



Lifelong
Learning
Programme

LEARNING FOR ALL

A guide for teachers



Inclusive Education

Grundtwig Learning Partnerships Programme

European Commission

Lifelong Learning Programme

Learning For All Website

<http://polatli.meb.gov.tr/learningforall>

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Introduction

“Learning For All” is a project inspired by the concept of inclusion in education whereby students with special needs spend most or all of their learning time with non-disabled students.

The project is supported by the European Commission, Lifelong Learning Programme, Grundtwig Learning Partnerships Programme.

The project’s aim is to equip parents and educators with the goal of helping students, aged between six and fourteen, with special needs and subject to inclusion to merge better with the rest of society, to overcome the deficiencies of educators involved in mainstreaming / inclusion education by comparison and study of inclusion education systems in the three partner countries.

This aim is achieved by stimulating teachers, parents and students to embrace a more open mind and attitude and to break down barriers and stereotypes which hinder the inclusion of all in mainstream education.

As a result of the project parents of all students have an increased awareness of inclusion education and its application, the shortcomings in the knowledge and methods of classroom teachers responsible for inclusion education have been identified and addressed, family and school collaborations have been established and the quality of education for all individuals enhanced. Students with special needs have been empowered to take responsibility and to voluntarily become engaged in inclusion education to increase social acceptance of inclusion education to the benefit of all students and in the wider context society in general.

Three organisations have partnered to deliver guides and training to parents and educators to further the mainstreaming of inclusion education.

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About the Partners

İlçe Milli Eğitim Müdürlüğü (Polatli District Directorate of National Education) from Ankara, Turkey has been in service since 1927 .The office continues to provide service with 10 high schools, 44 primary schools, 2 private schools,3 special education and guidance centres, a guidance research centre, a public education centre, an apprentice training and research centre, a special preschool, a vocational education centre, an education application school and a job education centre. Polatli DNE has been tasked with determining the needs of schools and institutes under its jurisdiction, and meeting them. Currently 24.733 students and 1130 teachers have been registered with the aforementioned institutions under our directorate.

Fundacja Rozwoju Inicjatyw Edukacyjnych i Społecznych, Trzebowniko, Poland has a main aim of acting for the benefit of women, disabled and young people. They implement good practices in gender issues and promote equal opportunities of women and men in all areas of life.

The main aims of the Foundation are the promotion of equality of women and men, acting for the elimination of sex-based discrimination in the work place, the promotion of new technologies among women, the promotion of entrepreneurship among women, the promotion of disabled people on the open labour market, the promotion of any group discriminated on the labour market, the motivation of women in work place and support for abused women.

La'Met Consultancy, Utrecht, The Netherlands, is an international, multi-cultural, full-service agency supporting businesses from diverse sectors with their international development and educational institutions. Educational institution services involve the guidance and assistance with the European desired evolution and adaptation of schools, universities and parties acting in the educational arena. The aim of La'Met Consultancy to combine knowledge with skills has led to the development of several concepts. All concepts are dedicated to vocational learning and enhance the connection between practical and theory for organisations and Educational Institutions by stimulating innovation in the transfer of knowledge, skills and practical experience from the educational area to the business community and vice versa or in the creation of sustainable organic organisations with a self learning and pro-active internal knowledge development attitude.



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As a teacher, how do you react to the following statements and questions?

It makes me happy to observe any child having similarities with other children whether or not they have special needs.

I feel that school education has an impact on the improvement of a child's success.

Children enjoy going to school.

I think students with disability disturb the comfort of a class.

Supporting the parents and teachers of disabled students makes me happy.

To participate in activities which are held with parents of disabled students makes me happy.

I think that if I know about fusion education, I can help the parents of the students with a disability.

Sharing the same class with disabled students improves a child's development of conscience.

Honest reactions to these questions and statements will give you an idea of your attitude to education for all children whether or not they have special needs.

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What is inclusive education?

For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all the children involved.

We also know that simply placing children with and without disabilities together does not produce positive outcomes. Inclusive education occurs when there is ongoing advocacy, planning, support and commitment.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students can learn and participate together.

Inclusive education means that all students are educated in regular classrooms, with their same aged peers. It does not mean that individual students cannot leave the classroom for specific reasons. A student may need one-on-one assistance in a particular subject area.

Within regular classrooms, opportunities are developed for all students to learn together even though some students may have different educational goals. An inclusive education system does not separate certain students within regular classrooms.

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities - whether the disability is mild or severe, hidden or obvious - participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

Integrated education should include the following elements:

1. Equal evaluation of all teachers and pupils
2. Increase in the participation of pupils in cultural activities of local school communities and in the creation of the curriculum
3. Change of culture, policy and practices applied at schools so that they can be better adjusted to the local diversification of pupils

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4. Reduction of barriers in education and co-participation in school life in general for all the pupils, not only for those with special educational needs
5. Learning by following the example of individual pupils attempting to cross the barriers in access to the general public and transferring such knowledge to complex solutions
6. Treating differences in individual skill levels of individual pupils as a good sign for the whole system of education and not as a problem to be solved.
7. Focusing attention of the local environment on the rights of pupils to be included into the system of common education
8. Correcting and improving schools both for teachers and pupils
9. Strengthening the role of the school in building the community and in developing and propagating values
10. Strengthening the bond between school and the local community
11. Emphasising the role integrated education plays in the integration of the whole society

According to professors and specialists, inclusive education and teaching is first of all the consolidation of the purposes of teaching, education and curricula, the planning of pupils' work so that their intended aims planned together with teachers are actively achieved and the creation of uniform, integral situational sequences for the activities and experiences of a child.

