.7 i	34.7 i	45.7 i
AT	89.6	69.6	52.5	36.2	40.3
PL	83.7	74.2	66.6	13.4	21.3
PT	79.6	71.1	67.7	27.4	20.9
RO	85.9	68.3	66.5	31.9	32.3

SI	97.5	78.8	65.4	18.2	28.1
SK	89.2	78.0	71.5	25.5	36.9
FI	78.5	71.4	58.2 i	27.7	37.3 i
SE	81.6	66.9	51.7	48.1	41.1
UK	80.8	62.6	63.4 i	25.6	30.4 i
IS	80.3 i	:	53.9 i	31.4 i	47.3 i
LI	75.6	53.7	37.0	28.7	24.5
NO	73.9	73.9	49.1 i	35.7	43.2 i
CH	81.1 i	51.7 i	42.9 i	33.7 i	35.7 i
HR	:	:	:	:	:
MK	77.5	53.3	57.8 i	25.8	30.2 i
TR	50.4	-	41.5	:	:
US	86.7	65.6	56.4	32.4	33.6
JP	:	:	:	:	:

Although less women teach at secondary level, women dominate the teaching profession. Issues have been raised as to whether education is a feminised profession and whether this impacts on the education of boys and whether male teachers are better at ensuring that male students are included.

