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REPORT OF THE COMMISSION ON THE
PROGRESS WITH REGARD TO THE IMPLEMENTATION OF THE POLICY OF
SCHOOL INTEGRATION
IN THE MEMBER STATES
(1988-1991)

General Outline

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I. INTRODUCTION

In accordance with:

- a) Decision 88/231/EEC of the Council of 18 April 1988 establishing a second Helios programme of community action in favour of handicapped people (1) and its article 8, paragraph 2
- b) the conclusions of the Council and the Ministers for Education meeting within the Council (87/C211/01) of 14 May 1987 concerning a programme of European co-operation on school integration of handicapped people (2),
- c) Resolution (90/C162/02) (3) of the Council and Ministers for Education meeting within the Council of 31 May 1990 on the integration of handicapped children and young people within ordinary educational systems,

the Commission hereby presents a report on the progress with regard to the implementation of the policy of school integration within the Member States (1988-1991) to the Council, the Education Committee and the European Parliament.

In order to produce this report the Commission invited Member States to submit their national contributions on the basis of the questionnaire (see Appendix 1) before 31 November 1991.

As some contributions did not arrive within the specified time limit, it was not possible to include the contents of the present report in the report of the Commission to the European Parliament and the Council on the implementation and results of the HELIOS programme (1988-1991) (4).

This report analyses the current situation in the Member States and the progress in implementing the policy of school integration of handicapped people.

It thus constitutes a more comprehensive analysis of the situation presented in the Commission working paper of 1986 (5). These two documents may be compared in order to achieve a closer understanding of the progress that has been made with regard to the implementation of school integration in the Member States since 1986.

It is apparent that the concept of integrating handicapped pupils and students in an ordinary environment is spreading and for this reason the desire to seek a convergence of views on a Community level can only further the implementation of action programmes, where necessary in close co-operation with the special environment.

- (1) O.J. No. L104 of 18 April 1988, p. 38
- (2) O.J. No. C211 of 8 August 1987, p. 1
- (3) O.J. No. C162 of 3 July 1990, p. 2
- (4) Report of the Commission to the European Parliament and the Council on the implementation and results of the HELIOS programme (1988-1991), SEC(92)1206
- (5) Working paper of the Commission Services on the progress in implementing the policy of school integration of handicapped people (1986) - SEC(86) 1758 and SEC86 1758/2

The Commission has seen clear progress towards the achievement of the possibilities elicited in the various Community texts with regard to integration and will continue to support the action of Member States in pursuing their efforts to cater more for the educational needs of handicapped pupils and students in ordinary education.

1.1. Community action in the area of school integration

The integration of handicapped young people in the ordinary school system has seen a constant advance over the last few years in all countries, although not at the same speed nor with the same political will.

The concerns became apparent in the Resolution of the Council and the Ministers for Education meeting within the Council (76/C308) on 13 December 1976 with regard to the measures to be taken to improve the preparation of young people for employment and to assist in their transition from education to working life(6). In its paragraph IIIc the Resolution provides for the implementation of pilot projects and studies to promote the assessment and development of national policies for specific problem groups, such as physically and mentally handicapped young people. This initiative was extended by the Resolution (82/C193) of the Council and the Ministers for Education meeting within the Council of 12 July 1982 concerning the measures to be adopted to improve the preparation of young people for employment and to assist them in their transition from education to working life (7).

In 1980 the Commission published a study on special education in the European Community (8) which describes the state of education in a special environment in Europe and the action taken with regard to handicapped students.

In 1981 the Council in its Resolution (81/C347) on the social integration of handicapped people (9) explicitly encouraged the school integration of handicapped children.

Since that time the Council and Ministers for Education have recommended that Member States cater for handicapped pupils within the ordinary educational system, while still recognising the important role of specialist education.

This change has gradually led to the adaptation of educational systems to allow handicapped pupils the same opportunities as other young people in having access to vocational qualifications for employment in an ordinary working environment and for maximum integration into ordinary life.

This integration, then, is designed to offer handicapped young people an education which meets their special needs within ordinary schools rather than special institutions in as far as the abilities and motivation of the child and its parents allow.

(6) O.J. No. C308 of 20 December 1986, p.1

(7) O.J. No. C193 of 28 July 1982, p.1

(8) STUDIES: Specialist education in the European Community, education series No. 11, (1980) catalogue No.: CB-NQ-78-011-FR-C

(9) O.J. No. C347 of 31 December 1981, p.1

1.2. Report on the progress with regard to the implementation of the policy of school integration of handicapped people (1986/87) (5).

This change in approach led to the Council and Ministers for Education meeting within the Council on 4 June 1984 to adopt conclusions (point IV) on the school integration of handicapped persons (10) which promote a series of measures within national educational systems with a view to promoting better integration of handicapped children in ordinary schools. The Commission has been instructed to take account of school integration in Community measures already adopted or at the planning stage. A "school integration" Working Party has been set up.

Composed of governmental experts responsible for the policy of integrating handicapped persons, the Working Party's mandate is to enable continuing discussions and regular exchanges to take place on the main problems involved in the integration of handicapped children into school systems.

Lastly, the Education Committee has been asked to report on the progress in implementing the policy of school integration of handicapped people.

The Commission, assisted by the governmental experts of the Working Party on school integration, prepared a working paper in 1986 from national contributions. This paper was supplemented in 1987 by contributions from Spain and Portugal subsequent to the accession of these countries to the European Community (5) and served as a basis for the conclusions (87/C211/01) of the Council and the Ministers for Education meeting within the Council of 14 May 1987 concerning a programme of European co-operation on school integration of handicapped people (2).

In fact, in the light of the progress in school integration in the 12 Member States, the Ministers for Education decided to extend the current programmes by undertaking four years of co-operation and exchange activities on a European level which the Commission was to implement in order to support the measures taken in the Member States. When the programme is implemented, the Commission is urged to ensure that there is close co-operation with the HELIOS action programme to foster the social and economic integration and everyday independence of handicapped people. Because of a lack of funds associated with these conclusions the programme could not be instituted in 1987.

1.3. Community action in the context of the HELIOS programme (1988-1991)

The HELIOS programme which concerns the promotion of the vocational training and rehabilitation, economic integration, social integration and independence of handicapped people was adopted on 18 April 1988 with retrospective effect from 1 January 1988. Article 4 e) provides for close co-ordination with the European co-operation programme adopted by the Council in 1987. Consequently the studies conducted in response to the 1987 conclusions were included in the overall policy pursued within the HELIOS programme.

(10) 932nd meeting of the Council and the Ministers for Education meeting within the Council - Luxembourg - 4 June 1984 - 7605/84 (Press 98)

The four-yearly co-operation programme on school integration adopted by the Council in 1987 provides for the achievement of the greatest possible integration of handicapped people and the promotion of measures concerning the removal of physical obstacles, teacher training, the development of syllabuses and the promoting of greater awareness among families and local communities.

The Commission is instructed, with all necessary assistance from the Member States, to apply the four-yearly co-operation and exchange programme on a European level. A list of topics for research reflects the concerns of the Council and provides guidelines for the studies to be conducted:

1. Specialist systems and integrated situations
2. Teachers and parents
3. The learning environment
4. Full-time schooling

The Council, on the proposal of the Commission, renewed the Working Party's mandate on the school integration of handicapped people so that it could finalise the programme and monitor its operation.

The activities developed within the HELIOS programme, particularly the network of local model activities, in the area of school integration and the annual European conferences on specific topics played a major role in the definition of concepts and the development of ideas which the present report attempts to summarise. To this end reference should be made to paragraph 2.2 - 2.1, Local model activities I - school integration (LMAI) and paragraph 4.2.2, Activities in relation to school integration, of the final HELIOS report (4).

Thus, following the conclusions drawn from the first European Conference on "Handicap and Education" (Rotterdam 25-27 October 1989), the Council and the Ministers for Education meeting within the Council, at the instigation of the Irish presidency, in May 1990 adopted a resolution concerning the integration of handicapped children and young people in ordinary education systems (11).

The Resolution states that education policy in all Member States should be directed towards the integration of handicapped children and young people in ordinary education systems with the assistance where necessary of the existing specialist sector and/or services.

The Council acknowledges that the improvement of school integration requires special efforts and in the context of the final HELIOS report considers it necessary that the report should also take account of the measures and progress achieved by broadening the scope of the questions raised in the European co-operation programme of 1987.

The Resolution also invites Member States to support the Commission in preparing a general report on the implementation of the HELIOS programme and the other facts relating to integration in the ordinary system. The report should also contain a summary of the main projects and plans designed to further the policy of integration.

Finally, the Commission, in co-operation with the Education Committee and the school integration Working Party, will ensure that all the programmes and activities which it supports in the areas of education, training, young people and the transition to adulthood and working life should take account of the special needs of handicapped persons. In this way it will be possible to measure the shift in attitudes towards integration, resulting progressively in the general and cohesive integration of handicapped young people in all the community programmes relating to them.

The Resolution of 31 May 1990 therefore gave further impetus to the consideration given to the integration of handicapped young people in ordinary schools and stimulated joint community efforts to accelerate the process currently under way.

Thus, following the conclusions of the second European Conference on "Handicap and Education" held at Cagliari from 25 to 27 October 1990 on the subject of "parents and teachers in education", the Luxembourg presidency presented a draft resolution (12) to the Education Committee on the training of teachers integrating handicapped children and young people and the role of parents in integration in ordinary education.

The project was discussed within the Education Committee and deferred, as the members of the Committee wished to take stock of the progress towards school integration in the community before adopting any new initiatives in this area (13).

II. Summary of national contributions in the area of school integration

1. Definitions, statistics and costs

All the statistical data presented below are derived from the national reports and also from other documentary sources, such as EUROSTAT (14) or the UNESCO Statistical Yearbook (15). Without wishing to cast doubt on the general statistics provided by each national contribution, in some cases it appeared more appropriate to use statistics collated for the 12 Member States as a whole based on the same criteria (International Standard Classification of Education ISCED).

The general statistics presented in Table 1 relate to full-time and part-time education in the ordinary educational system, as defined by the International Standard Classification of Education (ISCED).