Able-bodied and disabled people can be divided into the following individuals:

TALENTED	WEAK
They have specific educational needs	They have specific educational needs
They are harmoniously developed	They are not harmoniously developed
They recognize their own abilities and needs	They are diagnosed and classified
They develop their ambitions	Their strengths and weaknesses are defined
They stimulate their interests	Help is organised for them
They create problems	Their positive actions are supported
They look for solutions for them	It is necessary to look for methods of work for them

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In special education integration is understood as a multi-directional, united activity aimed at the rehabilitation of individuals who deviate from health norms (restoring the full physical fitness of a person) or the process of integration (inclusion) of disabled people (to the extent possible and in proper conditions) into usual forms of personal and social life, and also as the aim of the general and special education or the result of the process of rehabilitation of disabled people.

Integration as the inclusion of disabled people in the usual form of social life takes place on various levels and in diverse scopes of human activity, giving the opportunity to achieve complete self-fulfilment thanks to the possibility of carrying out various functions.

Integration can be limited only to the issues of educating disabled people and treat it as the desire for uniting the disabled with the able-bodied in the process of education in the environment natural for them.

In order to achieve this goal it is necessary to prepare a system of integrated teaching and education, which consists in the maximum inclusion of children and teenagers who deviate from health norms into regular schools and educational institutions, which facilitates their development among healthy peers without lowering the level of education in a class.

A system of integrated education consists in the education of people who deviate from norms concerning health and development in educational institutions with regard to specific cognitive and educational needs of such pupils and in the creation of conditions (by means of additional measures, benefits and teaching aids) allowing to satisfy such needs.

So in special education the term “integration” can have a wider and a narrower scope of meaning. In the wider meaning it expresses the ability of disabled people to harmoniously coexist and cooperate in all the forms and situations of social life – at school, at home, in free time, that is, it boils down to social integration.

The narrower meaning of this term, in turn, concerns school integration that is the inclusion of disabled pupils into classes in public-access schools and institutions together with able-bodied pupils and also providing them with the opportunity to take advantage of teaching aids according to their individual capabilities.

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Specific programs are prepared for the student in accordance to their individual abilities. The aim is to help the individual live independently in society and to improve his/her social and academic skills. Therefore, there are some main points to take into account when implementing this method to achieve its goal. These are summarized below:

1. Necessary precautions must be taken before the mainstreaming student comes to school:

It is necessary to determine the class in accordance with the student's physical characteristics before he/she comes to school. The total number of students in a class should be 25 or less. Teachers who are posted in this class must be informed about the student. The class teacher must arrange a meeting with parents to inform them about the student before he/she comes to the class and also the classmates of the inclusive student must be informed and educated. This work is called 'social acceptance.' The necessary materials for the inclusive student and the facilities for him/her must be prepared beforehand. Supporting room/s must be opened in the school where inclusive students will be admitted. The purpose of opening supportive room is for the inclusive students who are not at the same educational ability as their peers must be supported with their studies by either group work or individually. The aim is that the majority of teaching is completed as part of the main classroom with support classes accounting for a maximum of 40 % of school time.

2. What has to be done after the inclusive student comes to school?

Individualized Education Programme Unit should be founded in the school. The director of the school or the assistants of the director of the school, a guidance teacher, a classroom teacher, a teacher of the related subject, the student and the parent/s of the disabled student comprise this unit. This unit examines and clearly defines the student's abilities and what she/he can manage to do academically, socially and behaviourally. Depending on this review, goals are determined which are going to be studied and with whom they are going to be studied during the one year period of work with the student. The materials which are going to be used during this period are also determined according to the student's skill. This way of working is called IEP (Individualized Education Programme). The evaluation of the student is made by this programme. The IEP Unit meets three times in a year to evaluate the progress of the student and make any required adjustments to the student's study plan.

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Specific Examples for Sight and Hearing Impairment

According to research conducted by the University of Gdańsk concerning the education of blind or partially sighted children, it can be stated that the influence of the problem of this disability on children in regular primary schools is a complex one. Partial sightedness has obviously a negative influence on the functioning of a child at school, however, it is caused by external factors of such functioning (too many pupils in a class, lack of help etc.). So it does not depend on the personality and the cognitive and intellectual abilities of the visually handicapped pupils. Most of the children included in the research are talented and ambitious individuals, which is caused by their enormous motivation to be equal to their peers. Defect of sight is compensated in their case with the development of other cognitive processes such as: memory, attention and imagination. Children who attend regular schools usually are well adapted to their conditions, because children with poor eyesight, who did not adapt themselves, were directed to special schools. Classes containing too many pupils play an important role here. Working in such classes makes it difficult to individualise the teaching process of children with poor eyesight and causes indifference in people's attitudes. Teachers often possess a too low level of knowledge concerning the mental and physical constraints of a child with poor eyesight. For such children architectural barriers could also constitute obstacles: huge school buildings, steep stairs, slippery surfaces, crowded corridors create hazardous conditions for all children. The point of departure in teaching of disabled children in regular schools should be the assumption that every child is entitled to help in obtaining new information and skills in order to shape its personality in the most beneficial way. Despite critical comments the validity of the idea of integration cannot be denied. However, it could only bring the expected results, if the following various conditions are taken into consideration in its implementation:

- 1.) The introduction of handbooks with enlarged print into schools,
- 2.) Providing children not only with a magnifying glass to read from a close distance but also telescopes to read from the board,
- 3.) Modification of practical-technical and visual arts classes,



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- 4.) As a part of physical education classes it is necessary to allow all the children with poor eyesight to do corrective exercises,
- 5.) Creation of corrective rooms equipped with proper optical aids and devices,
- 6.) Taking care of children with poor eyesight by spatial orientation instructors,
- 7.) Organisation of trainings for teachers in the scope of visual impairment pedagogy,
- 8.) Placing children with poor eyesight in regular schools and classes with possibly the smallest number of pupils.

A blind child or a child with poor eyesight is able to learn in the integrated system if the following conditions are met:

A child should fulfil the norm of the intellectual level allowing it to think logically and to develop speech,

The correct operation of the remaining analysers, especially the tactile and auditory ones thanks to which compensatory structural systems can be dynamically formed,

Family and environmental conditions of a child favourable for its development – “a home willing to help”,

The ability to take advantage of various aids compensating the dysfunction of eyesight,

A school open to the problem of blindness and poor eyesight (properly equipped base, pedagogical personnel familiar with the issues of visual impairment pedagogy).

Integrated education should allow blind pupils or pupils with poor eyesight to obtain knowledge and skills corresponding to their capabilities. A blind child or a child with poor eyesight should be described with a detailed multispecialty diagnosis, because its needs have to be individually satisfied in the scope of the organisation of the didactical process and rehabilitation.

Hearing impairment, although it is a dysfunction which is the least noticeable, brings about consequences which have an especially detrimental influence on the general development of an individual.



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The acquisition of speech and language by children without hearing problems occurs naturally, by way of imitation. A hearing impairment depending on the moment of its occurrence and its seriousness, thwarts this process, and, with time, almost makes it impossible. In order to diminish the consequences of hearing loss it is necessary to organise a special rehabilitation therapy.

In the case of people with a hearing impairment we have to deal with several ways of communication: verbal speech, sign language, both these language codes at the same time and the visual perception of speech. Many times communication disturbance leads to the isolation of deaf people. Their phonetic articulation can be difficult to understand for people with no hearing problems. Another factor is a possible poor vocabulary range and poor knowledge of grammatical rules. Sign language, in turn, is a code which is not known by people without hearing impairments (many times this situation concerns the closest family of a hearing-challenged child). As a consequence, people with impaired hearing cannot take advantage of it in conversation. The deaf people, for fear of being ignored or badly treated by their peers with no hearing impairment, avoid contact with them. The simple result of isolation understood in this way is a disturbed process of social development and socialisation of deaf people.

The intelligence of children with hearing impairments basically does not depart from the level of intelligence of their peers with no hearing problems. The slightly lower level of such intelligence is a consequence of a lower level of abstract thinking and low plasticity of thinking. If a child uses a language, has rich vocabulary (work with texts and reading play an important role here) such differences do not occur.

In teaching children with hearing impairments, both those with slight hearing problems and the deaf ones, teachers use numerous methods. One of the most popular is the method of teaching linguistic wholes, elements of Good Start method, psycho-stimulation method of shaping and developing speech and thinking, psychomotor therapy and play therapy.

The program of aural education should include exercise from the following scopes:

the period of sound duration (long – short)

the intensity of sound (quiet – loud)

the frequency of sound (high - low)

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the number of emitted sound signals (how many)

the pace of emitted signal (slow - fast)

the localization of the source of the sound

the rhythm

When conducting the exercises one should remember that a child should take advantage of hearing aids and the emitted sounds should vary from the most different to the maximally most similar ones.

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The current situation in partner countries

Turkey

Individuals who are in need of special education are supported by the supportive education services that are based on the continuity of the appliance with the normal peers in the governmental and special institution, pre-school, primary school, secondary school and mass education. Inclusive education means that the students who have different physical, mental, emotional and social development features compared to their peers continue their education by either full time or part time.

Inclusion is a technical implementation that is not only the process of placing the disabled student's in education environment but also the supportive services, suitable plans and different arrangements are necessary. The aim of the implementation is to integrate the disabled with the mentally on normal level peers educationally and socially.

The implementation of the inclusion education is based on the idea that the inclusive student's needs must be substantiated regarding of his/her time to pass with their normal peers fully in the education environment.

The first enactment which mentioned about the children who are in need of the children's education is the Law of the Children who are need of Special Education. It was published in 1983. It is emphasized in that law that 'disabled students should have the same opportunity to have education with normal students is necessary'. In a circular which was published in 1988 and called as 'special need children's inclusive education in normal classes', inclusion is defined as same as the international description.

The individual's developmental features and the necessary qualifications for her/his academic discipline are evaluated during the process. By looking at the necessary needs with the education needs, they are decided to attend in the less limited education environment and special education service.

The individual's academic and behavioural evaluation is made in the guidance and search centre by the special education unit. The experts in the centre implement some tests on the individual. While determining, they pay attention to the individual's health certificate, the features of his/her



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physical, emotional, social developmental features and the qualifications of academic discipline, the educational performance, the time that the individual have for educational services and the certificate of the individual development.