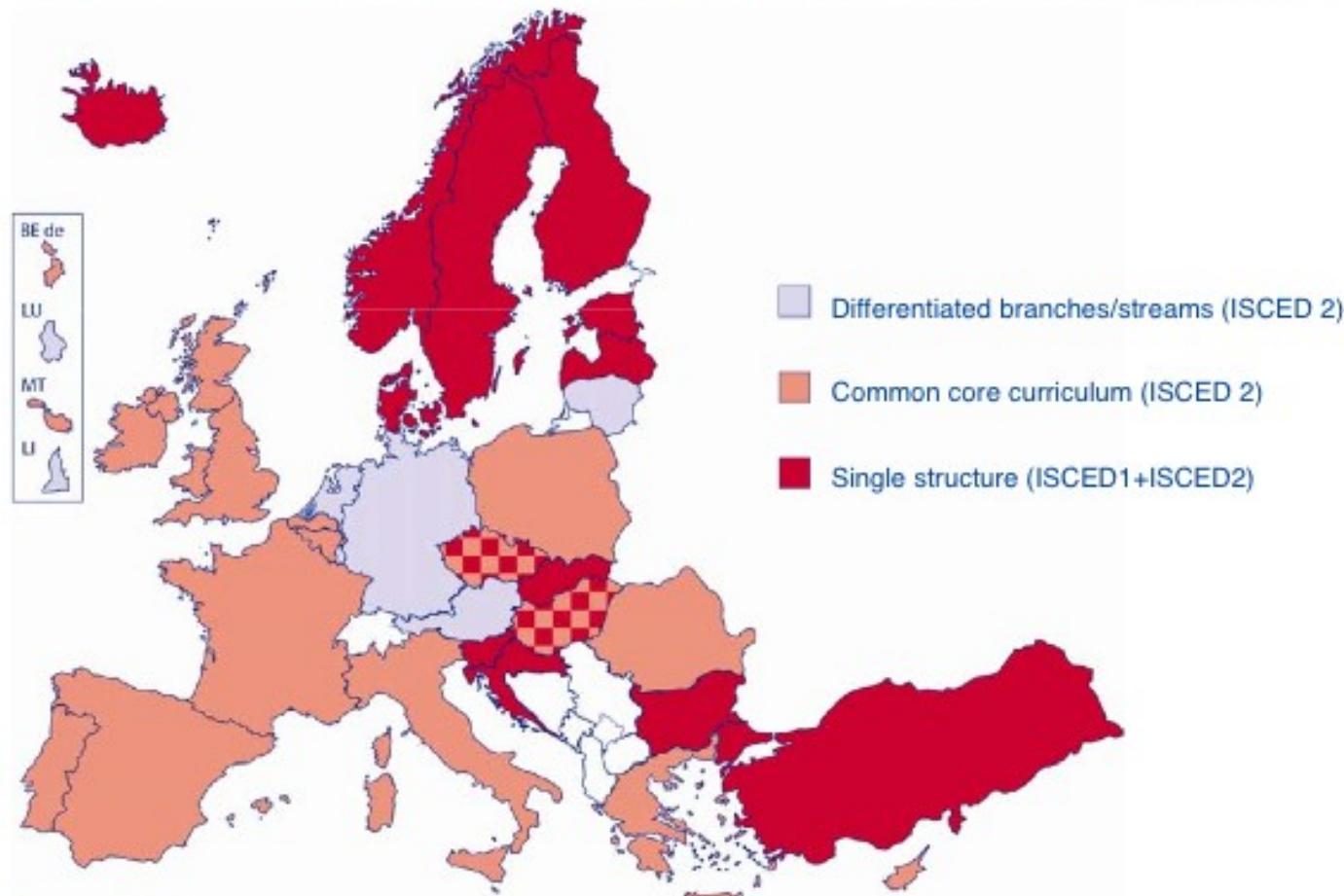
INCLUSION IN EUROPE

Diversity as the common feature



Diversity of education structures

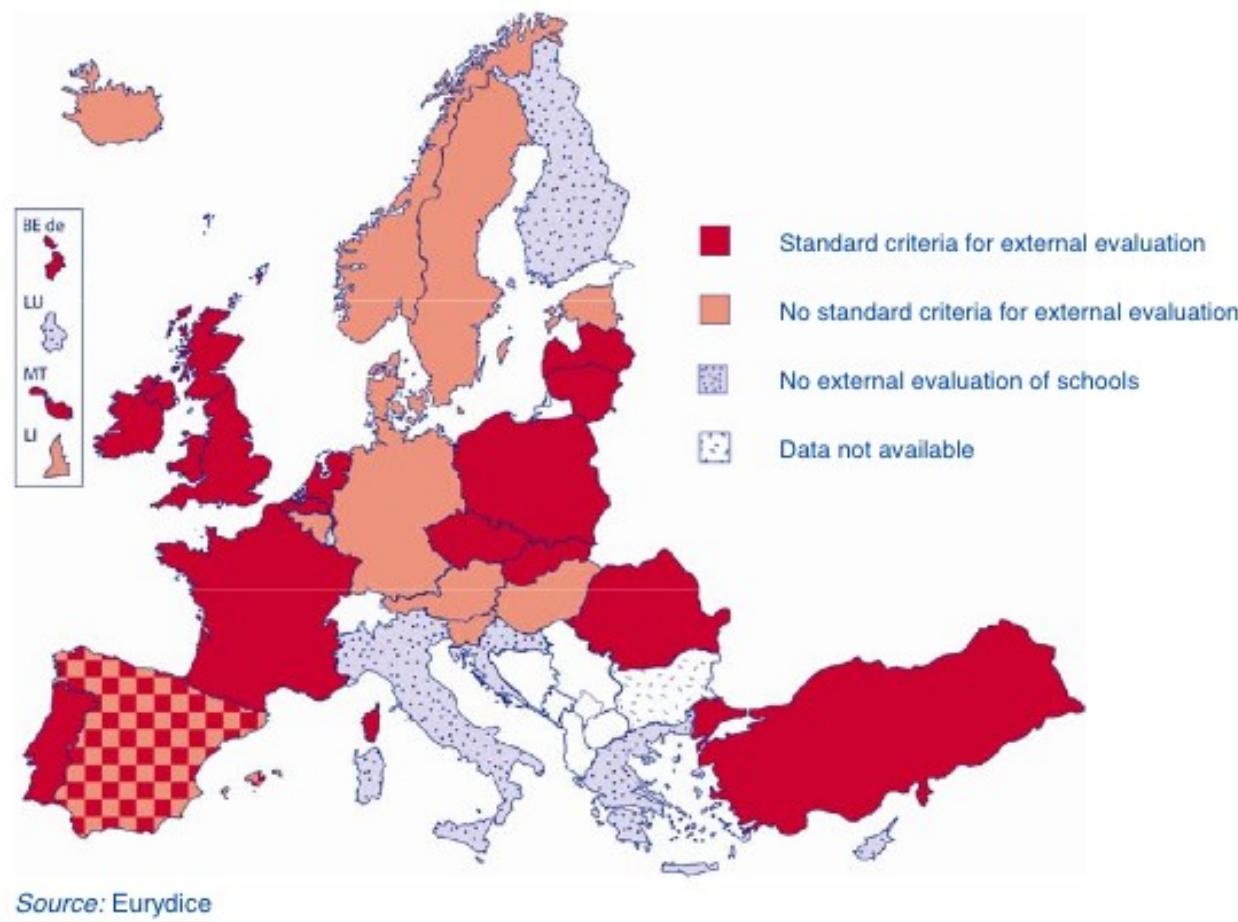
- Figure B1: Main models of primary and lower secondary education in Europe (ISCED1-2), 2010/11



