

The Views of the Authorities on Inclusive Education

Salamanca, 15 Years On – Inclusion, A School For All

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AGUS EOLAÍOCHTA

DEPARTMENT OF
EDUCATION
AND SCIENCE

Central Government

- **Role of Central Government-**

- To fulfil Constitutional/legal obligations
- To develop a policy framework
- To provide a legislative framework
- To provide funding
- To provide other resources and supports
- To engage in international fora
- To “listen”



“Inclusion Partners”

- **Education World including Service Providers**
 - **Families**
 - **Students**
 - **Wider Society**
 - **Other Governments and International Agencies**
- 
- A stylized illustration of two hands shaking, rendered in shades of teal and blue. The hands are positioned diagonally across the lower half of the slide, with one hand on the left and the other on the right, meeting in the center. The background is a gradient from green at the top to yellow at the bottom.

Commitment to Inclusive Education

- Central Government in Ireland is committed to inclusive education for students with special educational needs
- Commitment reflected in legislative, funding and other support arrangements



Inclusion Developments in Ireland

- **Legislative Framework**
- **Funding and Balancing Resource Demands**
- **Teacher Education**
- **Promoting a Research Agenda**
- **National and International Dialogue**



Legislation

- Education Act, 1998
- Education Welfare Act, 2000
- Equal Status Acts, 2000-2004
- European Convention on Human Rights Act, 2003
- Education for Persons with Special Educational Needs Act (EPSEN), 2004
- Disability Act, 2005



Section 2 of EPSEN Act

- “A child with special educational needs shall be educated in an inclusive environment with children who do not have such needs unless the nature or degree of those needs is such that to do so would be inconsistent with-
 - (a) the best interests of the child as determined in accordance with any assessment carried out under this Act, or
 - (b) the effective provision of education for children with whom the child is educated.”
- **Mainstream, Special Classes and Special Schools all have a Role.**

Resources to Support Inclusion

- **Additional Teachers**
- **Special Needs Assistants**
- **Assistive Technology**
- **Building Projects**
- **National Council for Special Education
(80 SENOs)**



Balancing Demands – Government Expenditure

- Total €56.6 billion



• Social Welfare	€21.25 billion	37%
• Health	€15.08 billion	27%
• Education	€ 8.64 billion	15%
• Justice	€ 2.4 billion	4%
• Others	€ 9.23 billion	16%

- Social Welfare, Health and Education = 80%

Balancing Demands - Education Expenditure

Current Allocation 2009 €8,641,794

Pay €5,788,443

Pensions € 862,115

Pay/Pensions €6,650,558

Pay/Pensions amounts to 77% of current expenditure and 70% of total expenditure

Teacher Education

- Initial Teacher Education
- Induction
- Continuing Professional Development
- Short Seminars and Workshops
- On-line Learning
- Publications
- Post-Graduate Programmes



Continuum of Support- Primary (NEPS)



Staged Approach

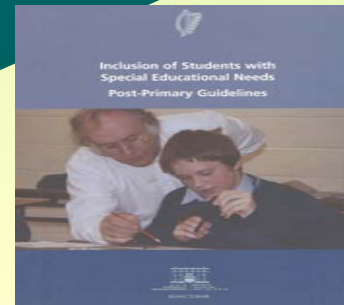
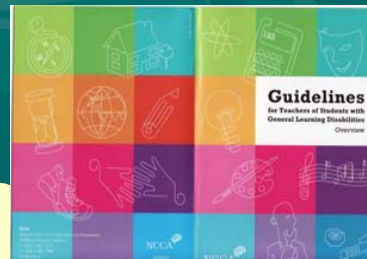
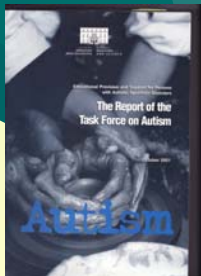