The individual's academic and behavioural evaluation can be done in each academic level according to his/her educational performance and the need of education if the parent, school or the institution wants.

After finalizing the evaluation of academic and behaviour, special education evaluation committee report is prepared for the person who is in need of special education.

National Education Directorates, formal education and mass education institutions, health organizations, universities and Social services collaborate with each other to evaluate the individual's need with guidance and research centre.

The individual's placement in the most convenient school and monitoring the student is made on later level.

After having been led by the guidance and research centre, the child starts to her/his school by the confirmation of county board of special education services. While choosing the child's school, the place where he/she lives and the preference of the family is also considered and then the most suitable school is decided for the child to attend in inclusive class in the school.

IEP is prepared for the student who is led to the inclusive education. One of the IEP is always sent to the guidance and research centre. The guidance and research centre examines the programme and prepares the reports for the student. In that way the school and the guidance centre cooperates and follows the situation and the development of the student.

The decision of the child's inclusion education is always evaluated at the end of each level. The most convenient placement of the child is always evaluated at the beginning of each level again.

Poland

Experiences concerning integration do not have a long history, because they are 10 years old. Segregated education dominated in the previous years. It divided the disabled into several groups depending on their level of disability and separated disabled children from their able-bodied

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peers. Integrated system serves the function of uniting children with different educational needs and allows them to function together. Integration institutions, kindergartens and schools, developed mainly in the public sector, nowadays constitute a new educational offer for disabled children and teenagers. In 1993 MEN signed a regulation specifying the rules of establishing integrated kindergartens and classes and the creation of forms of psychological-pedagogical care.

This regulation stipulates that the number of pupils (children in care) in the integration institution should be equal to 15-20, including 3-5 disabled pupils (children in care). The number of these pupils in some justified cases can be decreased with the consent of the chief education officer. Progress would not be possible without the innovative and experimental activities and that is why the integration-oriented work of kindergartens and schools is organised on the basis of a proprietary school program authorised by the chief education officer. The program includes the subject-matter organisation and concept of work with children and the principles of hiring a team of experts who will guarantee the implementation of this program. The integration institution can additionally hire teachers with a special pedagogical training in order to jointly create the process of education in the integrated system and to provide assistance to teachers in the scope of choosing the extent of the curriculum and the methods of work with disabled children, but also to help those children in any other way.

The biggest and at the same time the most dynamic development of integration institutions occurred in the years 1993-2000. At that time integration spread all over the Poland, although not to the same extent. The extent of the spread depended on the direction of the educational policy introduced by the local government authorities and local educational authorities, on the wealth of a given voivodeship or province and the amount of human resources.

In the years 1999-2000 in Łódź the following institutions were opened: 12 integrated kindergartens and 4 integrated schools. In total in the whole Poland 7643 disabled children and teenagers were included in the integrated education and teaching system in the school year 1999-2000. The vast majority of the integration institutions opt for full integration and include children with various levels of disability into kindergarten units and classes at school.



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The assumption of the work of the integration team is to support and work with a child according to his/her individual needs. That is why integration groups should include children, who can be helped and such children will function and adapt well in the conditions of the integration. The responsibilities of the teacher in an integration group also encompass planning and implementing an individual work program, different for every disabled child. Other children should be paid no less attention – their mental and cognitive needs must also be adequately satisfied. All these duties cannot be performed by just one teacher. Therefore, in the integration groups it is necessary to have a supporting teacher present, whose purpose will be to support the development of a child and to support the teacher's work. Teachers also take advantage of the help of other specialists hired in the institution: a speech therapist, a mobility rehabilitator and a psychologist. All the children can take advantage of the assistance of these specialists.

The term integrated education in its meaning in the Polish language suggests that every disabled child of school age regardless of his/her capabilities is able to learn in a class proper for his/her age in a regular school located in the neighbourhood (the institution the child would attend if he/she was able-bodied) and it is provided with support just like his/her family and teachers; the support will be the guarantee of effective participation in the school community. Integrated education entails many changes in the structure of schools, changes in the ways and techniques of teaching and first of all changes in the ways of thinking about feelings and learning. The whole process of adjustment of both the institutions and the society is a lengthy one and requires a great expenditure of both financial and human resources. In the discussion about children and their rights, there are no doubts about disabled children having the same rights as any other ones in Poland. Integration is an opportunity to strengthen the so far neglected protective and educational functions of the Polish educational institutions (Source: Magdalena Madyńska: Integrated system in Poland).

Statistical data

The census is the only research method, the results of which allow us to determine the complete number of disabled people. Disability was examined for the very first time in 1921, and after the Second World War in the censuses of 1978, 1988 and 2002.



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In 2002 the number of disabled people was equal to 316146 people, which constituted 15% of the total population of the country. It means that every seventh citizen of the Podkarpackie Voivodeship was a disabled person. In the total number of the disabled women were the majority – 51,9% and inhabitants of the countryside – 63%.