Source: Eurydice.

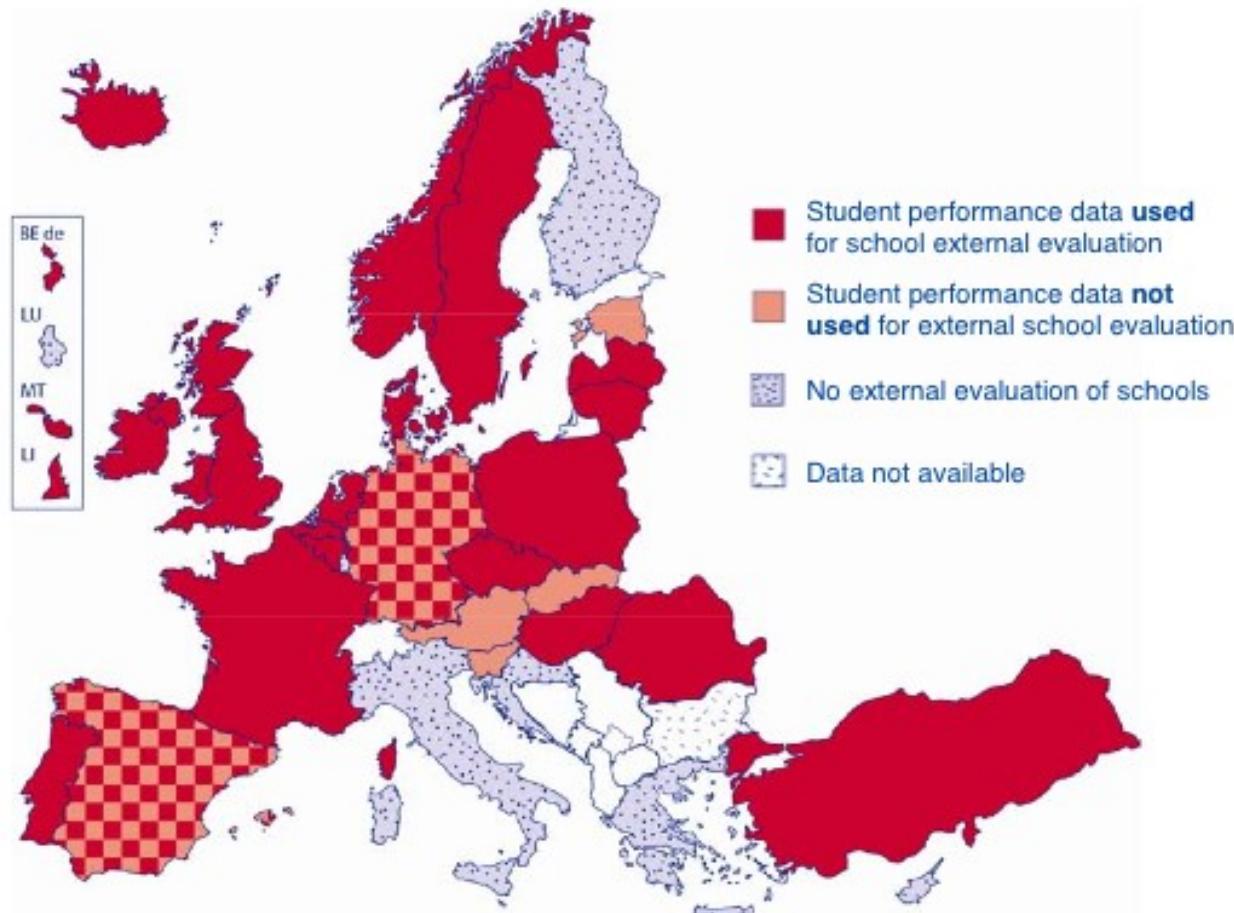
School evaluation – external criteria

- Figure B8: Use of standard criteria for the external evaluation of schools providing primary and general (lower and upper) secondary education (ISCED 1-3), 2010/11