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- (12) Meeting of the Education Committee on 13 and 14 May 1991, Luxembourg
 (13) - Texts relating to the European policy of education, third edition, June 1987 - Council of the European Communities - General Secretariat - catalogue No.: BX-50-87-275-FR-C
 - Supplement to the third edition (December 1989) catalogue No.: BX-58-90-910-FR-C
 - Supplement No. 2 to the third edition (1990-1991) (in press)
 (14) "Rapid Statistics"; population and social conditions 1992, EUROSTAT No. 1/1992 of catalogue No: CA-NK-92-001-FR-C
 (15) UNESCO Statistical Yearbooks (1991)

The ISCED levels are as follows:

- Pre-primary education (ISCED 0), education preceding the beginning of compulsory schooling;
- Primary education (ISCED 1) corresponding to basic education which is always compulsory and generally lasts 5 years;
- Lower level secondary education (ISCED 2) lasting 3 years in the majority of cases and generally forming part of compulsory schooling;
- Upper level secondary education (ISCED 3) starting at about the age of 14 or 15 years, normally lasting 3 years and resulting in access to university or higher education;
- Tertiary education (ISCED 5, 6, 7) which covers universities and all other forms of higher education.

TABLE 1

Number of pupils and students (x1000) by level of education (full and part-time) (1989-1990)

	EUR 12	B	DK	D (1)	GR	E	F	IRL	I	L	NL (2)	P (2)	UK (2)
Overall total	71.768	2.386	1.013	11.959	2.016	10.058	14.032	993	11.358	57	3.426	2.129	12.341
1st level	21.788	723	350	2.476	846	2.979	4.163	422	3.140	24	1.082	1.096	4.481
2nd level	32.929	1.020	479	6.042	835	4.918	5.749	356	5.279	24	1.555	759	5.913
3rd level	8.299	273	133	1.720	194	1.169	1.584	84	1.373	1	438	152	1.170

(1) Federal Republic of Germany before 3/10/90

(2) Special education excluded

Source: Rapid statistics: population and social conditions (1992)

EUROSTAT No. 1/1992 catalogue No.: CA-NK-92-001-FR-C

1.1 General statistics on the school and university population in the European Community

It should be stressed that the purpose of these often imprecise statistics which are difficult to transpose from one Member State to another is to attempt to identify the major trends from significant parameters.

Table 2 lists the data relating to the handicapped and non-handicapped population, including children and students. However, there are no Community statistics on the handicapped population between the ages of 0 and 20.

The figures obtained come from a number of sources (national, international, EUROSTAT (16)). These figures should be viewed with caution as it has proved very difficult to evaluate the handicapped population for several reasons.

- a. Precise statistical data do not exist in some States or have not been published. (Greece for example is in the process of undertaking an individual census of all handicapped people).
- b. Often they are estimates or partial surveys.
- c. The definition of handicap and the degree of handicap adopted varies enormously from one Member State to another and even within a member State, depending on the nature of the problem considered (work, school, financial grants, social security, etc.).

However, international organisations consider the handicapped population to represent about 10% of the total population, giving about 35 million handicapped people in the 12 Member States (16).

Table 2 yields a figure of 10.3%² (DK, D, E, F, NL, UK) which appears correct, allowing for the lack of statistics for Greece and Luxembourg and the underestimates observed for Belgium, Ireland and Italy.

It can be seen that the percentage of handicapped persons to the total population ranges from 2.4% (Belgium) to 14.9% (Spain).

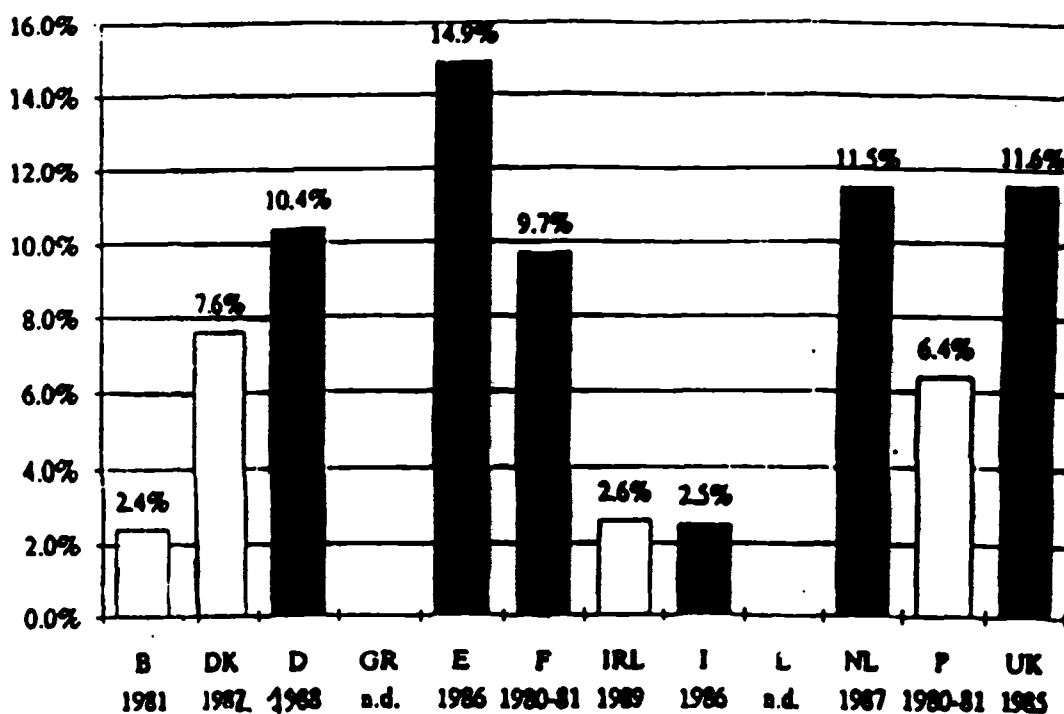
With 71.768 million schoolchildren and students, the school and university population accounts for about 21.9% of the total population.

(16) Handicapped people: EUROSTAT statistical data, volume 1 and 2 (1991) - catalogue No. CA-70-91-508-FR-C and

TABLE 2 :

ESTIMATE OF THE POPULATION OF HANDICAPPED PERSONS

As a percentage of the total population

Definitions

B ^(a) :	Adults (aged 14 years and above and not retired) unable to work.
DK ^(a) :	Adults (aged 15 to 64 years) unable to work.
D:	Persons with a disability or a chronic disease. A survey organised in 1981-83 for the Federal Ministry of Transport yielded a figure of 12.1%.
E:	People with a disability, living at home.
GR:	Data not available, census in progress.
F:	People living at home with difficulties in daily life.
IRL ^(a) :	Adults (aged 15 years and above and not retired) unable to work.
I:	People with a permanent disability. Disability is defined in a limited sense.
L:	Data not available.
NL:	Physically handicapped people (aged 5 years and above) living at home.
P ^(a) :	People permanently unable to work.
UK:	Adults (of working age) with a disability in Great Britain. The general survey of households of 1988 gave a figure of 19% for Great Britain.

Note (a): The available data underestimate the number of handicapped people. In fact they include only persons of working age who are inactive because of a disability. The data for Italy do not include all the categories of the C.I.D.I.H.

Sources: Handicapped people: EUROSTAT statistical data, volume I and II (1991), catalogue No. CA-70-91-508-FR-C.

1.2 Definition of the concept of handicap

The World Health Organisation (WHO) has established an international classification with representatives from its Member States which acts as a reference in the majority of Member States of the European Community. This classification is based on the concept of deficiency, disability and handicap. These definitions are summarised briefly below on the level of health:

DEFICIENCY:

Loss of substance or deterioration of a structure or psychological, physiological or anatomical function.

DISABILITY:

Reduction (resulting from a deficiency), whether partial or total, in the ability to accomplish an activity in a manner or within limits considered to be normal for a human being.

HANDICAP:

Social disadvantage for an individual resulting from a deficiency or a disability which limits or prevents the accomplishment of a role considered to be normal (related to age, sex and socio-cultural factors).

The definition of "handicapped people" adopted in the HELIOS programme is: all people with serious handicaps resulting from physical or mental conditions. However, this definition is only partially reflected in the statistics provided by the national contributions.

1.3 Definition of the handicapped pupil in the Member States

In BELGIUM, handicap is defined in relation to ordinary education. Irrespective of the degree of handicap, it is the pupil's educational needs which determine whether he is admitted to special education. This decision depends on the possibilities and limitations of the "ordinary school". Based on this principle the law on special education of 1970 states "handicapped students are considered to be all children and young people who, while capable of receiving education, are nevertheless incapable of following it in an ordinary school establishment".

In the NETHERLANDS special education is intended for pupils identified as requiring a remedial (orthopedagogical and orthodidactic) approach. This approach must be impossible to organise in ordinary education.

In GERMANY special establishments and a number of other flexible measures in the area of special education have been provided so that handicapped children and young people can make their right to a training and education relevant to their special needs a physical reality. All handicapped pupils must receive training commensurate with their individual requirements so that they can become socially and occupationally integrated.

Over the last twenty years it has become necessary and possible - as is currently the case in the former GDR - to include in the educational system handicapped pupils who had previously been excluded because of the fact that they were considered unable to receive training or who had been admitted to medico-social establishments, generally on a permanent basis. The term integration is used in several different senses.

Integration may, firstly, be conceived as an objective and in this case covers all the efforts undertaken to assist handicapped children and adolescents in the development of their personality and abilities so that they may assume their role in society with the maximum degree of independence (integration as an objective).

Integration is also described as a methodological procedure to help provide specific educational support without institutional separation, encouraging handicapped and non-handicapped pupils to live together as far as possible, for instance in the form of education in the same class (integration as a means).

In the third sense of the term, integration refers to all the preventive measures intended to provide handicapped children and adolescents with early support (integration as prevention).

With these different meanings, the result is that integration is understood to be all the measures intended to improve the opportunities for handicapped children and adolescents for social integration and to maximise the interaction between handicapped and non-handicapped people.

In IRELAND, the general policy of the Department of Education in the 1970's was to maximise educational resources and to adopt a balanced view on the then too prevalent assumption that the presence of a physical abnormality necessitates in all cases special educational provision. Special education is no longer synonymous with special schooling and many children no longer have to be separated from their peers in order to receive special help (1981).

"It is the official policy of the Department of Education to educate as many as possible of the physically disabled in ordinary schools, both primary and post-primary, and there is evidence that this policy is enjoying some degree of success".

In FRANCE, the law (No. 75 - 534 of 30th June 1975) makes the education of handicapped people a national obligation and provides for it to be given "preferably" in ordinary classes to all children who are "able to be admitted despite their handicap".