The disabled children up to 15 years of age constituted 5,6% of the total number of disabled people in 2002

In the census of 2002, 185767 families were recorded in which both parents, one of the parents or a child (children) was disabled. It means that in every third family in the above mentioned households there is at least one disabled person. Among married couples with children families in which only one of the parents was disabled were the majority (55,8% of families with disabled people) and in most cases it was the father who suffered from disability. In case of 16,8% of married couples with children both parents were able-bodied and the children were disabled, while in 17,3% of cases the opposite situation was found (i.e. parents were disabled and the children were able-bodied). In families with disabled people 269504 children were recorded including 92757 disabled ones. Disabled children were members of every fourth both-parent family and every second single-parent family. It can be also assumed that the current legal regulations in Poland create the foundations for the creation of a modern system of education for the disabled. Barriers we face every day are of organizational-financial and mental character and also concern competences (the issue of teacher preparation). In the society both among parents and teachers, pupils and the educational administration (that of both central and local government) attitudes facilitating the integration of healthy with disabled children have to be popularized.

The Netherlands

According to the Dutch Constitution people have a right to found schools and provide teaching based on religious, ideological or educational beliefs. As a result there are both publicly run and privately run schools in the Netherlands. Some 70 % of pupils attend privately run schools. Public and private schooling is statutory equal.

All Dutch schools - public and private – are financed by the national government.



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By law, in the Netherlands, every child is obliged to attend school from 5 years of age until 16 years of age.

Education and Special education

The Netherlands has agreed several international agreements considering inclusive education including:

The Council Resolution integration of children and young people with disabilities into ordinary systems of education (1990)

The Salamanca Statement (1994)

The UN Convention on the Rights of Persons with Disabilities (2006)

Special education consists of:

Pre-primary education (voor- en vroegschoolse opvang), early childhood education for children from two to five who are at risk of educational disadvantage, to attend mainstream primary schools

Special schools for primary education (speciale scholen voor basisonderwijs), for children with learning and behavioural difficulties, learning difficulties and developmental difficulties

Since 1991 policy has been geared to integrating children with special needs into mainstream primary schools. The aim of this policy is twofold:

Firstly, to enable pupils with special needs to attend mainstream primary schools.

Secondly, to control costs by awarding a set budget to consortia of ordinary schools and special schools for primary education, from which the latter schools and special facilities at ordinary primary schools are to be funded.

Where possible, pupils are placed on mainstream education and given extra assistance.

They are placed in special schools – preferably on a temporary basis – if unavoidable.

Special schools (speciaal onderwijs) providing special education for disabled children (visually or hearing impaired children, physically or mentally disabled children) and children whose education

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requires a special approach (children with psychiatric or behavioural disorders), catering for both the primary or secondary age group.

Some important features of this policy are:

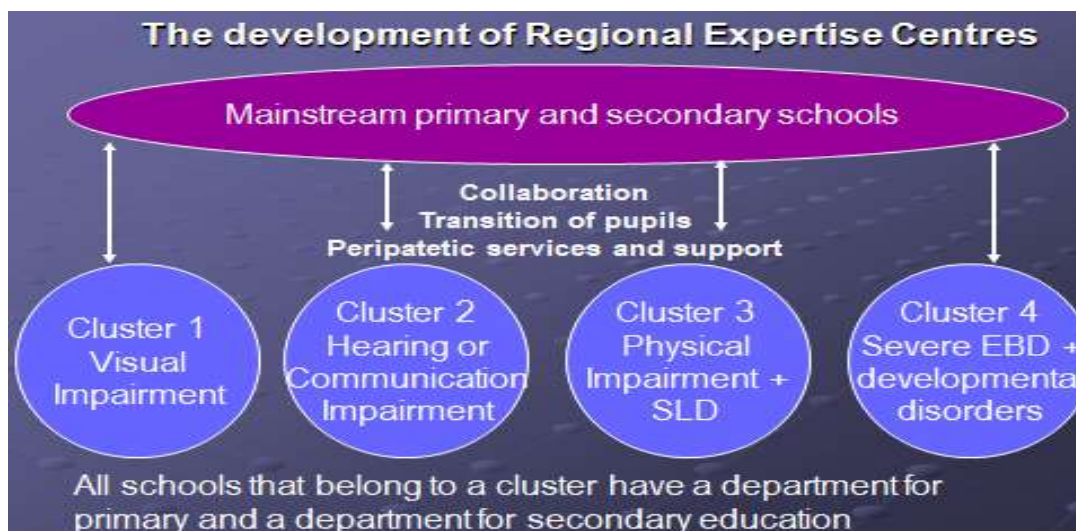
No child is left behind: school boards have the responsibility to provide an adequate place in the educational system for every child;

Co-operation between boards of different school types, including primary education, secondary education, vocational education, and special education;

Co-operation between schools and other organisations and institutes responsible for the care and well-being of children (health organisations, youth care, etc);

Participation of all stakeholders (school board, management, teachers and parents, pupils).

Regional Expertise Centres (REC) are organised in the following 4 clusters



Each cluster is connected with 1 school or several schools to match the disability with the resources of the schools to assure that the best education for social inclusion is guaranteed.

The funding of special needs education has been modified in 2003

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The system changed from supply-oriented financing to a system in which the means are forwarded to the person requiring the services: demand-oriented financing.

The policy is known as the 'back-pack' policy: pupils take the funding with them to the school of their choice.

If a student meets the criteria for this so-called pupil-bound budget, parents and pupils can choose a school, special or mainstream, and take part in decision making on the best way to use the funds in order to meet the student's special needs.

In 2007, the law on equal treatment in virtue of handicap and chronic disease has been changed. Until 2007, the law only applied to employment, living and vocational education.

In 2009, this law will be applied for primary and secondary education as well.