School evaluation – pupil performance

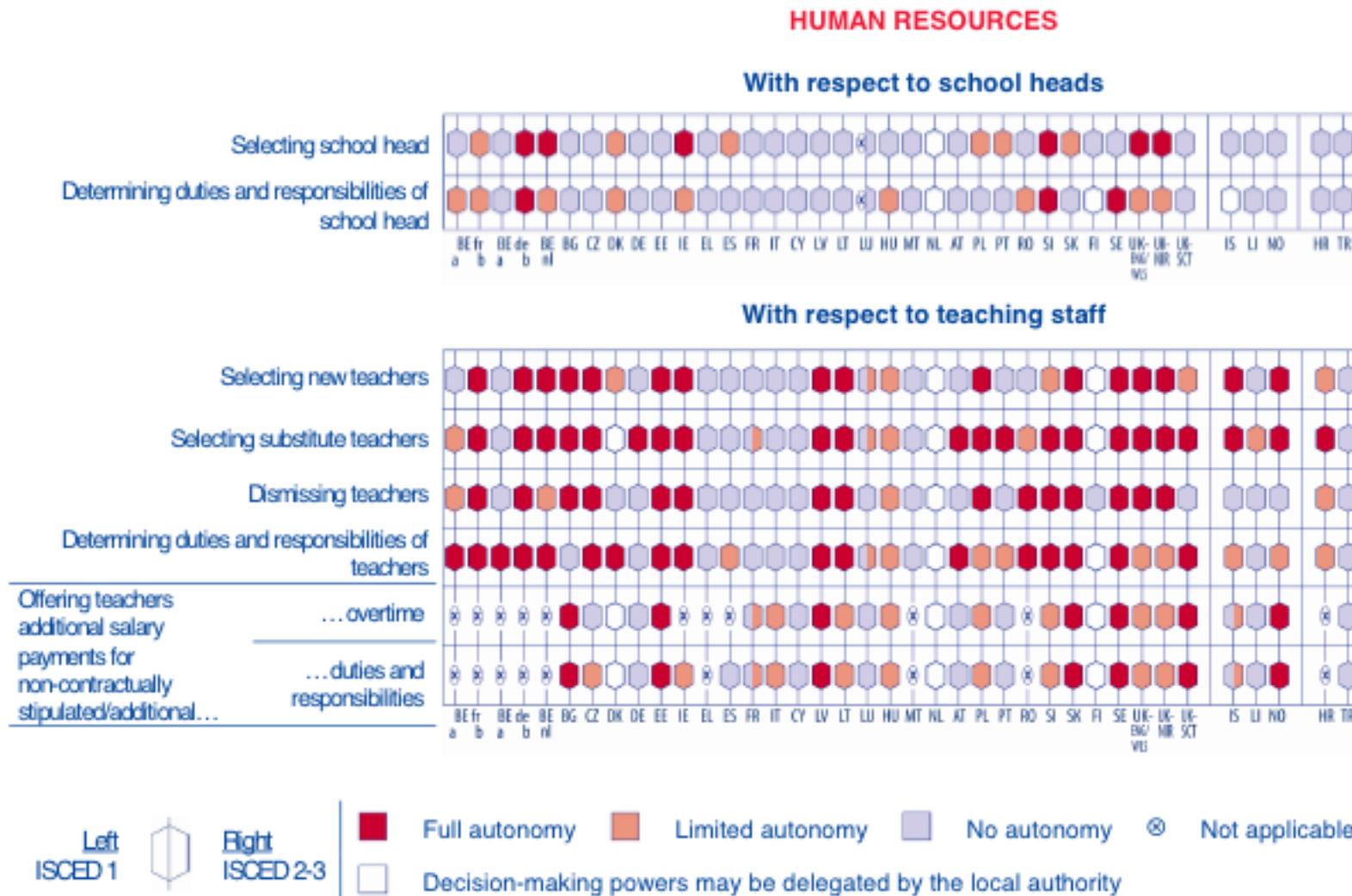
- Figure B10: Use of student performance data in the external evaluation of primary and general (lower and upper) secondary schools (ISCED 1-3), 2010/11



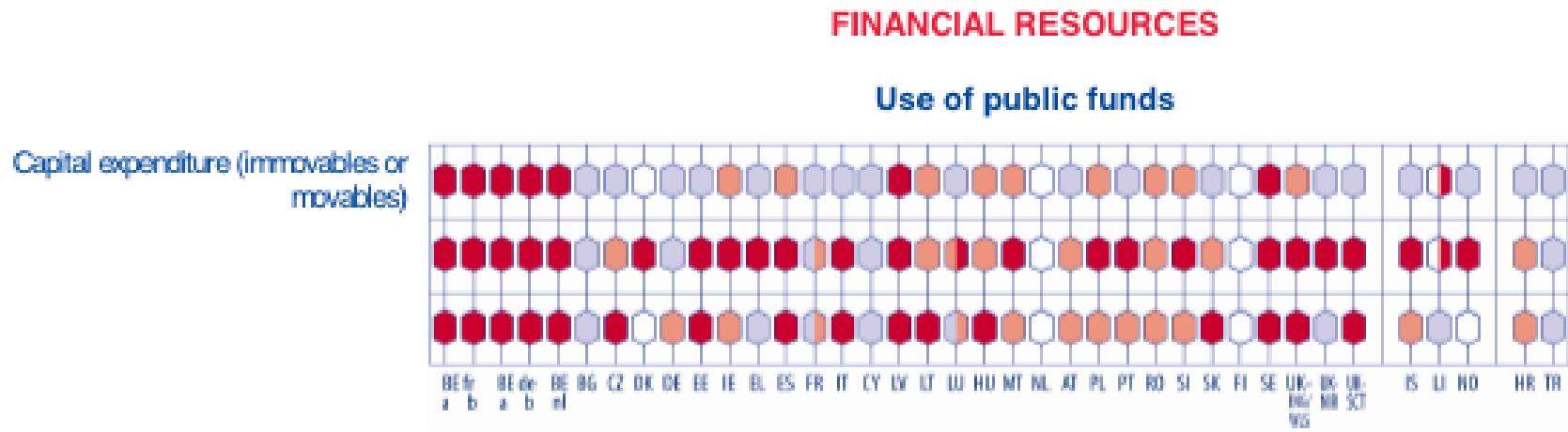
Source: Eurydice.