Promoting a Research Agenda

- **Special Schools**
 - **The Education of the Deaf**
 - **Autism-Specific Approaches**
 - **Inclusion**
 - **The European Agency for Development in Special Needs Education**
 - **School-Based Research**
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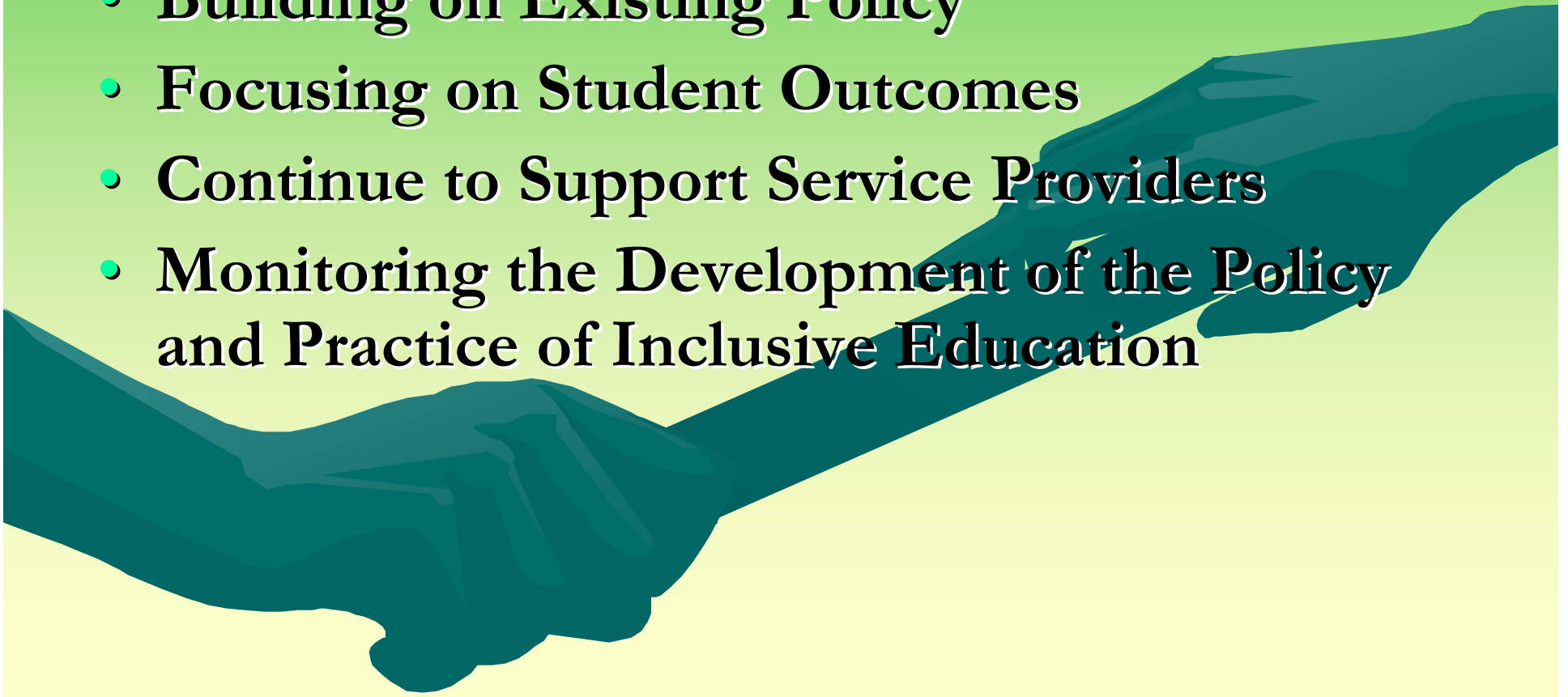
National and International Dialogue