An unanticipated effect of the new financing system was that it became financially more attractive to have students with disabilities in Regional Expertise Centres instead of in special schools belonging to one of the regional consortia, both for the regular schools and for the parents /students.

For some parents it proved difficult to choose between the best setting and the best facilities for their child.

For the professionals working in the schools (e.g. class teachers and head teachers) it often proved difficult to advise parents on the most appropriate and beneficial educational services for their child, because of the complexities involved (admission committees, referral committees, Committees of Indication and Admission, the various procedures and criteria which are part of the process and the budgets that are available to counterbalance the costs of additional educational services and devices).

Currently the Dutch context, under certain conditions, seems to imply that teachers have to realise more inclusion with less support, less financial means, little additional resources and less opportunities for in-service training.

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The Myths and the Realities

THE MYTH	THE REALITY
Separate is better	Segregation doesn't work. Whether children are separated based on race, ability, or any other characteristic, a separate education is not an equal education. Research shows that typical children and children with disabilities learn as much or more in inclusive classes.
Children must be "ready" to be included	All children have to the right to be with other children their own age. A child with disabilities does not have to perform at a certain grade level or act exactly like the other children in their class to benefit from being a full-time member in general education.
Parents don't support inclusive education	Parents have been and continue to be the driving force for inclusive education. The best outcomes occur when parents of children with disabilities and professionals work together. Effective partnerships happen when there is collaboration, communication and most of all TRUST between parents and professionals.



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Here are some key findings about the benefits of inclusion for children and families:

All parents want their children to be accepted by their peers, have friends and lead "regular" lives

Inclusive settings make this vision a reality for many children with disabilities. By mixing students together, all students are treated the same and understand that they are all the same in the 'eyes' of their teacher.

Children develop a positive understanding of themselves and others

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

Friendships develop

Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

Children learn important academic skills.

In inclusive classrooms, children with and without disabilities are expected to learn to read, write and do math. With higher expectations and good instruction children with disabilities learn academic skills more effectively.

All children learn by being together

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own individual pace and style within a nurturing learning environment.

Children learn through imitation

All children learn through the imitation of the behaviour of their peers and adults around them. By teaching all children together, all children benefit.

Transfer of skills from education to social environment

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Encouraging children to use skills learnt in school in their social environment reinforces what is learnt in school and 'sets' this in their minds rather than education being treated as a separate environment.

Peer tutoring

Peer tutoring involves students working together and learning from each other. This can be achieved on a one to one basis or with multiple learning level students in a group. Ideally more able students are placed with less able students as part of their study programme to encourage empathy between all learning levels and get to know a new student from a different perspective. This method develops social behaviour and learning among all students.

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What you can do to promote inclusion for all children:

Encourage all children to participate in activities where they can meet children of the same age with different abilities.

When looking for activities, consider each child's interests. The local school, library, and recreation or community centres are good places to start your search.

Search the Internet for activities or organizations that children may want to join.

Help each child to develop friendships with their classmates.

Ensure there are opportunities for contact between all the children in a class and mix children with higher abilities with those who have a lower ability.

Consider the emotions and feelings of the parent.

Consider the situation of the parent when deciding upon a child's Individualized Education Plan (IEP).

Empathy and honest discussion between parents, teachers, therapists and others will ensure the best result for each child.

Develop your IEP with the child and the parents

Maintain a close link between the school and the family. Encourage them to meet with any specialists who are available to help and deal with the changes in their situation as their child grows up.

Focus on what each child can do rather than what they cannot do.

Positivity from you will create a positive effect on the child and boost self confidence and achievement levels.

Above all, know the rights of every child to an inclusive education.

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What families can do to promote co-operation when accessing inclusive education for their children.

As a teacher you should create opportunities which encourage parents to take an active role in their child's educational needs.

Get and share information.

Some schools do not support a family's desire for inclusion, because they are used to providing special education services to students in separate classes. Or they may not understand how to make inclusion work for all children. Visit general education classes and separate classes for students with disabilities. Encourage parents to actively participate with teachers, principal or IEP team in decisions about why they believe inclusive education would be best for their child. Share information with the child's school, teachers and parents about the benefits of inclusive education.

Enlist the help of others.

Sometimes it is helpful to bring in an expert or advocate. Where appropriate, encourage parents to seek assistance to make sure that a parent's preferences about their child's placement are heard. This person can also help explain the benefits of inclusive education and how to make it happen in your child's school. You may find someone to help by contacting advocacy organizations, special education parent's groups in your child's school, and local colleges with teacher training programs.

Support parents to become their child's advocate.

It takes time and energy to make inclusion happen in a school that is resistant to change. Stay focused on what you believe is best for each child. Listen carefully to the arguments for and against a child's inclusion in a general education class and use what you learn to advocate for change. For example, if you are told that a child is not ready for a general education class, ask what supports could be provided to help make him or her successful in the class.



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How should I participate as a teacher?

Clearly understand each child's needs and expectations.

Partner with parents to work towards goals.

Advocate for support for each child and their parents.

Share information.

Encourage parents to apply their child's learning at home and with activities in the community.

Collaborative planning

Working together, as a team to...