School autonomy – Human resources

- Figure B13: Levels of school autonomy for managing resources and aspects of teaching and learning in primary and general (lower and upper) secondary education (ISCED 1-3), 2010/11



School autonomy – Financial resources



Left
ISCED 1



Right
ISCED 2-3

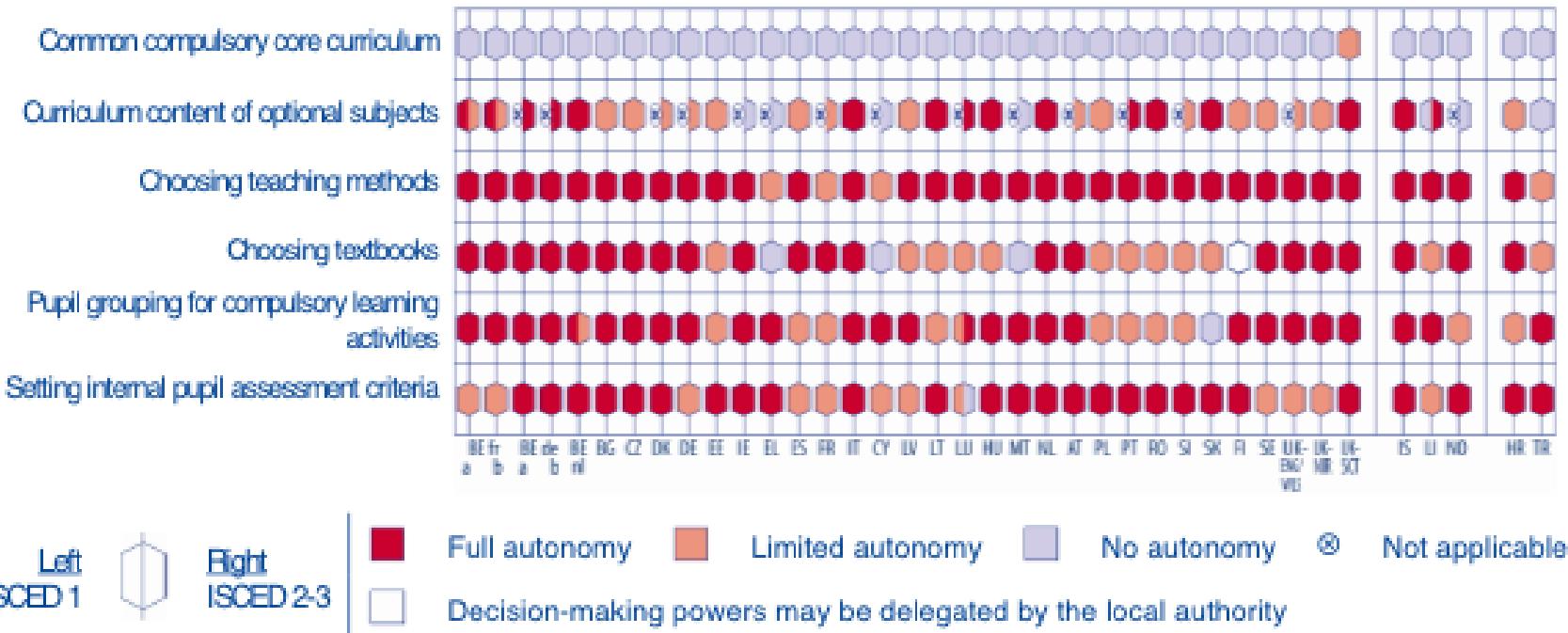


■ Full autonomy ■ Limited autonomy ■ No autonomy ☒ Not applicable

□ Decision-making powers may be delegated by the local authority

School autonomy – Teaching & Learning

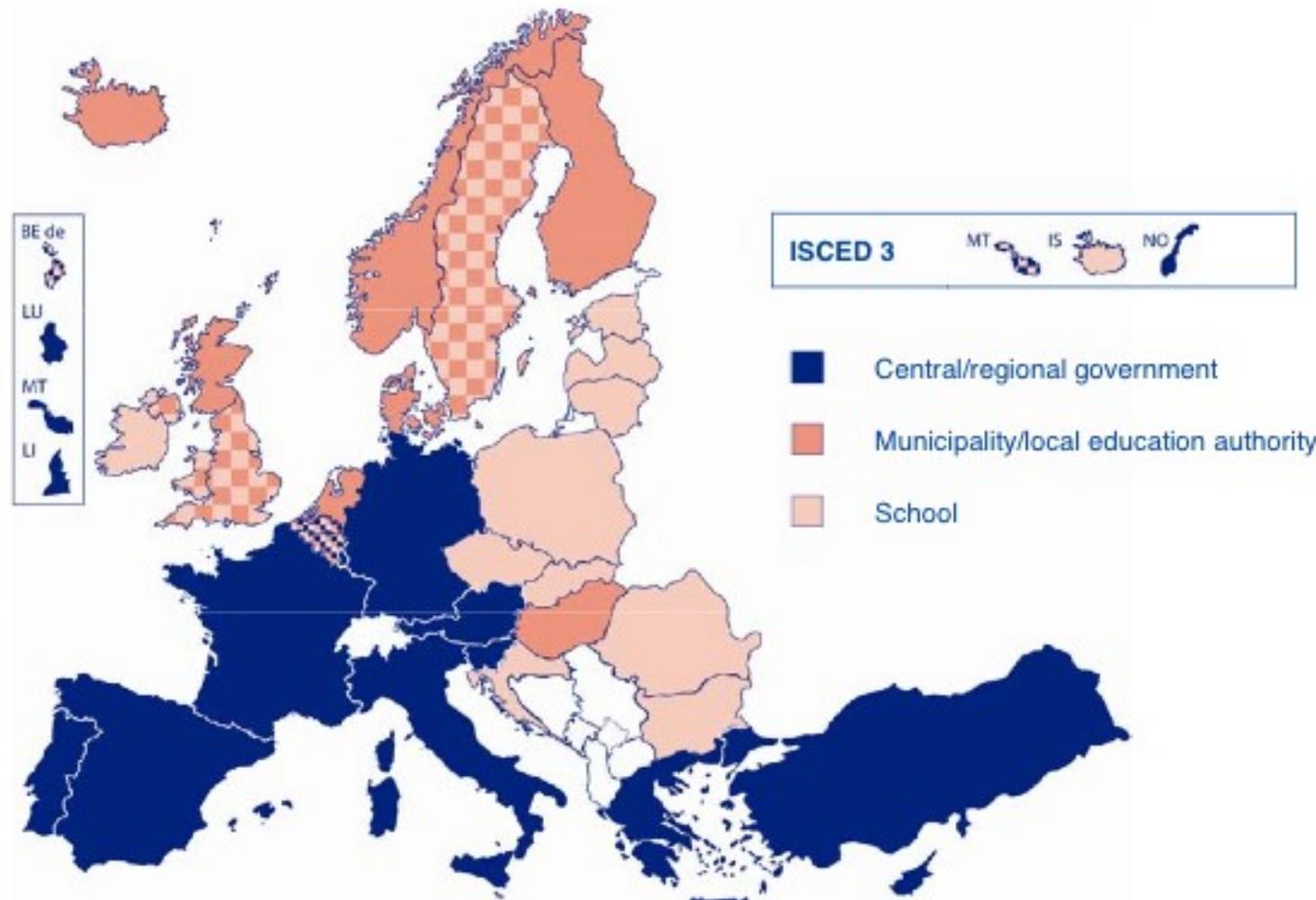
TEACHING AND LEARNING



Source: Eurydice.

School autonomy – Responsibility for teacher employment

- Figure B15: Administrative levels responsible for employing teachers at primary and general (lower and upper) secondary education (ISCED 1-3), 2010/11



Source: Eurydice.

The politics of inclusion: brief historical journey, 1960-2013

Human rights and
anti-discrimination
legislation

Towards inclusive
schools

Inclusion as a
global issue

Schooling,
education and
personalisation

The economic crisis
and the need for
social inclusion

1960-1980

1980-1990

1990-2000

2000-2008

2008 - ...

From
segregation to
integration

From
integration to
inclusion

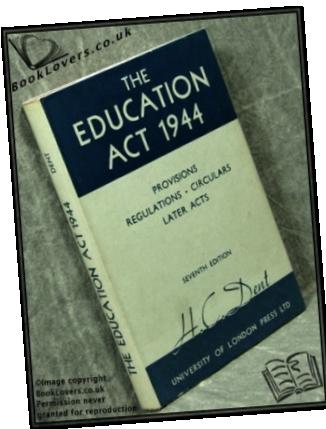
Education as
human capital
for economic
development

Schools in the
community

Austerity but
also
development
and growth

Development of inclusion in England: an example

Education Act 1944



1944

Warnock report



1978

Every Child Matters



Historical development

11 categories of disability; three tiered system of education; special schools

Introduction of special educational needs; mainstreaming; school autonomy; national curriculum

Focus on wellbeing personalisation, social inclusion and social inequalities; return to medicalised labels; managerial approach to school autonomy; focus on standards and attainment

Support and Aspirations



2011 ...

Proposed revised system:

- New system of identification
- More power to parents, less to local authorities
- Privatisation of education and services

Major international legislation

- The Salamanca Statement (UNESCO, 1994)
- UNESCO Dakar Framework for Action Education for All: Meeting our Collective Commitments (2000)
- Charter of Luxemburg (1996)
- Madrid Declaration (2002)
- The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993)
- Council conclusions on the social dimension of education and training (2010)
- strategic framework for European cooperation in education and training ("ET 2020")

EU position

Raising Achievement for all learners is a priority at European level as set out in the Education and Training 2020 Framework (ET 2020) and the high cost of school failure is increasingly being recognised. Raising the achievement of all learners is not a policy initiative but an ethical imperative that will best be achieved by providing quality education in inclusive settings.

EADSNE – *Raising Achievement for All Learners – Quality in Inclusive Education* [<http://www.european-agency.org/publications/ereports>]

Strategic Framework for European Cooperation in Education and training ('ET 2020')

Aims

The long-term strategic objectives of EU education and training policies are:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

The benchmarks for 2020 are:

- at least 95% of children between the age of four and the age for starting compulsory primary education should participate in early childhood education;
- the share of 15-years olds with insufficient abilities in reading, mathematics and science should be less than 15%;
- the share of early leavers from education and training should be less than 10%;
- the share of 30-34 year olds with tertiary educational attainment should be at least 40%;
- an average of at least 15 % of adults (age group 25-64) should participate in lifelong Learning

