



Cap sur l'école inclusive
en Europe



Resource sheet

Consequences of Article 24 on the education system

Section of the module /D



1/ An ethics-based educational policy

The notion of ethics now supplants the feeling of "normality".

While "normality" is an essentially statistical notion (the nature of what is mostly observed), ethics is a philosophical discipline that questions the ends, the values of existence, the conditions of a happy life, the notions of "good" and "evil".

The values that inspire the UN Convention and in particular its Article 24 are:

- Equal opportunities
- Non-discrimination of persons for reasons based on difference (disability, sex, race ...)

These values are ethical values on which modern democratic societies must be based, in the perspective of harmonious social relations and in accordance with a humanistic ideal.

While the feeling of normality tends to exclude or reject what is different, the philosophy of ethics advocates on the contrary the acceptance of all differences, and the equal rights of all persons, and especially the faculty to thrive fully in the communities where they live.

Inclusive education must therefore be the goal of any educational policy.

2/ Means to be implemented to allow the inclusion of students with disabilities in ordinary classes.

To achieve the goal of inclusion, the school must adapt to the specificities of the public it hosts, which implies:

- that the premises be arranged in a "reasonable way according to the needs of each"

- the provision of equipment to compensate, at least partially, the disability

- support for students with disabilities "to facilitate their effective education"

- individualized support "to optimize academic progress and socialization"

- the notion of accessibility in all its forms becomes a moral obligation in our societies.



3/ Teacher training at the heart of the devices to be implemented



Even more than the material conditions facilitating the inclusion of students with disabilities, the training of teachers and staff in charge of students with Special Educational Needs becomes an absolute necessity for achieving the objectives of inclusion.

- First of all, it is necessary to "sensitize teachers (all of them), managers and educational staff at all levels to disabilities", which implies training programs, to varying degrees, for almost

all the educational staff, and unfailing support of the hierarchy.

- Braille, sign language must be part of teacher training
- Teachers must also know how to use all technical means and "modes, means and forms of improved and alternative communication and educational techniques and materials adapted to people with disabilities."
- It is clear that from an inclusion perspective, training must be provided to all teachers and staff in charge of disability and not only to specialized teachers.