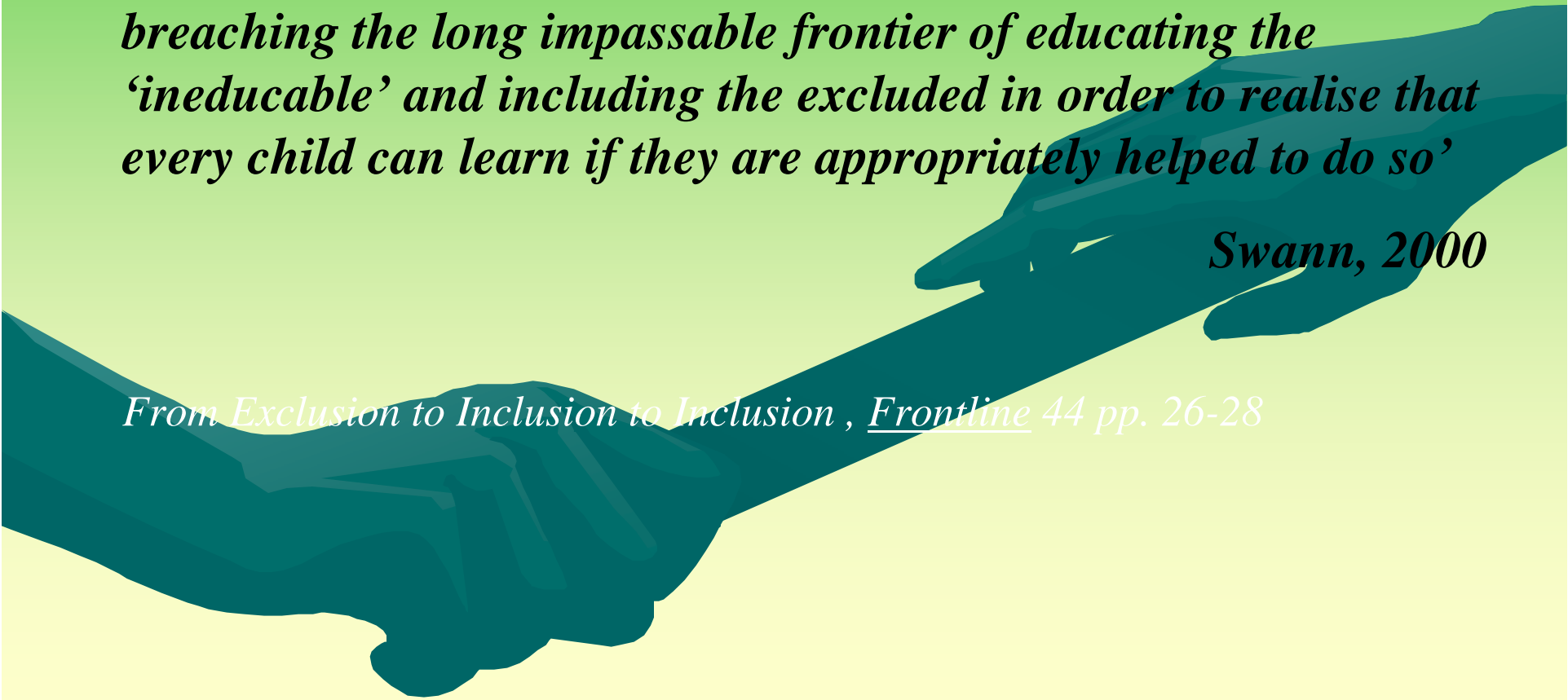
- United Nations Convention on the Rights of the Child (1990)
- The European Community Declaration on Integration (1990)
- The Salamanca Statement (1994)
- The European Social Charter (1996)
- The United Nations Convention on the Rights of Persons with Disabilities (2008)
- National Guidelines and Reports



Next Steps...

- **EPSEN Consultations**
- **Building on Existing Policy**
- **Focusing on Student Outcomes**
- **Continue to Support Service Providers**
- **Monitoring the Development of the Policy and Practice of Inclusive Education**





'A lot has been learned from our years of trial and error in breaching the long impassable frontier of educating the 'ineducable' and including the excluded in order to realise that every child can learn if they are appropriately helped to do so'

Swann, 2000

From Exclusion to Inclusion to Inclusion , Frontline 44 pp. 26-28