EU education policies since 2000

ec-European Commission – European co-operation: Main policy initiatives

ec-European Commission - Eur... Andreotti non andò al funerale ... +

ec.europa.eu/education/lifelong-learning-policy/policy_en.htm daily

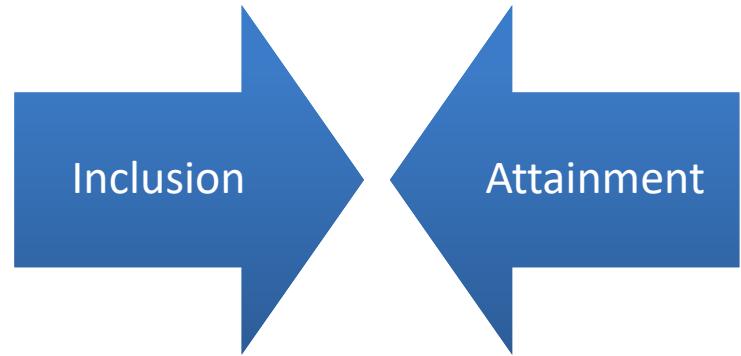
<p>learning</p> <ul style="list-style-type: none">• Monitoring Progress• European co-operation: Main policy initiatives• Stakeholders' Forum <p>• Mobility and lifelong learning instruments</p> <p>• School education</p> <p>• Higher education</p> <p>• Vocational education and training</p> <p>• Adult learning</p> <p>• Research and Analysis</p> <p>Lifelong Learning Programme</p> <ul style="list-style-type: none">• Lifelong Learning Programme overview• Erasmus for higher education• Leonardo da Vinci for vocational training• Comenius for school education• Grundtvig for adult education• Transversal programme	<p>This compendium includes official documents from the three main EU decision-making bodies – the European Commission, the Council and the European Parliament.</p> <ul style="list-style-type: none">• The strategic framework for European cooperation in education and training ("ET 2020") Policy framework; implementation; EU programmes supporting the policy framework and lifelong learning• Lifelong learning strategies Policy framework; implementation and European tools• Higher Education Reform Policy framework; university business dialogue; programmes supporting higher education, including the Bologna Process• School education policies Policy framework and monitoring instruments; programmes supporting school education• Vocational education and training policies Policy framework and monitoring instruments; programmes supporting vocational education and training• Adult education policies Policy framework and monitoring instruments; programmes supporting adult education• Facilitating mobility Policy framework; mobility instruments• Promoting multilingualism Policy framework; programmes supporting multilingualism• ICT for innovation and lifelong learning (Information and Communication Technology) Policy framework; programmes supporting ICT• The European Institute of Innovation and Technology• Measuring progress in education and training (Statistics, indicators and benchmarks)
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How can we make inclusion work?

Situation 1: how things are



Situation 2: how things could be



Inclusion and attainment, as the measurable outcomes, should work together in synergy not in competition so that only those children who have the abilities (and family resources) can excel and benefit from education.

How to define ‘Inclusion’?

Education of children with disabilities in the general school system (Department of Education, 2013, Inghilterra)

Is this an appropriate definition? To what extent it is ‘inclusive’?

Some other definitions

Being a full member of an age-appropriate class in your local school doing the same lessons as the other pupils [...]. (Hall, 1996)

Inclusion can be understood as a move towards extending the scope of 'ordinary' schools so they can include a greater diversity of children (Clark, Dyson and Millward, 1995)

Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organisation and provision (Sebba, 1996)

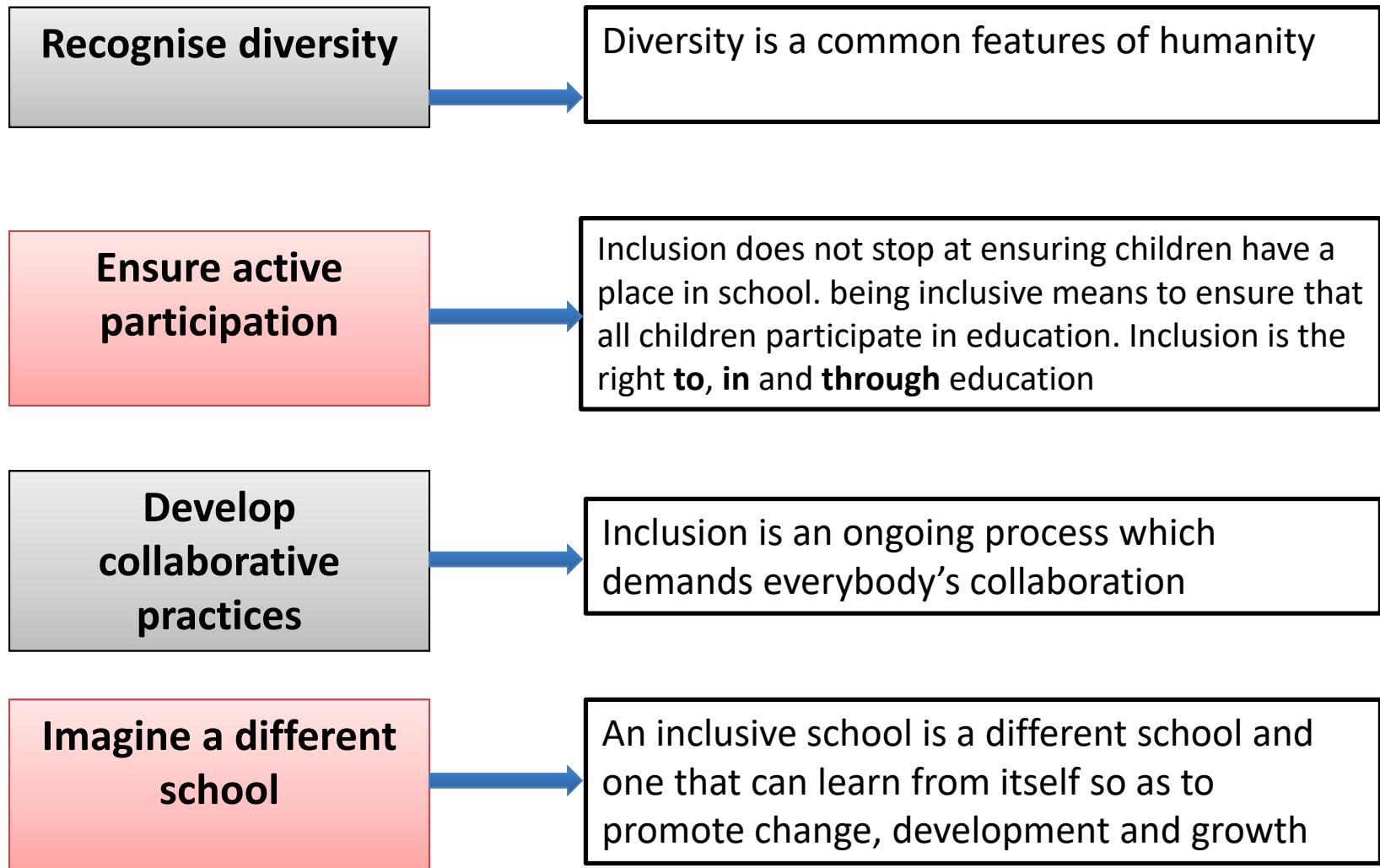
Inclusive schools are problem-solving organisations with a common mission that emphasises learning for all students (Rouse and Florian, 1996)

