

# ASUMIE

# 101

## REPORT 101

# INCLUSIVE EDUCATION IN EUROPE

Maria Concetta Carruba  
Mariateresa Cairo

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*imparole*



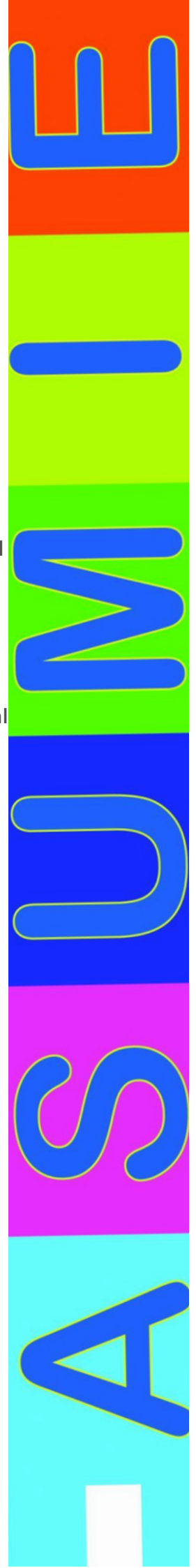
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# ON THE ROAD TO INCLUSION

Like a true Odyssey, the ASuMIE project allowed for an articulated journey to delve into how the education and welfare systems in the seven project partner countries find their place in the European dimension. Like Odysseus, the journey shared with the project partners has been one of true knowledge, awareness, and the desire to promote shared good practices in the area of Special Educational Needs.

Every European Country in has its own legislative system when it comes to special education and inclusive education. The situation in former communist countries is certainly one of openness to proposals coming from the European Union, but it is al-so one of caution as European proposals need to be gradually merge with the customs and cultures of these peoples and territories.

**“Disability is just a way of perception and it is relative. At the same time, whether the disability is temporary or becomes per-manent depends on the context, the environment, and its members. Acceptance of diversity and individual differences should be a funda-mental part of any curriculum in any culture, from the very beginning, to instill in budding young minds the central aspect of ‘inclusion’ [...] ”**



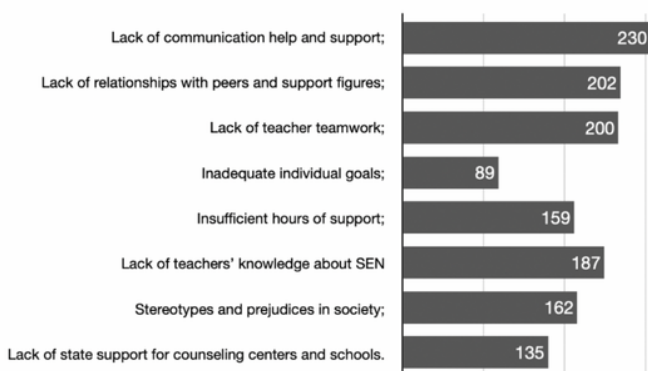
# METHODS, METHODOLOGIES AND STRATEGIES MORE EFFECTIVE

The data obtained from the questionnaire for the METHODOLOGY mac-ro area will now be reviewed. The respondents were asked: "Where are students with special needs support provided for?". The result allows us to first identify that for the most part in different countries there are different approaches, leaning toward a mixed ap-proach: some supports are delivered in the classroom, some in small groups, and some individually. There is in no one specific preference. Many of the respondents choose, in fact, several options at once without indicating an order of preference. This, in fact, also allows us to reflect on how much we need to individua-lize approaches according to needs, contexts, and specific areas of activity. The respondents were asked: "What kind of methodologies are used in schools to offer adequate support for SEN students?".

## PRINCIPAL USEFUL STRATEGIES

We can summarize this with the following graphic representation:

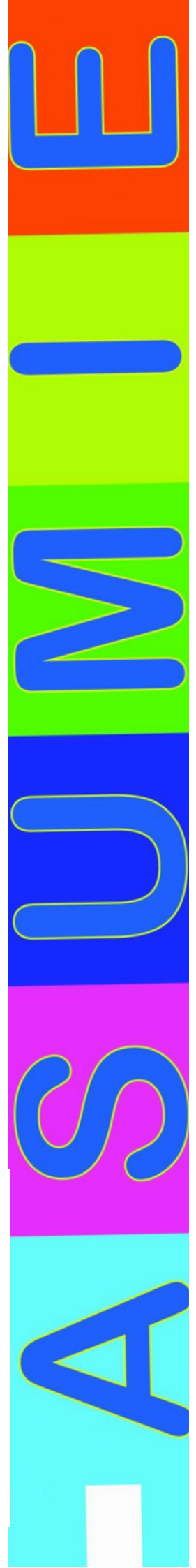
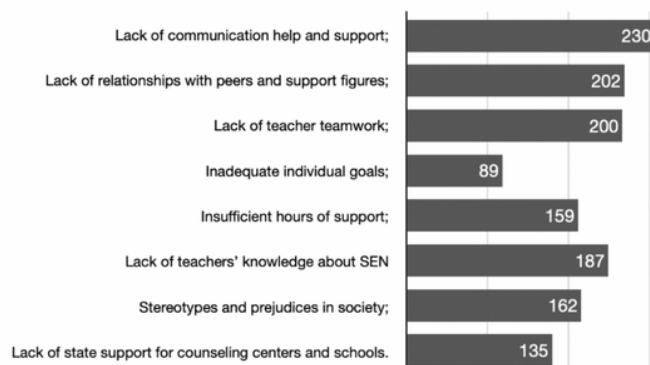
Graph 26 - Methodology, Barriers to inclusion



## PRINCIPAL BARRIERS

is with the following graphic representation:

- Methodology, Barriers to inclusion



# IOI REPORT - INCLUSIVE EDUCATION IN EUROPE

The analysis of the data obtained from the IOI questionnaire was a real journey to rediscover the divergences and convergences in different European countries concerning inclusive processes. These data, not absolute but certainly valid given also the large and complex sample examined, allows us to draw some fundamental reflections from a pedagogical and educational point of view. There is no one way to inclusion and no outcome to habit that is better than another. Fully respecting the individuality of the individual SEN but also the context. Each of the project partner countries has an experience and history behind it which then, inevitably, lie behind the educational processes, including special education.

What may be understood as good practice in one country has turned out to be still a work in progress in other countries; what is effective and functional in one context may be unthinkable in another.

The intent of the research is not to propose a one-and-only model that can be replicated regardless of context, but to create synergies and pool strategies, methods and approaches useful for promoting an inclusive culture in Europe not only within classrooms but in societies more generally. What appears as a transversal need in all countries is the need to involve families more in educational/pedagogical choices to build operational and practical synergies. Families are often left alone and face a load (emotional and otherwise) that is sometimes really very demanding. Equally essential appears to be to focus on the training of operators, teachers, and experts on the different possible approaches and sensitize them to contact with families.

The data obtained, open new horizons and new possible avenues of research to better investigate individual contexts or to extend reflections with other countries of the European Union. We can say that the focus on inclusion is very high in each of the project partner countries but that it should be understood as a project constantly in fieri and improvable.

It is necessary to have an Active and Additional Support for the person with disability and his (her) caregivers with direct support and daily endorsement. The goal of Additional and Active Support is to ensure that people with even the most significant disabilities have ongoing, daily support to be able to engage in a variety of life activities and opportunities of their choice. Quality of life, IEP/Project Life, Self-determination, and Autonomy is actionable by the pedagogical criteria of Accessibility, Reasonable Accommodation/Supports System, and Universal Design for All. These are some research perspectives for the future .