Based on the International Classification of Handicaps (I.C.H.) a new definition of deficiency has been published (Order of 9 January 1989). A new definition of slight intellectual deficiency has been created which differs from that of the WHO.

The responsibility for special education is divided between the Ministry of Education and health care, medico-educational and socio-educational establishments under the supervision of the Ministry for Social Affairs.

In GREECE the law of 1566/1988, article 32, defines pupils with special educational needs as people with special needs who in general have specific deficiencies or dysfunctions caused by physical, mental or social factors to such a degree that it is very difficult for them to participate in general and vocational training, to find work or to participate fully in society.

In ENGLAND and WALES the 1981 Education Act defines the pupil as having special requirements if he has learning difficulties which are significantly greater than those observed in the majority of pupils of the same age, or a handicap which prevents him from using the facilities generally offered in schools by the "Local Education Authorities (L.E.A.)". The Act requires that children with special educational needs should be educated in ordinary schools, taking into account the parents' wishes and other factors. Special educational measures compatible with the education of other pupils are then provided. The local authorities (L.E.A.) are responsible for developing their own special education policy.

In SCOTLAND the 1980 Education Act has certain special features. Despite the fact that there is no requirement to educate children with special educational needs in an ordinary school the local authorities encourage this. The education authorities require the preparation of a report on the handicapped pupil's needs.

In NORTHERN IRELAND the law of 1986 requires education authorities to identify and to implement appropriate measures for pupils with special educational needs. Article 32 states that it is a duty to ensure that a handicapped pupil benefits from all the essential support in an ordinary environment.

In LUXEMBOURG the law of 5th August 1963 created special classes within the framework of primary education for children of school age who, while being capable of receiving education, were nevertheless unable to participate successfully in ordinary education either permanently or temporarily. The law of 14th March 1973 specifies that the State should ensure that any child who, by reason of his mental, behavioural or sensory characteristics cannot receive ordinary or special education should be given the training required by his condition or situation in the context of differentiated education.

A preliminary draft law encouraging the participation of handicapped children in ordinary education and their integration in ordinary schools takes a diametrically opposed view. In fact, Article B of the preliminary draft law specifies that the State should ensure that all children of school age who, because of their mental, behavioural, sensory or motor characteristics, have special educational needs should receive the assistance and support required by their condition or situation through the differentiated education services. Finally, Article C states that handicapped children attending a post-primary or a post-secondary educational establishment should benefit from the support and assistance services of differentiated education.

In SPAIN article 27 of the Spanish Constitution recognises the right of everyone to education and freedom of education. Article 49 requires the government authorities to institute a policy for identifying, treating, rehabilitating and integrating people with sensory, mental and physical handicaps who should then receive the special care required by their condition as part of the rights conferred by the Constitution on all citizens.

Article 23 specifies that handicapped people may be integrated in the ordinary educational system and if necessary support programmes and facilities offered to them.

Special education is provided on a temporary or permanent basis to people whose integration in an ordinary environment is impossible under article 26 of the law.

In DENMARK pupils with an educational handicap are defined as students whose development requires special consideration or support. The basis for the assessment of this special need is therefore neither the traditional handicap categories nor an objectively measured degree of handicap but the individual student's situation in relation to the expectations and demands of the education system.

In ITALY law 517/77 abolished the transition classes and special classes and specifies that:

1. Italian legislation almost always uses the term "handicapped person" to refer to a subject suffering from physical, mental or sensory deficiencies resulting in disabilities of a greater or lesser degree which adversely affect his relations with the educational and non-educational environment.
2. Responsibility for certifying handicaps rests with the medical profession rather than with the teaching profession.
3. A deficiency is almost always regarded as equivalent to a handicap. That being so, a handicapped student could be defined as a student with motor, mental and/or sensory disabilities as certified by a medico-clinical declaration or diagnosis.

Lastly, it should be stressed that the meaning of the Italian term INSERIMENTO (inclusion), namely "to place inside", is not the same as that of INTEGRAZIONE (integration) which means literally "to function together".

Since the entry into force of Law No. 517 of 1977 Italy may be said to have seen a gradual and progressive transition, both in theory and practice, from merely including handicapped students in the ordinary school system to an overall integration into the class group and an integration of the activities of all those who work in the school.

In PORTUGAL special education is seen as being a set of responses to special educational needs of children and young people attending an ordinary or special school. The rules governing integration into ordinary schools are laid down in Decree-Law No. 319/91 of 23 August.

IN CONCLUSION, the approaches of Member States clearly depend on the definition of handicapped students.

Some States define handicapped pupils in relation to a classification and a degree of handicap.

This approach, which was the majority view in the 1986 document on school integration (5), is now in the minority.

One group of Member States, while still basing their definition on the preceding concept, has introduced legislation since 1986 which offers a more flexible approach and opens ordinary education to handicapped students to a far greater extent.

The majority of Member States has chosen a flexible definition based on the special educational needs of the handicapped students.

Finally, a few countries have extended this concept to include all pupils with learning difficulties resulting in special measures being introduced within the ordinary educational framework.

Conscious of the wide variation in the concept of handicapped students, several countries propose a new definition based on the idea of the maximum interaction between the handicapped student and the school environment.

Others prefer to refer to a scale of types of integration ranging from placement in special institutions to the provision of measures and assistance to meet the special educational needs of each student.

In fact, the definition of a handicapped pupil can be readily equated with that of the W.H.O. classification.

The reason for this situation can be found in the education policies and the educational structures of each country.

Lastly, few Member States define the abilities of a child in relation to the purpose of the school, in other words the possibility of acquiring occupational skills or a certificate leading to employment or incapacity for work, based on a broad classification such as:

- employment in an ordinary environment
- semi-sheltered employment
- sheltered employment
- incapacity for work

1.4 Statistics on handicapped pupils:

Tables 3 and 4 summarise the main features of the statistical data from the national contributions. All the calculations relating to the students in general were based on the EUROSTAT statistical sources in Table 2, which display a certain homogeneity among the 12 Member States.

The percentages given may therefore differ slightly from the figures in the national reports.

Given the definition adopted in a number of European countries no percentages or figures are given for the different types of handicap nor the degree of handicap. The concept of special educational needs has been adopted rather than classifying these needs in relation to a handicap. In some national reports it is possible to obtain percentages of types of handicap in terms of school levels.

Four countries (Denmark, Ireland, Luxembourg and Portugal) have also indicated the proportion of students with special education needs to the whole school population, 9.7% for Denmark, 8.3% for Luxembourg, 5.1% for Ireland and 12.8% for Portugal, an average of 9%. It is apparent that there are more than 1.165 million handicapped students in the European Community, representing about 2.17% of the school population receiving compulsory education.

These figures include children admitted to all school environments and all types of class.

Depending on the view of each country as regards the concept of an integrated pupil in an ordinary environment, on average about 74.3% of handicapped students are in a special environment and 25.7% of students in an ordinary environment. However, the figures need to be viewed with caution since they may vary considerably with the Member State (Tables 3 and 4).

The percentage of handicapped students or students with special educational needs as a function of the school population ranges from 0.51% for Spain to 12.8% for Portugal, with an average of 1.35% for Greece, Spain, Italy, Luxembourg, Ireland, Portugal and the United Kingdom. The figures for Spain are only valid for 45% of the total school population, in other words that part of the national territory which does not have autonomy with respect to education.

The figure is between 2.9% and 5.35% for Belgium, Germany, France and the Netherlands.

These results suggest that in those countries where there is a precise definition of handicap with a classification, the levels of handicapped students are more than double those in other countries. These are also the countries which apparently have the smallest number of handicapped students integrated in an ordinary environment.

However, it is dangerous to draw a comparison between the various figures given as they are dependent firstly on the definition used in the Member States and secondly on the educational structures.

TABLE 3: Number of handicapped pupils

Year	EUR 12 Millions or %	B (89-90)	DK (86-87)	D (89-90)	GR (90-91)	E (89-90)	F (89-90)	IRL (89-90)	I (89-90)	L (89-90)	NL (88-89)	P (90-91)	UK (88-89)
Total number of handicapped pupils (1) (2)	1.165 to 1.535	60.735	88.572	248.011 (317.456) (5)	15.800 -	40.126 -	353.613 -	11.610 (40.000)	107.709 -	987 (3000)	109.816 -	34.288 (237.912)	176.500 -
% handicapped pupils/ (1) total number	mean 2.17	3.4 %	12,8%	2.9 %	0.78 %	0.51 %	3.56 %	1.5 %	1.32 %	2.05 %	5.35 %	1.85 %	1.69 %
Primary and secondary pupils (2)	9 %	-	-	-	-	-	-	5.1 %	-	8.3 %	-	12.8 %	-
Number of pupils in special environment	0.863 millions	59.998	11.757	248.011	15.800	15.867	328.954	11.610		833	105.090	7.213	119.100
Primary pupils in special environment	/	31.515				8.437		8.491 + 3.119	(3)		70.621 + 2.482	(4)	/
Secondary pupils in special environment	/	27.814				5.471	(6)				31.987		/
% pupils in special environment/ Total number of handicapped pupils	74.3%	98.7 %	14,6 %	100 %	100 %	39.5 %	93.0 %	100 %	0 %	84,4 %	95.7 %	21.0 %	67.5 %

Source: report of the 12 Member States

Note (1): total number of handicapped pupils by Member State according to definition of a handicapped pupil (or percentage)

(2): total number of pupils with special educational needs (or percentage)

(3): in IRL special classes and special schools are distinguished

(4): in the Netherlands 2482 pupils are classified as having developmental difficulties

(5): in Germany 317,456 pupils are classified as handicapped (ex. GDR)

(6): in Spain 5,471 handicapped pupils are following an occupational training in a special school.

TABLE 4A

Number of handicapped pupils in an ordinary environment (1) and in individual integration

	EUR 12	B NL	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Total number of integrated pupils	0,317	737	68.815			24.259	24.659		107.709	100	4726	27.075	57.400
Pre-school		535				1.843		/	6.022	100		2.090	
Primary						17.051	16.305 (42.779) partial	(2)	52.743	env.		14.913	31.000
Secondary		202				4.565 (combined)	8.274		45.156 + 2.900	(2nd cycle)		9.272	25.700
% total number of integrated pupils/total number of handicapped pupils (3)	75,7 %	2,2%	85,4%	0 % ?	0 % ?	60,5 %	7 %	0 % ?	100 % ?	10,1 %	4,3%	79 %	32,5 %

Source: Reports of the 12 Member States

Note: (1) the school years are those of table 3.