1. Participate in effective meetings
2. Share meaningful information and skills
3. Solve problems and address issues as they arise
4. Make decisions by mutual agreement
5. Work out any differences or disagreements that may arise

Actively supporting the inclusive education of each child by:

Keeping the best interests of every child front and foremost

Accepting that there will be differences in opinions or positions on how inclusive education happens

Working together with the family and support specialists to resolve any differences in opinion

Supporting common interests or motivations

Finding champions for inclusive education within your school community

Enlisting the help of others when you are experiencing difficulties

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The role of schools should be to integrate all the individuals in order to achieve the following:

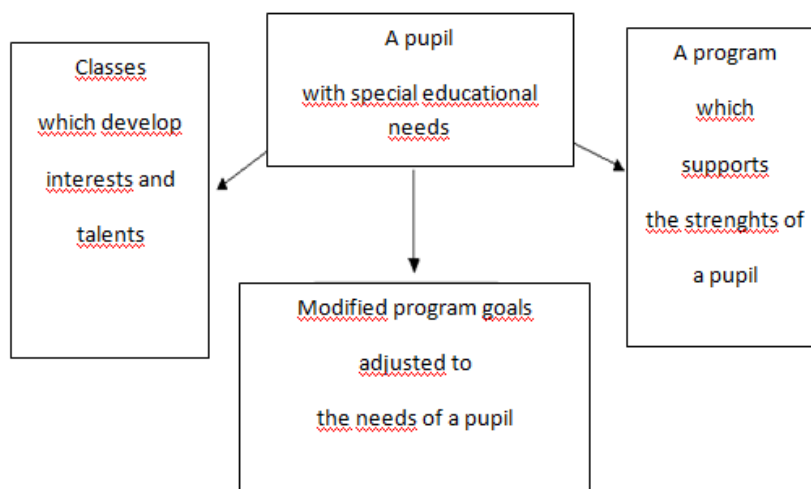
Children learn cooperation, help and support for the weaker in achieving goals

Children understand that everyone knows their pace of studying and their limitations

Children discovered possibilities, talents, interests of particular pupils and their ambitions and aspirations

Children implement tasks which are within their reach and which develop their interest in learning

Work with a pupil with special needs – a model



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The principles that should be followed by a teacher who works with children on different educational levels:

The principle of acceptance

Every child is entitled to an education. Teach empathy and understanding and focus on the similarities between individual children rather than any differences whether or not the child has a disability.

The principle of help

The care and education of every child is a joint responsibility shared between the educational system and the parents who must help one another to help the child achieve to the very best of their abilities.

Use your support network for colleagues and pedagogical specialists. They are there to help, use their knowledge and support.

The principle of individualization

Remember we are all different. Each child must be treated as an individual to ensure that their particular needs are met.

The principle of pedagogical therapy

Use your network of social workers, physical & speech therapists, psychologists and paediatricians. They will support you with specialist knowledge, insights and understanding.

The principle of cooperation with family

The rights of the family must be respected. They are ultimately responsible for the long-term well-being of their child. Make sure they are involved in decisions and included in any meetings. Keep the family aware of what is being taught in school so that can incorporate this into the child's social environment. Repetition of learned skills is very important.

The principle of domination of upbringing in school education.

According to this principle the teacher has certain tasks;



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1. Carefully designed and well thought out plan of work for both teaching and social education.
2. Paying particular attention to those moments in the life of a child which influence social attitudes.
3. Adaptation of learning content to the type of physical and mental health of the child:
 - an aggressive child - correct moral and social standards,
 - a withdrawn child - use a variety of teaching aids for the activation and differentiation of forms and methods of work,
 - an hyperactive child - calming activities, consistency in educational activities.

The principle of patience

Understand your students. Teachers need to do more than just show patience with students. They must understand them, too. Essentially, patience without understanding isn't patience at all, but an empty form of waiting.

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Best practices for inclusion education

The committed shift of students from special education centres to mainstream

The money to spend is allocated to the child, not to institutions. (the final decision is for parents)

Organise groups of schools to create together a balance of the number of children with special needs in each school/classroom (an equal spread of children with special needs at mainstream schools)

Make a distinction between 4 clusters (degree of disability) for children with special needs

Make a distinction of 3 groups of schools based on the degree of acceptance of children with special needs

The organisation of a child's stay in a kindergarten

Focussing on and promoting the positive aspects of integrated education

Including games in the learning process

Arts workshop and talent shows to expand the concept of social inclusion

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Conclusion

Whilst we have seen that the successful implementation of integration education is a complex and multi-level issue for educators and parents, the key is the inclusion of all parties (parents, teachers, funding providers, special needs support / teachers) as well as the child.

We must engage all the adults involved in every child's development to ensure the best available future for every child.

Children are children.

They have no preconception of normal.

For a child, everything and everyone is normal, until we, the adults, teach them otherwise...

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The Legal Basis for Inclusive Education

The legal basis for EU action in this area is provided by Article 13 of the European Treaty, dating from 1999, which permits the European Council to 'take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age and sexual orientation' (Goelen 2005).

The European Commission Directive against discrimination of the grounds of religion or belief, disability, age or sexual orientation (European Commission 2000b) prohibits discrimination by setting a minimum standard which applies across the European Union.

There are several specific legislations related to inclusion / fusion education.

Salamanca Statement (1994)

In 1994, more than 300 participants representing 92 governments and 25 international organisations met in Salamanca, Spain, to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs.

Excerpts of the Salamanca Statement (1994) are included below to broaden your knowledge in this area and provide a basis for your involvement with fusion education.