In Florian, L. (1997)

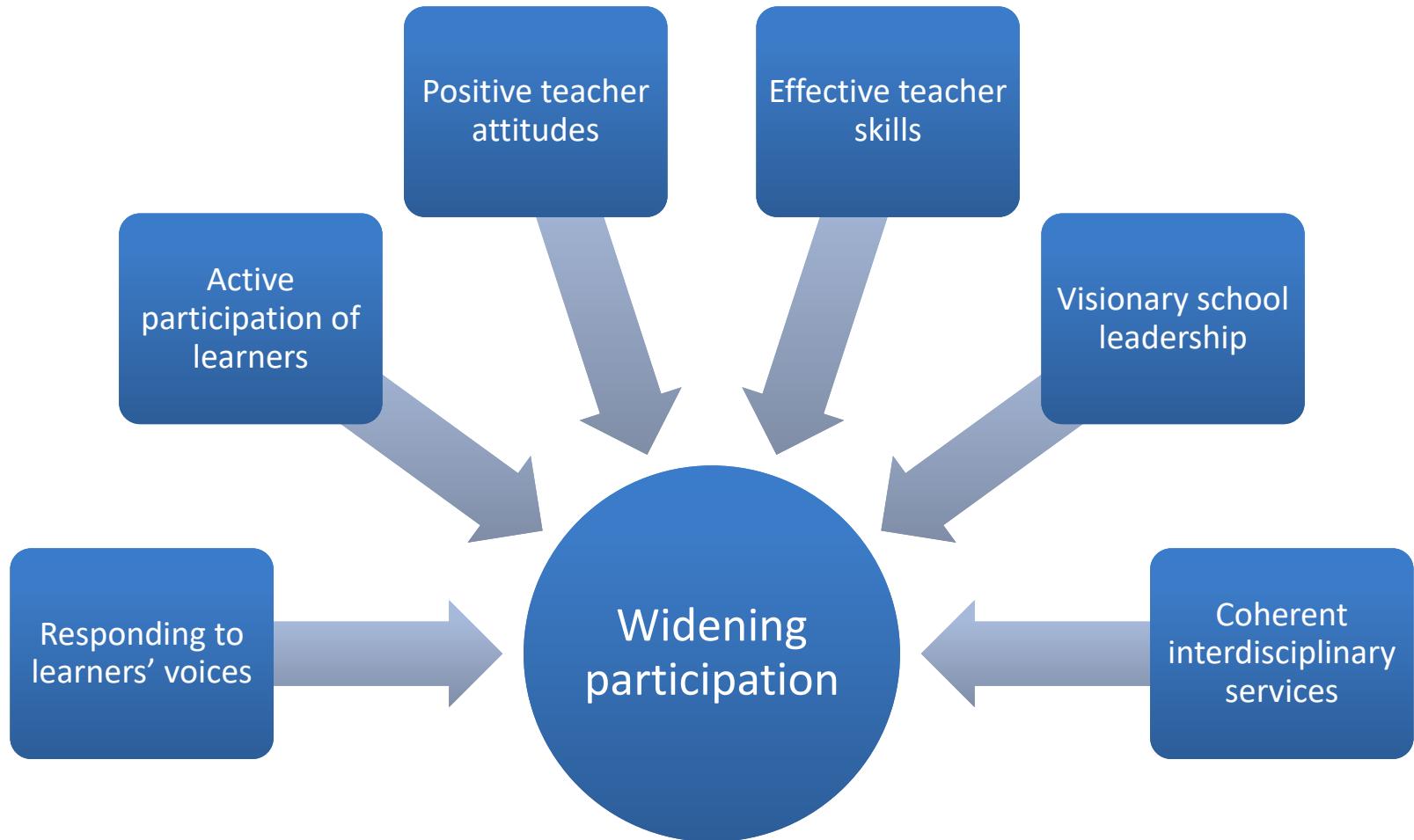
Some current terminology

- Widening participation
- Participation
- Schools for All
- Achievement for All
- Education for All