(2) partial or combined indicates part-time integration

(3) the symbol ? indicates that the number of integrated pupils in an ordinary environment is unknown

TABLE 4B
Handicapped pupils - General data

	B	DK	D	E	ES	F	IRL	I	L	NL	P	UK	TOTAL
Total number of handicapped pupils	60.735	80.572	248.011	15.783	40.126	353.613	11.610	107.709	987	109.816	34.288	176.500	1.239.750
Number of individually integrated pupils (and %)	BNL 737 (1,2 %)	22.838 (28,3 %)			24.259 (60,5 %)	24.659 (6,9 %)		107.709 (100 %)	154 (15,6 %)	4.726 (4,3 %)	27.075 (78,9 %)	57.400 (32,5 %)	269.557 (21,74 %)
Number of part-time integrated pupils (and %)		45.977 (57 %)							27 (2,7 %)				46.004 (3,72 %)
Number of pupils in special classes (and %)		6.033 (7,5 %)		8.882 (56,3 %)		175.718 (49,6 %)	3.119 (26,8 %)						193.752 (15,62 %)
Number of pupils in special schools (and %)	59.998 (98,8 %)	5.724 (7,1 %)	248.011 (100 %)	6.901 (43,7 %)	15.867 (39,5 %)	153.236 (43,3 %)	8.491 (73,2 %)		806 (81,7 %)	105.090 (95,7 %)	7.213 (21,1 %)	119.100 (67,4 %)	730.437 (58,91 %)

1.5 Statistics on teaching staff

Although there are more than 3.5 million teachers of all levels in the European Community (17), it is difficult to obtain complete and regularly updated statistics. In addition, collecting statistics which are consistent between Member States presents still further difficulties. Thus, the statistics published by UNESCO are given below by way of illustration.

- In an ordinary environment

Table 5 lists the data on education at the pre-primary level (kindergartens, nursery schools and open nursery classes in higher level schools). Child care facilities, creches, etc. are in principle excluded. The figures relating to staff include all full-time and part-time staff in public or private institutions.

The total of teachers includes full-time and part-time teachers, which affects pupil/teacher ratios and makes them difficult to interpret.

The data in Tables 5, 6 and 7 summarise the numbers of staff teaching full-time and part-time in a pre-school, primary and secondary environment. Some data are old and many do not refer to the same year. Given the relative stability of the teaching profession and the relative stability of school numbers since 1985, the data presented provide relative orders of magnitude in the absence of precise and comparable statistics.

In the ordinary environment the ratio of the number of integrated pupils per teacher in Dutch-speaking Belgium, Spain, Italy and Portugal ranges from 4 to 9.5. School support of handicapped students in an ordinary environment does not appear to reduce significantly the number of teachers necessary.

The ratio of 1/4 integrated students in an ordinary environment and 3/4 students in a special environment also appears to be reflected in the number of teachers in the special environment and in the ordinary environment providing specific support.

However it appears that the number of integrated children is underestimated as not all handicapped children in the public and private environment are listed.

It is not possible to determine how important this factor is.

Most of the time integration occurs as a result of an agreement between parents and the educational team without reference to the academic authorities and thus escapes any form of survey.

- In special education

All the statistics supplied in the national reports have been combined in Table 8. They are fragmentary and difficult to interpret.

It appears that the number of full-time teachers in the European Community now exceeds 130,000 (special and ordinary environment combined) for a population of 1.165 million handicapped students, in other words a pupil/teacher ratio of about 8.9/1 (compared with 71.7 million pupils and students and 3.5 million teachers, or about 20/1).

The ratio of pupils to teachers in a special environment is 7.9 handicapped pupils to one teacher.

In special schools in Dutch-speaking Belgium, Portugal and the United Kingdom the number of pupils to each teacher is about 5 to 6.

This ratio is frequently found in special classes of severely handicapped children.

1.6 Education costs

The problem of financing training programmes for handicapped pupils affects all Member States. These costs are borne by the educational, health, social security and social services authorities jointly or separately.

As handicapped children in all Member States have to receive compulsory schooling or at least some form of education in the most severe cases, the division of budgets makes it difficult to obtain an overall figure despite the fact that these costs are sometimes very high.

Table 9 lists the main figures which reveal the costs of ordinary teaching.

Table 10 summarises all the responses of the 12 Member States as regards the costs of educating handicapped pupils.

ITALY considers it impossible to provide a figure for the financial costs of "special" education since to do so it would be necessary to calculate:

- a) the cost of the salaries of all remedial teachers;
 - b) the cost of the expected increase in the number of classes as a result of the reduction of the number of pupils per class to 20;
 - c) the estimated cost of the expected increase in the number of schools as a result of the increase in the number of classes following the application of the measure referred to in the previous point;
 - d) State training of teachers.
- Even this would not give a reliable figure.

Table 5
Pre-school education
Preceding the 1st cycle

	EUR 12	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Total of teachers school year	400.700	19.793 (85)	3.675 (86)	84.764 (88)	7.942 (87)	39.513 (87)	74.504 (89)	4.597 (88)	109.565 (89)	466 (89)	22.476 (84)	6.408 (85)	27.000 (88)
Total of pupils school year	8793000	391.848 (85)	56.132 (86)	1645959 (88)	155.246 (87)	1054241 (87)	2535955 (89)	135.923 (88)	1566364 (89)	7.965 (89)	399.453 (84)	128.089 (85)	716.000
Number of pupils/teacher %	21.9	19.8	15.3	19.4	19.5	26.7	34.0	29.5	14.3	17.1	17.8	20.0	26.5

Source: UNESCO Statistical Yearbook (1991)
 Countries 3 - 81 to 3 - 83

Table 6
Primary education (1st level)

	EUR 12	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Total of teachers year	1330800	71.064 (87)	30.000 (89)	136.155 (88)	39.125 (87)	131.389 (87)	265.000 (89)	15.393 (88)	257.961 (89)	1.768 (89)	82.567 (88)	75.456 (86)	225.000 (88)
Total of pupils year	22413000	728.718 (87)	355.311 (89)	2387995 (88)	868.335 (87)	3246655 (87)	4163161 (89)	423.662 (88)	3140113 (89)	21.959 (86)	1428577 (88)	1234293 (86)	4414966 (88)
Number of pupils/teacher †	17.7	15	11.8*	18	22	25	15.7*	28	12	12	17	16	20

(*) crude calculation, value not provided by the State concerned

Source: UNESCO Statistical Yearbook (1991)

Countries 3 - 100 to 3 - 102

Table 7
Secondary education (2nd level)

	EUR 12	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Total of teachers year	/	114.628 (87)		443.731 (88)	54.173 (87)	229.145 (87)	434.018 (89)		571.607 (89)	1.990 (87)	98.002 (87)	32.028 (80)	
Total of pupils year	/	805.647 (85)		6219158 (88)	840.020 (87)	4798337 (87)	5398599 (89)		5245132 (89)	22.496 (87)	1342243 (87)	398.320 (80)	

Note: no information for DK, IRL; for United Kingdom see national report

Source: Statistical Yearbook, UNESCO (1991) pages 3-185 to 3-193

Table 8
Teaching staff for handicapped pupils

1) In a special environment

	EUR 12	B NL	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Number of teachers in special environment	107.616	7.239	2000	38.700	1.200	2.294	22.786 (1) (1)				12.219	692	19.200
Number of pupils in special environment	842.335	34.721	10.000	248.011	12.383	15.867	277.496	11.610		833	105.090	7.213	119.100
Ratio of number of handicapped pupils/number of teachers in special environment		4.8	5	6.4	10.3	6.9	12.1				8.6	10.4	6.1
Pre-school special teachers Primary/Secondary/Prof. occup.						268 1.370 656	22.786						

I) Number of teachers in ordinary environment for the primary level; II) In ordinary environment: figures not known for the secondary level.

Number of integrated pupils	312.000	737	70.903			24.529	24.659		107.709	100		27.075	57.400
Number of pupils FT - Full-time	30.800	122	10.000 (2000 FT) (1)			3.090		1.286 (2)	21.450 (32.080)	(3)		2.850	
Ratio number of handicapped pupils/number of teachers in ordinary environment	6.8	(5)6				7.8			4 (law) 4.88	(4)		9.5	
Pre-school teachers Primary Secondary												522 1.865 463	

- Note:**
- (1): in Denmark 2,000 full-time teachers plus 10,000 part-time teachers participating in integration
 - (2): these are remedial teachers
 - (3): in Italy 32,080 posts are occupied by 21,450 support staff.
 - (4): the law provides for 1 support teacher to 4 handicapped children
 - (5): the ratio of number of handicapped pupils in an ordinary environment divided by the number of support teachers in an ordinary environment is calculated for the following countries: BNL, E, I, P.
 - (6): see Table 3

Source: National reports of Member States

The following costs would not be included:

- e) transport and welfare services paid for by local bodies,
- f) special teaching equipment,
- g) the cost of removing architectural restrictions, which are even more difficult to calculate.

For DENMARK the cost of a Folkeskole (primary and secondary) is on average 4,035 ECU per student per year. This cost increases to 8,827 ECU if the student has special needs in an ordinary environment and to 20,807 ECU and above in a special class. It should be pointed out that the resources (and costs) to be set aside for these children and young people are laid down in the law under two different headings:

- Article 19.1, resources for children and young persons with educational needs which must be provided by local authorities;
- article 19.2, resources for children and young persons with severe handicaps (1%), allocated by national authorities.

For GREECE the cost of a student in a special class is 1,375 ECU but this cost may vary by a factor of 10 depending on the handicap and the type of establishment concerned.

FRANCE has now included the cost of special education in the total State budget and no longer publishes the costs of special education separately. However for the year 1988-1989 the educational cost (excluding Social Security and Social Affairs provision) for a pupil was 3,692 ECU in primary education and 4,433 ECU in secondary education, the total budget for special education amounting to 1,228 MECU (excluding medical care, accommodation, etc.).