From the Salamanca Statement:

- every child has a fundamental right to education , and must be given the opportunity to achieve and maintain an acceptable level of learning,
- every child has unique characteristics, interests, abilities and learning needs,
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,
- those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,

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RESOLUTION OF THE COUNCIL AND THE MINISTERS OF EDUCATION MEETING WITHIN THE COUNCIL of 31 May 1990 concerning integration of children and young people with disabilities into ordinary systems of education

(i) facilitate the integration of children and young people with disabilities into mainstream education, with particular reference to the following areas:

the initial and in-service training of teachers in the area of special needs,

the participation of families and social and community agencies,

the allocation of available resources for education,

the most comprehensive possible support for the global needs of the child and adolescent by the implementation of an individual developmental, pedagogical, social and therapeutic plan,

the creation of new resources,

the availability of and access to suitable assessment services,

the introduction of curricular innovations,

the adaptation of the existing regulations and the organization of the education so as to do away with structural barriers to integration;

(ii) develop the role played by specialized institutions and their teachers in promoting the development of integrated education, for example:

by utilizing them, where they exist, as centres and resource teams for ongoing training of teachers who need more information on disability and special educational needs,

by recruiting from them, where appropriate, peripatetic teachers to support children with disabilities in ordinary classes,

by increasing the cooperation between mainstream schools and specialized institutions in developing special teaching programmes,



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- by developing individualized programmes and teaching methods, and where necessary other educational strategies which meet the needs of the children and young people;
- (iii) develop active cooperation between the education services and the other services such as health services, social services etc. in preparing, promoting and ensuring continuity and consistency in the integration programme;
- (iv) encourage the formulation of comprehensive and coherent policies, with regard especially to the organization of educational provision, the supply and management of resources, the monitoring and evaluation of integration schemes and the dissemination of good practices;
- (v) overcome difficulties which curricula in mainstream education may present for children and young people with disabilities by developing individualized learning programmes and by promoting the use of new technology as an additional means of stimulating communication and learning in schools. In the report the most significant projects and plans aimed at reinforcing the policy of integration into mainstream education systems in the Member States should be summarized. This report will be presented to the Education Committee and the Council.



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UN Convention on the Rights of Persons with Disabilities (2006)

The principles of the present Convention shall be:

- (a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- (b) Non-discrimination;
- (c) Full and effective participation and inclusion in society;
- (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- (e) Equality of opportunity;
- (f) Accessibility;
- (g) Equality between men and women;
- (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Children with disabilities

1. States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
2. In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
3. States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be

Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

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- (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- (c) Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- (c) Reasonable accommodation of the individual's requirements is provided;
- (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

- (a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
- (b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;



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- (c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.
4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

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http://orgm.meb.gov.tr/alt_sayfalar/yayimlar/kaynastirma/kaynastirma.pdf

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The Association for Disabled : <http://www.tsd.org.tr>

National Education Ministry : Regulations about fusion education

http://mevzuat.meb.gov.tr/html/26184_0.html

<http://mevzuat.meb.gov.tr/html/104.html>

http://mevzuat.meb.gov.tr/html/27305_0.html

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Board of Education in Rzeszow <http://www.ko.rzeszow.pl>

Ministry of National Education <http://www.men.gov.pl>

Spokesman for Children Rights <http://www.brpd.gov.pl>

Helping Children – portal for parents <http://www.pomagamydzieciom.info>

Fundacja Promyk Słońca <https://www.promykslonca.pl>

Association for Disabled - SPES <http://www.spes.org.pl>

Portal for disabled <http://www.niepelnosprawni.pl>

Organization Integration <http://www.integracja.org>



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Association for Disabled Children in Rzeszow „Solis Radius” www.solisradius.pl

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The Dutch Coalition on Disability and Development

<http://www.dcdd.nl/>

(OCW = Onderwijs, Cultuur en Wetenschap (Ministry of Education, Culture and Science The Netherlands) <http://www.rijksoverheid.nl/ministeries/ocw>

Wanneer krijgt mijn kind leerwegondersteunend onderwijs (lwoo)? (When will my child receive learning support (LWOO)?)

<http://www.rijksoverheid.nl/onderwerpen/passend-onderwijs/vraag-en-antwoord/wanneer-krijgt-mijn-kind-leerwegondersteunend-onderwijs-lwoo.html>

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<http://www.rijksoverheid.nl/onderwerpen/passend-onderwijs/vraag-en-antwoord/hebben-gehandicapte-leerlingen-recht-op-onderwijsvoorzieningen.html>

Wat is Weer Samen Naar School (WSNS)? (What is Going to School Together (WSNS)?)

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Wat is een handelingsplan en wat staat er in? (What is an IEP and what does it say?)

<http://www.rijksoverheid.nl/onderwerpen/passend-onderwijs/vraag-en-antwoord/wat-is-een-handelingsplan-en-wat-staat-er-in.html>

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<http://www.european-agency.org/country-information/netherlands/national-overview/special-needs-education-within-the-education-system>

Teacher training - basic and specialist teacher training – Netherlands

<http://www.european-agency.org/country-information/netherlands/national-overview/teacher-training-basic-and-specialist-teacher-training>

Development of inclusion – Netherlands

<http://www.european-agency.org/country-information/netherlands/national-overview/development-of-inclusion>

Contacts in The Netherlands

Agency representatives

Ministry of Education and Special Educational Needs

Special needs education contacts

<http://www.european-agency.org/country-information/netherlands/contacts#ministry>



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