

Promoting Inclusive Education

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Dream and Reality

- **Schools have to adapt to students – up to now in a lot of countries a dream**
- **Students have to adapt to schools – up to now in most countries reality**

Obstacles

- History
- Governments
 - Money is spent on the special system
 - Money is spent for other target groups
- Special schools
- Teachers at special / mainstream schools
- parents

Our Goals

- The right to education is acknowledged as Human Right for all children
- All children can go to the school in their neighbourhood
- All children get an adequate and adaptive education which meets their needs and maximises their potentials
- All schools and classrooms are accessible



Our Goals

- Technical aid is available at school to compensate disabilities to a maximum degree
- Teachers are not afraid to teach children with learning or behavioural disabilities and schools offer specific knowledge and methods needed for a child with a disability
- Parents, students and teachers act like partners in an educational process where all of them form a winning team.

Objectives

- for children
 - a school close to home
 - to grow up among peers
 - to have a safe environment
 - to meet their needs by using an individual education plan
 - life-long learning



Objectives

- For schools
 - large enough to accommodate children in wheelchairs
 - employ necessary teachers
 - technical aid to compensate disability as far as possible
 - social support to establish relationships and friendships
 - knowledge and methods needed
 - willingness to educate a child with a disability

Objectives

- for governments
 - obligation and right to go to school
 - legal obligations for schools
 - fair system of government funding of schools facilitating extra costs for students with disabilities
 - to network knowledge, technical and educational aid
 - to implement the right to life-long learning

Experiences

- ❖ Non disabled students often stimulated the development of their disabled peers in finding unlimited ways of learning or learning opportunities.

They could not be replaced by a teacher!

Experiences

- ❖ The way of behaving was formed by naturalness and competence and so any kind of estrangement was avoided

Experiences

- ❖ Friendship, comradeship, emotional warmth and attention do not correspond or relate with intellectual efficiency. The whole atmosphere of learning allows having difficulties in learning and life in general. Not being able to do or to know something is valid for all. Everybody needs help in a different way and everybody may give help to others in special situations.

Experiences

- ❖ It would have been impossible to learn in step with others.
 - flexible curriculum
 - differentiated methods of learning
 - team teaching
 - teachers must accept to be learners

What is to do?

- Convincing people by knowing about experiences
- Go to places of good practise
- Take the people you want to convince with you!

I wish all of you a lot of success in implementing inclusive schools in your country!