Table 9
Public expenditure on education

	EUR 12	B	DK	D	GR	E	F	IRL	I	L	NL	P	UK
Gross domestic product (Eurostat) (1989) (1) in Mrd ECU	4,406.9	139.0	95.1	1079.9	49.2	345.2	870.3	30.8	786.3	6.4	203.2	41.1	760.3

Total education expenditure - year Mrd ECU (2)		6.53 (1988)	6.99 (1988)	44.10 (1988)	0.71 (1987)	12.93 (1988)	43.46 (1988)	1.64 (1987)	28.83 (1986)	0.39 (1989)	13.37 (1988)	1.89 (1989)	30.76 (1988)
% of G D P		4.7 %	7.35 %	4.08 %	/	3.75%	5.0%	5.32%	/	6.09%	6.58%	5.29%	4.05%

Source: (1) Basic Community Statistics 28th Edition (1991) EUROSTAT catalogue No. CA-70-91-071-FR-C page 39
(2) UNESCO Statistical Yearbook (1991) pages 4-15 to 4-18, 4-34 to 4-38, 4-45 to 4-53 and 4-64 to 4-66

Total cost of teachers Mrd ECU		5.33		30.00	0.56		29.19	1.13	20.90	0.23	8.05	1.54	15.81
Total expenditure on pre-primary education		/	2.7	4.2	6.1	4.6	10.3	9.7	6.0	/	/	2.2	3.3
Total expenditure on primary education %		24.9		13.7	29.9	32.2	19.3	29.0	29.2	49.3	20.2	43.0	25.4
Total expenditure on secondary education %		46.6	65.2	48.7	43.4	23.1	40.9	40.0	41.0	29.1	32.2	32.3	45.8
Total expenditure on 3rd level education %		17.6	15.7	21.5	19.5	16.0	12.5	19.0	9.1	1.5	29.2	15.5	18.9

Table 10
Cost of education of handicapped children
in ECU or MECU

Year	EUR 12 (1)	B NL (89-90)	DK (1988)	D	GR (1990)	E	F (1988)	IRL	I	L	NL (1988)	P	UK
Pre-school cost in ECU/pupil		1.067				/	1.482 (1988)		/	/		/	/
Primary cost in ECU/pupil			4.035				1.755				1.640		
Secondary cost in ECU/pupil		1.884					2.446 <hr/> 2.950	(1st level)					
Special education cost in MECU		232.8			17		661 + 567	(primary)			172.3		
Proportion of staff and general costs		90 % 10 %					i.e. 1.228 <hr/> 90%/10%						
Integrated teaching budget		1.526 overtime + 9.000 travel expenses											
Cost pupil in special education		6.704	20.807		1.375 to 12.770		3.692 4.433	(primary) (secondary)			5.571 (4100 to 11480)		
Cost pupil in integrated education			8.827										

Note: (1): not all Member States replied to this question

Source: National reports of Member States

In the NETHERLANDS the cost of a student in special education is on average 5,571 ECU, but in practice ranges from 4,100 to 11,480 ECU. The extra cost of a pupil in a special environment compared with the same non-handicapped child thus varies by a factor between 2.5 and 7. In terms of teacher costs, there are on average 8.6 handicapped pupils in a special class to one full-time teacher. This figure may be compared with the national Dutch average of 21 pupils to one teacher in an ordinary environment.

On the question of funding, approximately 21% of the Ministry of Education's 1989 budget was allocated to primary education, 5% to special education and 22% to general secondary education, pre-university education and junior secondary vocational education. In the past 15 years approximately 8% of the national income has been spent on education. This is one of the highest proportions in Europe. In terms of cost per student, special education is much more expensive than ordinary education. In 1989, the cost per student in special education was approximately four times higher than the cost per student in ordinary education, varying from seven times greater for multiply handicapped students to two and a half times greater for learning-disabled students. Clearly, therefore, the Netherlands spends a relatively large amount on special education. However, the funding system in the Netherlands is a barrier to integration. As things stand at present, the two systems are funded independently of one another. There are no incentives for the ordinary system to cater for students with special needs. In fact the funding system makes it attractive to refer students to special schools.

2. ORDINARY EDUCATION SYSTEMS IN THE MEMBER STATES

2.1 Education and initial training system

In 1990 the Commission published a report on the structures of the educational and initial training systems in the Member States of the European Community (18). This document describes the educational and initial training systems in the Member States of the European Community. The present report reproduces these in the form of synoptic tables in Appendix 2 for information.

Additional information is given in the national contributions.

An understanding of the ordinary educational systems is necessary on several grounds.

- 1) It is a good exercise to view special education in relation to ordinary education in order to assess the educational levels of handicapped students, particularly as regards certificates and hence the possibilities of integration in active life or in a sheltered environment.
- 2) Strictly speaking countries such as Denmark, Spain, Italy and Portugal do not have specialist education with different structures from those of ordinary education.

Table 11 lists the responsibilities of the national, regional and municipal authorities on the one hand and the legislation bases on the other, summarised schematically.

(18) Structures of the educational and initial training systems in the Member States of the European Community - EURYDICE and CEDEFOP - T.F.R.H.E.F.J. (1990) D/1191/4008/20

TABLE 11

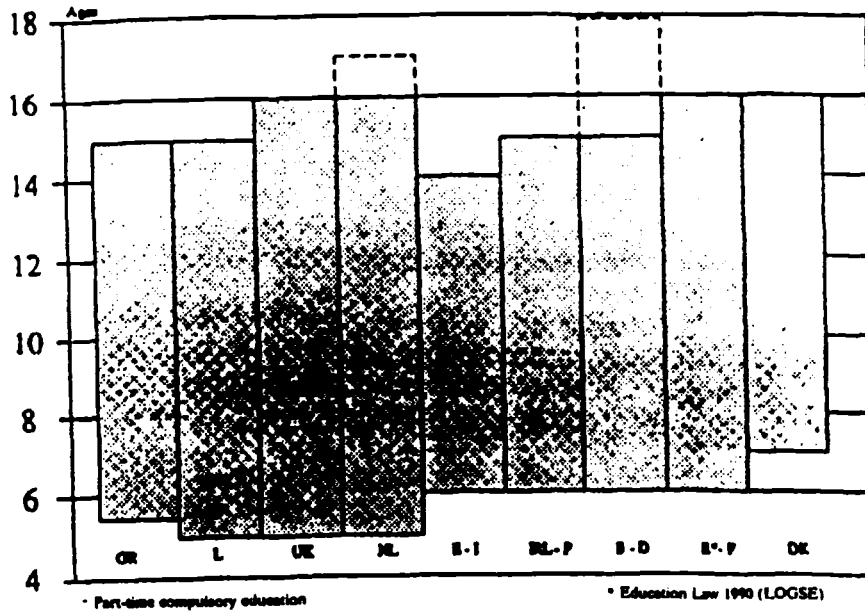
COUNTRY	LEGISLATION	RESPONSIBILITIES
B	<ul style="list-style-type: none"> - Constitution 15th July 1988 - Law of 29th June 83 - Royal decree of 1984 	<ul style="list-style-type: none"> - 3 community ministries (NL, FR, D)
DK	<ul style="list-style-type: none"> - 1969 education reform law of 1975 	<ul style="list-style-type: none"> - Ministry of Education - Counties - Municipalities (Folkeskole)
D	<ul style="list-style-type: none"> - Basic law on the division of responsibilities between the Federation and the Länder 	<ul style="list-style-type: none"> - State supervision - Länder (16)
GR	<ul style="list-style-type: none"> - Constitution - Law No. 1566/1985 	<ul style="list-style-type: none"> - Ministry of Education and Religious Affairs - 54 prefectures
E	<ul style="list-style-type: none"> - Constitution - General education law (1970) - Ley organica de Ordenacion General del sistema Educativo (LOGSE) 13 September 1990 	<ul style="list-style-type: none"> - Ministry of Education and Science - 17 independent communities
F	<ul style="list-style-type: none"> - Guideline law of 10th July 1989 on education 	<ul style="list-style-type: none"> - Ministry of Education - 27 rectors
IRL	<ul style="list-style-type: none"> - Irish School Attendance Act of 1926 	<ul style="list-style-type: none"> - Ministry of Education
IT	<ul style="list-style-type: none"> - Education law 1968 - Law 517 of 4 August 1977 - Law 148 of 5 June 1990 	<ul style="list-style-type: none"> - Ministry of Public Instruction
LUX	<ul style="list-style-type: none"> - Constitution - Grand ducal regulation (22/10/1976) - Law of 21st May 1979 - Law of 4th September 1990 	<ul style="list-style-type: none"> - Ministry of Education

NL	- Constitution - Law on primary education (WBO)	- Ministry of Education and Sciences
P	- Organic law January 87 - Decree October 89	- Ministry of Education
UK	See - England and Wales - Scotland - Northern Ireland	
England and Wales	- Education Act of 1944 - Education Act No. 2 of 1986 - Education Reform Act 1988	- Department of Education and Science - LEA (117 local education authorities)
Northern Ireland	- Education Reform Order 1989	- Department of Education and Science
Scotland	- Law of 1988	- Scottish Office Education Department

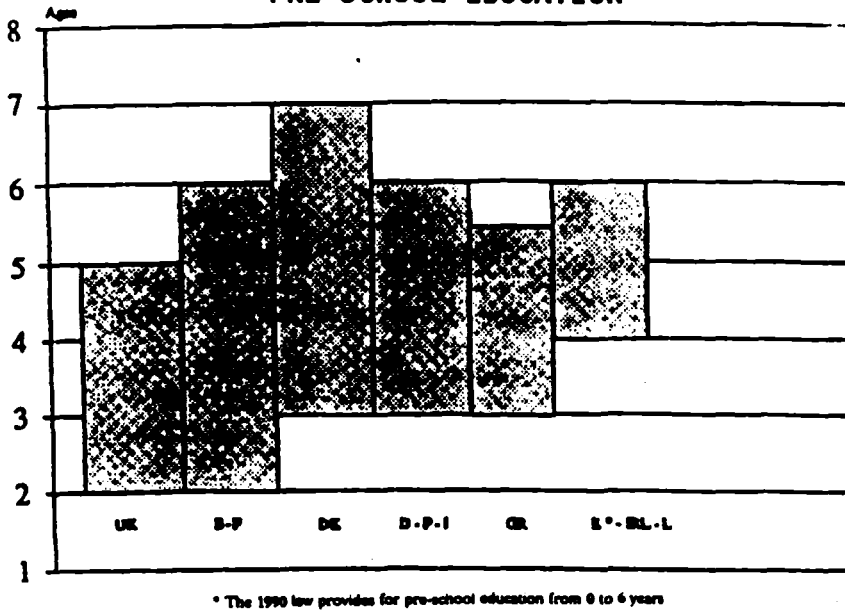
Table 12 illustrates the duration of compulsory education and its distribution in terms of levels of education in the 12 Member States. It can be seen that compulsory schooling ranges from 9 to 12 years and that there are significant differences between Member States.