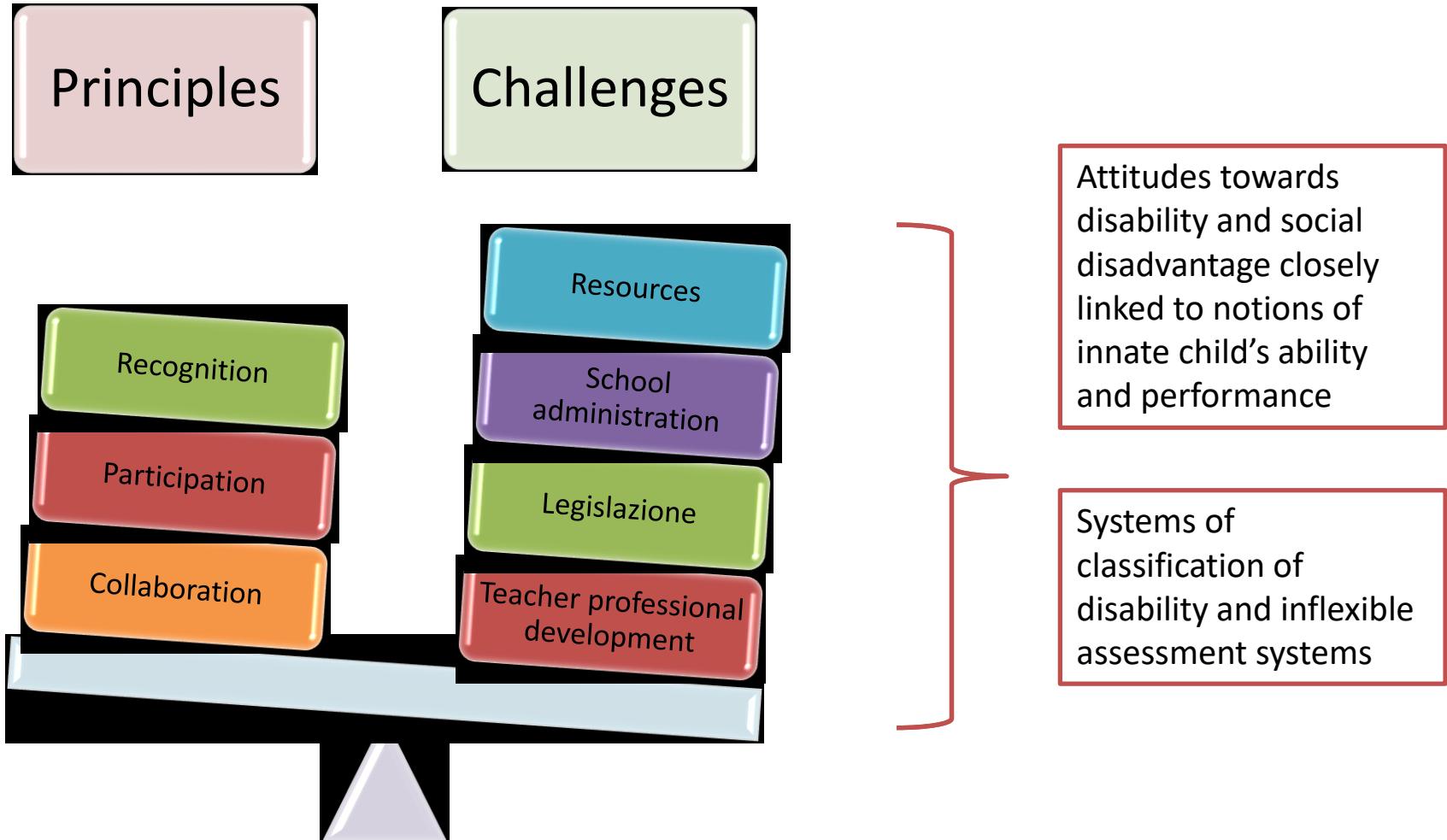
The key principles of inclusion



Key principles for promoting inclusive practice



The challenges of developing an inclusive school



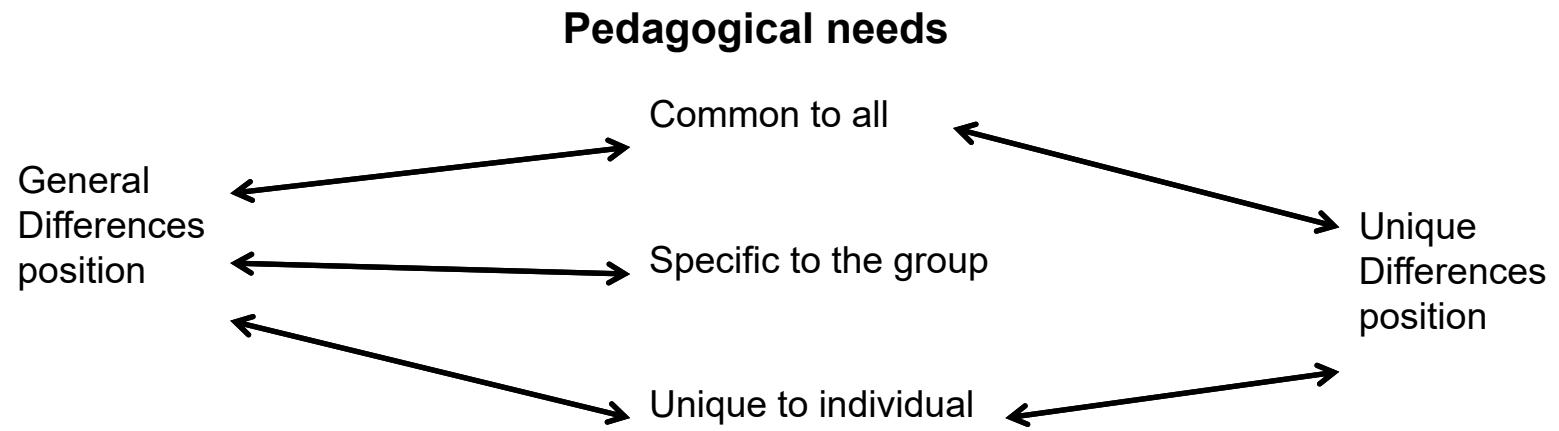
An Inclusive Pedagogy

1. *A shift in focus from one that is concerned with only those individuals who have been identified as having ‘additional needs’, to learning for all—the idea of everybody (not most and some);*
2. *Rejection of deterministic beliefs about ability (and the associated idea that the presence of some will hold back the progress of others); and*
3. *Ways of working with and through other adults that respect the dignity of learners as full members of the community of the classroom.*

Florian, L. and Black-Hawkins, K. (2011)

Or a ‘special’ pedagogy?

Continuum of pedagogical strategies



Norwich, B. and Lewis, A, (2005)

Is inclusion ...



An impossible dream?

A beautiful idea but impractical?

Inclusion is about a school for all and which belongs to all. Such a school is not only a right of every person, but also a responsibility of every citizen. An inclusive school is an act of human and civic responsibility. [Devecchi, Bocconi, Milan, 25 March 2013]

*Thank you
for listening*



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