Table 12: Graphs established on the basis of the EURYDICE data (18) and National Reports.

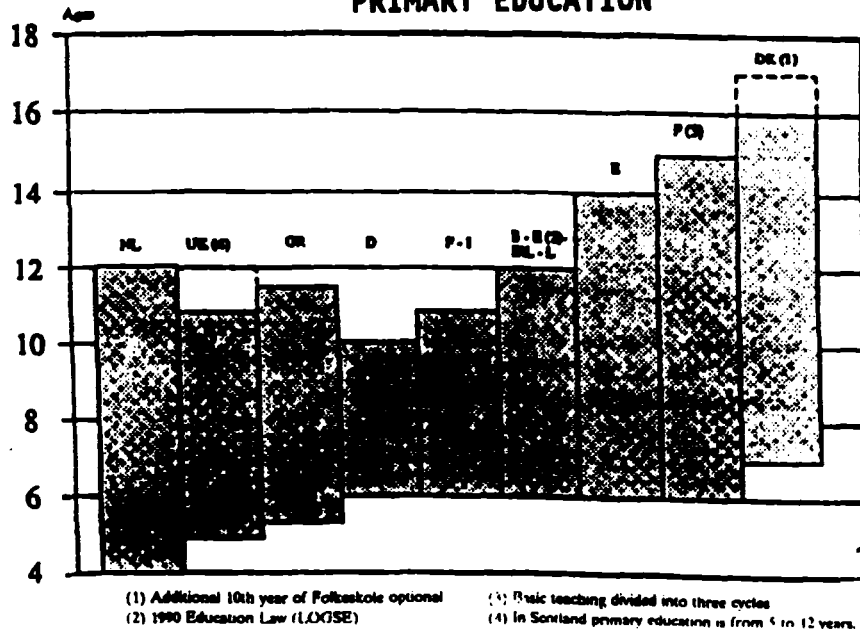
COMPULSORY SCHOOLING



PRE-SCHOOL EDUCATION



PRIMARY EDUCATION



2.2 Pre-school education

The early integration of a handicapped child in an ordinary school is a highly positive and motivating factor.

In the new Spanish Education Law the first cycle of pre-school education extends from 0 to 3 years, if not actually beginning at about 2 years (transition period).

In Belgium, France and the United Kingdom pre-school education also starts at about the age of 2 years ending at the age of 5 years in the United Kingdom or 6 years in Belgium and France. Schooling begins at 3 years in Denmark, Germany, Greece, Italy and up to 5 and 1/2 years in Greece.

Luxembourg defines the beginning of the pre-school period as 4 years with compulsory schooling at the age of 5 years. Only Ireland has not officially instituted pre-school education (compulsory schooling at 6 years of age) and the Netherlands establishes pre-school education at the age of 4 years with compulsory schooling from 5 years.

In Germany preventive measures have been designed, implemented and financed to encourage the early detection of handicaps and to be able to provide appropriate support sufficiently early to handicapped children or those at risk of being handicapped at the pre-school age and hence to minimise the extent of handicaps in adulthood. The early support measures are necessary and important aims in integration. Assistance in the form of individual teaching may be provided for very young children through information centres which in some cases are attached to special establishments. The task of these information centres is to diagnose the existence of handicaps as early as possible, to enable them to be surmounted or to prevent them. The staff in these centres consists of specialists who co-operate closely with educationalists, physiotherapists and medical staff.

Reception structures for young children have been instituted in varying degrees throughout Europe to try to alleviate the difficulties which stem from this disability. We have no data on the numbers of integrated or non-integrated children nor their possible needs. However it should be noted that in several countries there is increasingly early schooling which is a positive factor in the integration and hence the socialisation of small handicapped children.

2.3 Primary education

The beginning of compulsory education, which in general corresponds to the beginning of primary education, varies with the Member State. Likewise, the duration of primary education varies from 4 to 10 years and hence within a wide range.

The education authorities often have varied responsibilities which are often assigned by National Ministries or regional, local or municipal authorities (19).

(19) Administration and Evaluation structures for primary and secondary schools in the 12 Member States of the European Community - EURYDICE - 1990 - catalogue no. D/1991/4008/2

2.4 Secondary education

This starts at different ages in the Member States, is partly included in compulsory schooling, and necessarily includes handicapped students. Often it is divided into general, vocational and technical education. Sometimes the last few years of compulsory education are part-time and the emphasis is on apprenticeship and placements in companies for types of establishments with a vocational bias of some form.

2.5 Higher education

The advances in integration in ordinary schools are now felt throughout the curriculum. It is thus no longer accident victims who are re-integrated into university and higher education, but new categories of handicapped students from secondary education. This last influx is increasing as integration progresses and is a good means of evaluating this progress. Member States are increasingly opening higher education to these categories of students by adapting buildings, lecture theatres, laboratories, etc. At the same time specialist transport, accessible accommodation and larger grants are also being offered.

Finally, personal or technical assistance can be given to handicapped students within the establishments. The European Community is also participating in this movement by offering facilities to handicapped students within Community programmes such as ERASMUS, LINGUA, PETRA, etc. Handicapped students in these programmes can be given priority, higher grants can be awarded to allow for the extra cost associated with the handicap, the provision of technical aids, etc. (20).

In BELGIUM the majority of higher education institutions take on handicapped students and it is the social service department which is responsible for integrating them and for all the practical problems.

In DENMARK special regulations allow students to be admitted without having to undergo the normal procedures, giving them greater chances even if numbers are too large. The social services generally deal with the specialist aid necessary. Handicapped students receive financial assistance.

In GERMANY an effort has been made in respect of accommodation by the creation of adapted accommodation and full accommodation with care units. An appropriate compensation system has been introduced for studies and examinations. Guidance services and a detailed brochure make up the provision.

In GREECE handicapped students are given preferential admission to higher education. They receive free medical and hospital care and the secretariats of institutions are instructed to assist studies at all levels. An infrastructure of buildings adapted for handicapped persons is gradually being developed.

SPAIN has become aware of the problem and efforts are being made but major disparities still exist between establishments.

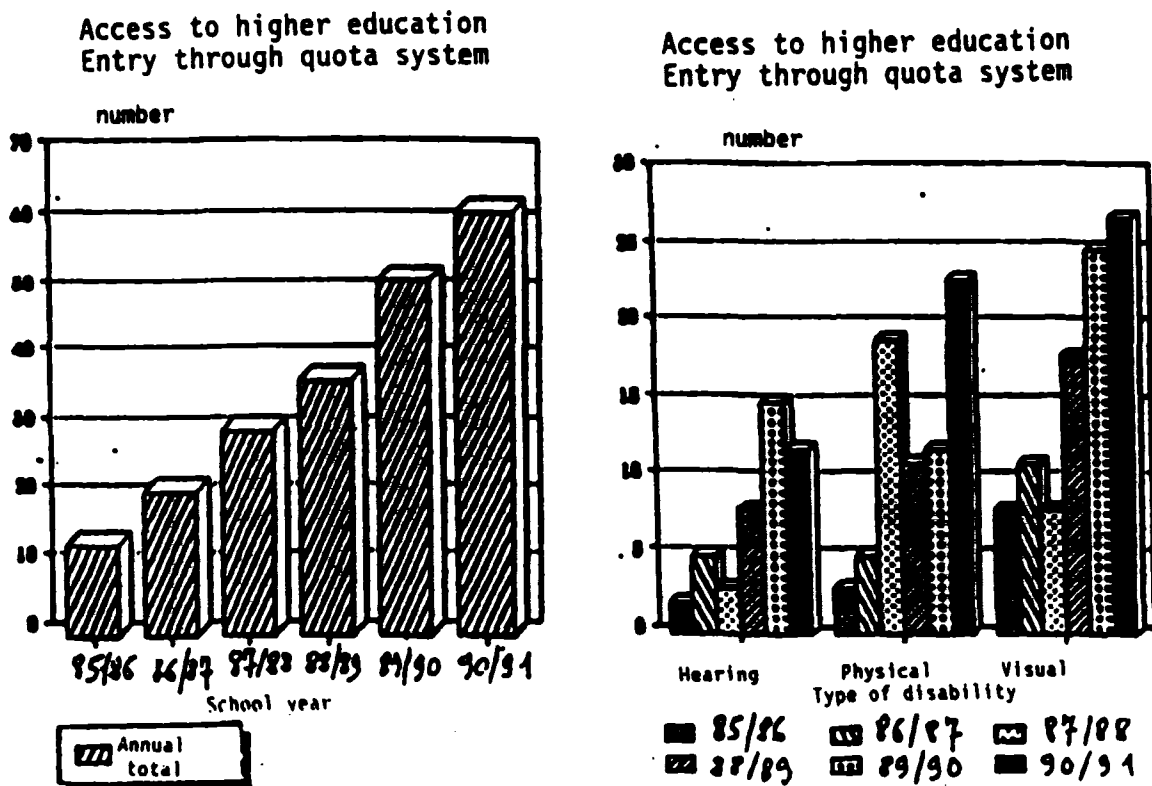
In **FRANCE** the inclusion of handicapped students is encouraged by three legislative measures: accessibility of premises and personalised reception, specific financial assistance, and the provision of appropriate teaching. Special services for handicapped students are also gradually being set up (common information and orientation service, education service). Financial assistance, such as the reimbursement of travel costs, higher grants, etc. make up the reception and care arrangements. Adapted educational material may be acquired within the universities' budget. Facilities are granted during examinations (extra time, specific materials, personal assistant, etc.) in the regulatory texts.

In **ITALY** forms of special assistance exist for handicapped students, particularly in terms of transport. Consultative services are being set up (regional centres of the right to study) and can grant subsidies to cover the extra costs involved with the handicap.

In the **NETHERLANDS** further study is encouraged for handicapped people and a wide range of possibilities is on offer (handicaps and studies foundation).

TABLE 13

Number of students in higher education in Portugal



In PORTUGAL a special centre has been set up (Resources Centre for Special Education) to provide adapted equipment. Handicapped students are given facilities for participating in lectures, practicals and examinations. A special regulation regarding admission, candidacies and quotas applies to handicapped students.

In the UNITED KINGDOM many higher education establishments are equipped to take on handicapped students. A National Bureau offers an information and guidance service with brochures. Handicapped students may appoint a co-ordinator from among the members of the staff of the reception establishment responsible for looking after their interests. A basic grant was introduced by the Ministry of Education and Science in 1974 for students who, in order to follow higher education courses on a full-time or part-time basis, incurred additional expenses because of their handicap. During the year 1990-1991 the general grant was increased to 30%. In the same year two new special grants were introduced. For the year 1991-1992 handicapped students in higher education can apply for to 6,100 ECU to cover the costs of non-medical personal assistants, such as a lip reader or note-taker.

The grant for specialist equipment, which amounts to 4,600 ECU for the whole course, can cover the main items of equipment necessary for the student to profit fully from the courses offered. A basic annual grant of 1,500 ECU can be used for other purposes but can also be employed if necessary to supplement these special grants.

Handicapped students can also receive an additional travel grant. This series of measures is a significant step forward in allowing handicapped people access to higher education.

The L.E.A.s (Local Education Authorities) are also entitled to make discretionary awards to students who are not entitled to a mandatory award and to those pursuing part-time studies or attending a higher educational establishment. Experience tends to show that the majority of L.E.A.s are relatively generous in granting awards to handicapped students who take courses which do not carry a mandatory award and that they base their provisions on the criteria used in allocating these mandatory awards.

In CONCLUSION, although a policy of including handicapped persons in higher education is beginning to be instituted on a Community level it should be encouraged and extended.

However, efforts need to be made to improve information transfer between Member States to encourage transnational exchanges of students. The aim should also be to provide more for the student's needs in the reception establishment.

Few statistics are supplied on handicapped students by the national contributions. For this reason it is not possible to determine the participation of handicapped students in Community education programmes.

3. SPECIAL EDUCATION SYSTEMS IN MEMBER STATES

3.1 Legislations

The principal laws, decrees and orders have been summarised below by country. It should be noted that legislation in favour of handicapped students has mushroomed in Europe since 1968.

While some countries have only slightly amended their legislation and regulations, others (Spain, Portugal and Ireland) have completely overturned their education system, changed their previous concepts and provided reception arrangements for handicapped students.

In the same way, Luxembourg is about to adopt innovative legislation on integration which breaks with the past. Finally, the Italian legislature has decided to extend still further the facilities for school integration for schools taking on handicapped pupils.

The multiplicity of texts shows that the special systems in Europe are undergoing a period of change and in some countries are based on the ordinary system. For this reason, special education systems as such are ending up by disappearing altogether or by catering only to a very limited handicapped population which is difficult to educate under ordinary conditions.

LEGISLATIONS for handicapped pupils in Member States

BELGIUM

- Law of 8 July 1970 on special education
- Royal Decree of 16 August 1971 creating consultative commissions for special education
- Royal Decree of 28 June 1978 on the organisation of special education.
- Law of 11 March 1986 on special and integrated education.
- Ministerial Circular of 1 July 1991 on additional assistance for special education (F)

DENMARK

- Resolution on the reform of elementary education - May 1969
- Law on the organisation of the Folkeskole - 1975
- Order No. 537 of 16th July 1990

GERMANY

The first positive consequence of the process of a change in mentality is perhaps that attention is now focused on the individual's need for special educational assistance rather than on his/her handicap.

More and more Länder are amending their legislation on schools to provide assistance to handicapped students. The Saarland was the first Land to amend its legislation to this effect. Since then new regulations have also been adopted in Hesse, Schleswig-Holstein and Berlin.

In principle, the request for integrated assistance in ordinary schools has received a positive response. Parents have greater influence on the school career of their children.

A joint body composed of parents of handicapped children and special teaching staff often produces recommendations to promote the training provided in special establishments.

The new Länder are currently preparing their school-reform laws which will be in line with developments in the other Länder. Amongst other things the emphasis will be on the extension of a diversified system of early detection and diagnosis.

The legislative measures are being structured so as to permit adaptations to take account of new trends. With this in mind particular attention will be paid to co-operation between ordinary schools and special establishments.

The development of special schools in the past two decades

The development of new trends in education policy on special schools in the past twenty years can be illustrated by means of a few dates.

1972: Agreement of the conference of Education Ministers of the Länder:
 "Recommendation on the organisation of special education"
 Main points: Consolidation of the status of special teaching
 Start of the operations of mobile special
 educational units

1973: German Education Council:
 Recommendation "on the provision of educational assistance to
 children and young people who are already handicapped or are at risk
 of becoming handicapped."
 Main points: Preference for co-operative forms of assistance.
 Measures for early detection and support.
 Consequences for teacher training.

Federal authorities/Länder Commission for education planning and the
 development of research (BLK):
 Initial pilot schemes of integration in elementary and primary
 education.

- 1975: First integrated school: Fläming primary school in Berlin
 Main points: Limited numbers of students, ten handicapped and five non-handicapped students per class.
 Tandem teaching (2 specialist teachers per class)
 Integration, even if the handicapped children have not reached primary-school standard.
- Since 1975:
 Extension of various kinds of pilot schemes for the integrated teaching of handicapped and non-handicapped students with the approval of the BLK (e.g. 18 + 2 students).
- 1984: First report of the federal government on the situation of handicapped people
- 1987: Preparation of new KMK recommendations
 "Report on special problems involved in the teaching of students requiring special educational assistance"
 Main points: Confirmation of new development measures for handicapped pupils in schools, including the preservation of special institutions as new-look special education centres.
- 1989: Second report of the federal government on the situation of handicapped people
 Main points: Consolidation of principles and development of individual assistance (allowing for pre-school and school conditions; positive assessment on the basis of acquired experience of integration in various educational establishments).
- 1991: Preparation of the BLK report on the evaluation of the pilot studies on the training of the handicapped.

GREECE

- Ministerial Decision No. 101491 of 1 August 1969, establishing an "Office of Special Education" at the Ministry of Education.
- Ministerial Decision of 1969, establishing a seminar for therapeutic pedagogy at the Marasleio Training College for National Education, with a view to training specialised teachers/educationalists.
- Law No. 227/1975 on further training in special education at the Marasleio Training College for National Education
- Presidential Decree No. 146/1976 on the organisation of the Ministry of Education and the establishment of a Directorate of Special Education, with three departments.
- Law No. 1143/1981 on special education, special vocational training and care of handicapped persons.

- Presidential Decree No. 603/1982 on the organisation and operation of special education units at schools.
- Presidential Decree No. 137/1983 establishing a Special Vocational Training School.
- Presidential Decree No. 472/1983 and Ministerial Decision No. ST69/1983 on the establishment of paediatric diagnostic teams at prefecture level.
- Law No. 1566/1985 on the structure and operation of primary and secondary education, section 1 of which incorporates the basic legislation on special education (Law No. 1143/1981).
- Presidential Decree No. 238/1988 on the conduct of general examinations and the examination of "physically disabled persons" by a special committee.
- Various circulars containing guidelines from the Ministry and addressed to teachers, concerning the treatment of children with special needs within regular schools, the organisation of special classes and the duties of personnel in specific branches (psychologists, etc.).
- Presidential Decree No. 149/1990 on the establishment and operation of the Ministerial Council for Special Education Personnel at the Ministry of Education.

SPAIN

- General Education Law of 1970.
- General Organic Law of the Education System of 1990.
- Royal Decree on the Planning of Special Education of 6 March 1985, No. 334.
- Law on the Social Integration of Handicapped People of 7 April 1992.

FRANCE

- Guideline Act No. 75-534 of 30 June 1975 on measures to help handicapped people
- Circular No. 82-048 of 29 January 1982.
- Circular No. 83-082 of 29 January 1983.
- Guideline Education Act of 10 July 1989.
- Circular No. 91-302 of 18 November 1991.

IRELAND

- Constitution
- Rule 27 of the rules for National School
- No specific legislation

ITALY

- Law No. 517/77
- Law No. 148 of 5 June 1990 on the reform of the organisation of primary schools

LUXEMBOURG

- Law of 9 August 1963 on the reform of pre-school education and primary teaching.
- Law of 14 March 1973 on the establishment of institutes and services of differentiated education.
- Grand-Ducal regulation of 18 October 1973.
- Law of 10 January 1989.
- Law of 9 June 1989.
- Draft law under examination.

NETHERLANDS

- Special Education Interim Act (ISOVSO)

PORTUGAL

- Decree-Law No. 319/91 of 23 August.
- Law No. 46/86 of 14 October - Basic law on the education system (Articles 17 and 18).
- Law No. 9/89 of 2 May - Basic law on the prevention of disabilities and on the rehabilitation and integration of handicapped people (Article 9).
- Regulatory Decree No. 30/89 of 20 October defining the structure and operation of the DGEBS (Article 13).
- Decree-Law No. 361/89 of 1 October - Organic law concerning regional education directorates
- Decree-Law No. 43/89 of 3 February laying down legal provisions for the autonomy of state-run schools in stages 2 and 3 of elementary education and in secondary education.
- Decree-Law No. 35/90 of 25 January defining the conditions governing free and compulsory schooling (Articles 2 and 3).
- Decree-Law No. 319/91 of 23 August defining the special education measures to be taken for pupils with special educational needs who attend state-run schools providing elementary and secondary education.

UNITED KINGDOM

- Report by Mary WARNOCK (1978)
- Education Act 1981 (England, Wales)
- Education Act 1980 (Scotland)
- Education and Libraries order (1986)
- Education Reform Act (1988)
- Law on measures for children (1989).

3.2 Special education systems

The order in which Member States are presented has been chosen so as to make their education systems easier to understand and compare.

BELGIUM

The special education system, although separate in the 3 communities, is identical. It is based on 8 types of teaching (see Tables 14 and 15).

- TYPE 1:** is suited to the educational needs of children and young people with mild mental or developmental retardation. It is not organised at pre-primary level. The syllabus is based on the mainstream primary syllabus, but is confined to those aspects which are important and useful for integration into normal society and normal working life.
- TYPE 2:** is suited to the educational needs of children and young people with moderate or severe mental retardation. This type of education could be classified as a school of life where education is given for and through living. A limited degree of traditional schooling is offered to those who can cope with it.
- TYPE 3:** is suited to the educational needs of children and young people with character disorders, i.e. serious behavioural or emotional disorders or educational difficulties. Their instruction can follow the mainstream primary curriculum or the "school of life" principle.
- TYPE 4:** is suited to the educational needs of children and young people suffering from physical disabilities, primarily motor disorders. Account is constantly taken of the effects which serious brain damage can have on the child's mental abilities and learning behaviour. As a result, care is taken to ensure that the tuition is always tailored to the mental levels and capabilities of the student. There is also provision for substantial paramedical assistance for motor problems.
- TYPE 5:** is suited to the educational needs of children and young people with long-term illnesses and thus needing having consequently to take their lessons in a medical institution. Every attempt is made to ensure that the schooling provided follows on from the level already reached by the student. Tuition is given individually or in groups. The main aim is to ensure that the child does not fall behind academically through a lengthy absence from school.
- TYPE 6:** is suited to the educational needs of visually impaired (blind or partially sighted) children and young people. The tuition is tailored to the student's mental level. In addition, special methods are also used in order to mitigate the handicap. Blind children are taught Braille and partially-sighted children are taught how to make maximum use of their residual visual faculties.

TYPE 7: is suited to the educational needs of hearing-impaired (deaf or hard-of-hearing) children and young people. Here too the tuition is tailored to the student's mental level. Special emphasis is placed on language development, supported where necessary by the use of sign language.

TYPE 8: is suited to the educational needs of children and young people with serious learning difficulties, i.e. retardation or serious learning problems at school which cannot be attributed to any form of mental disorder. This education is only organised at elementary level and follows the ordinary curriculum.

As well as the division into types of special education in general, secondary education is also divided into different forms. These forms can obviously bring together students from different types of special education depending on the nature and severity of their handicap.

Form 1: is designed for students who are solely amenable to social adaptation. This training normally leads on to life in a day centre or an occupational home.

Form 2: involves students who in addition to social adaptation may acquire a training which prepares them for work in a sheltered environment.

Form 3: is designed for pupils able to receive vocational training in an ordinary working environment.

Form 4: is intended for pupils whose intellectual abilities are sufficient for them to follow ordinary education syllabuses with the aid of appropriate tuition and facilities for their handicap.

Full-time special education is organised at the same three levels as ordinary education, i.e.:

- pre-primary,
- primary,
- secondary.

Special pre-primary education can be followed from ages 3 to 6 years (three years) and special primary education from years 6 to 13 (seven years). Pre-primary education may even begin at age 2½ subject to approval by the regional advisory committee and the length of stay in pre-primary or primary education can be extended by one or even two years if deemed appropriate by the school and the supervising psycho-medico-social (PMS) centre.

Special secondary education is for pupils aged 13 to 21, with the possibility of starting even earlier (age 12) or continuing beyond 21.

The years referred to above do not equate with school years. Depending on the individual student's capabilities, age, previous studies, etc., the length of his course can be extended or reduced.

The law on special education also provides for home tuition. This is designed for children and young people who, because of the nature or seriousness of the handicap which entitles them to special education, are neither mobile nor able to be transported.

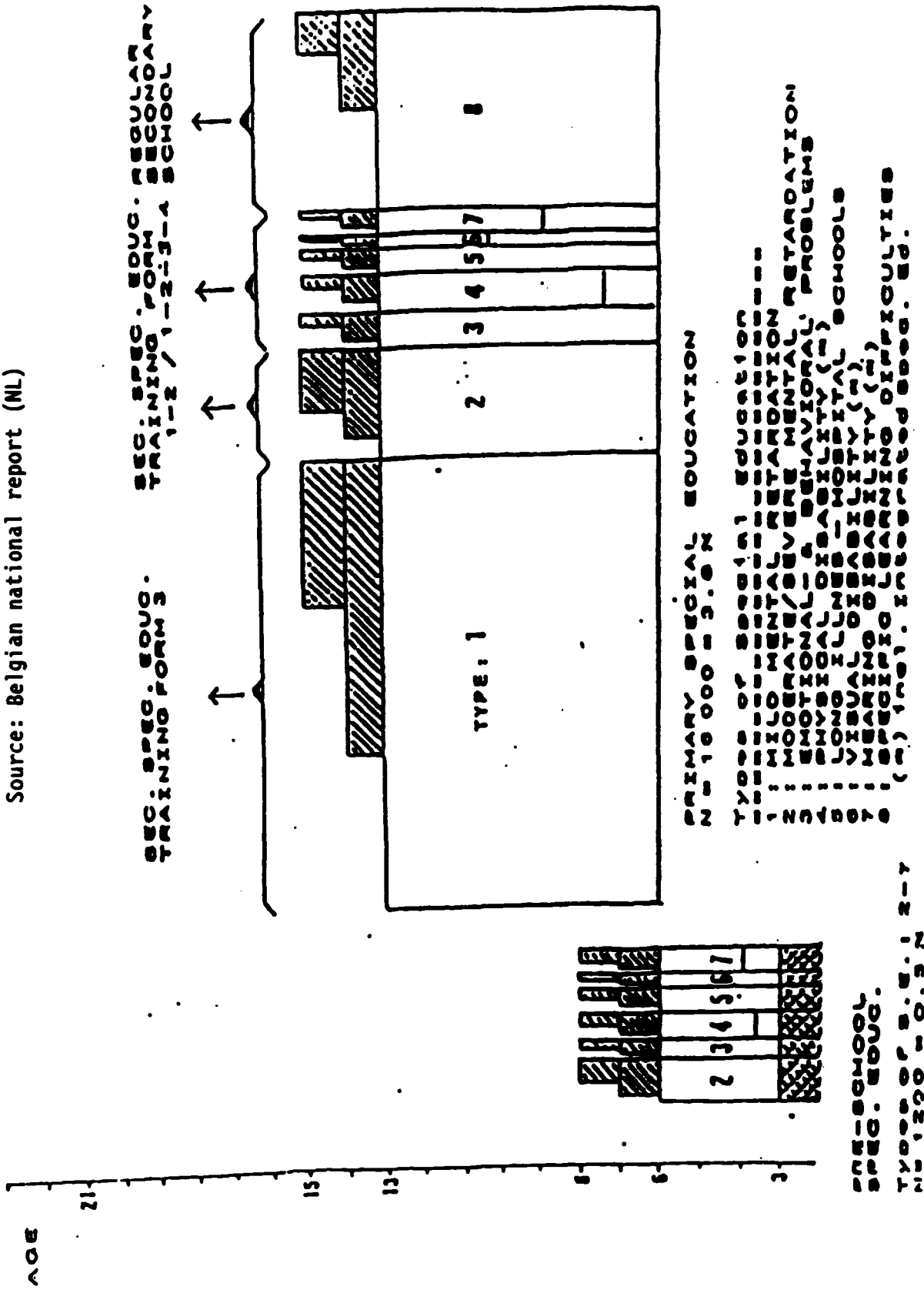
Home tuition is for up to five hours per week. It is given by teachers from the nearest special school.

Integrated special education is gradually being organised on the basis of the law of 11 March 1986.

Integrated teaching is a form of special education within ordinary education. It is organised for types 4, 6 and 7 and is intended for students with a handicap who now, thanks to the new possibilities, are able to participate in ordinary education. It is not however designed for students with mild problems who can get all the help they need within the ordinary system. The integrated student receives educational or paramedical help from the special education system which is designed to benefit not only the student but the teacher as well.

Table 14: Special Basic Education - Belgium (NL) - Nursery and PRIMARY level

Source: Belgian national report (NL)



NETHERLANDS

The term "special education" is generally understood to refer to the entirely separate special education system. However, it also includes peripatetic guidance and support services for a relatively small number of students in ordinary education.

Separate special and secondary special education is intended for children identified as requiring a predominantly remedial ("orthopedagogical and orthodidactic") approach. The various types of (secondary) special education can generally be divided into three groups. Group one comprises schools for the learning disabled, schools for the educable mentally retarded and units for children with developmental difficulties.

Group two consists of education for:

- a. deaf children
- b. hearing-impaired children
- c. children with severe speech disorders
- d. blind children
- e. partially-sighted children
- f. physically handicapped children
- g. chronically ill children
- h. children in hospital
- i. severely maladjusted children
- j. multiply handicapped children
- k. children in schools attached to paedological institutes

The paedological institutes mentioned under k are institutes which have links with a Dutch university or which provide academic guidance for special-needs schools.

Group three consists only of schools for severely mentally retarded children.

In total, therefore, there are 15 different forms of special education in the Netherlands. Generally, there are entirely separate schools for each, although there are some cases where a special unit is simply set up within another school (e.g. a school for hearing-impaired children may contain a unit for children with severe speech disorders).

GERMANY

The Federal Republic of Germany has a long tradition of specialist education. There is a highly developed system of measures for assisting handicapped children.

In order to ensure that the right of all children to receive an education is also enjoyed by children with special needs and learning difficulties the school laws of the individual Länder of the Federal Republic of Germany stipulate that these children have a right to special educational assistance.

Special education is the provision of comprehensive support to handicapped children. When all organisational aspects are taken into account, special education in the Federal Republic of Germany is responsible solely for those with a handicap in the strict sense of the term, in other words some 3.5% to 4% of students.

Handicapped students or children who require additional development assistance as a result of their particular psychological problems, as well as students with temporary learning difficulties, are provided with such assistance via a network of internal differentiated measures in the special education system.

Remedial teaching which is based on this network provides help when problems arise in the learning process. There is a comprehensive system of special measures providing additional care and advice in all areas of day-to-day school life.

A decision that a given pupil requires special educational care is based on reports of various types. Parents can ask for a report to be drawn up. If such a request is made by anyone other than the parents, they must be consulted and kept informed. Parents may appeal against a classification decision.

Special school education is divided up into the following categories in accordance with the student's particular needs:

- the blind
- the deaf
- the mentally handicapped
- the physically handicapped
- children with learning difficulties
- the hard of hearing
- the visually handicapped
- children with speech/language disorders
- children with behavioural disorders
- long-term hospital in-patients

The following definitions are used to classify the various types of handicap:

The blind:

- Children with no visual faculty.
- Children whose eyesight is so limited that even after it has been corrected they will behave in the same way as children with no eyesight in important life situations. (This is generally the case if the child's visual acuity is no greater than 1/50 of the norm or if, even though the child has greater visual acuity, his/her eyesight is effectively at this level due to other forms of impairment).

The visually handicapped:

Children who, in spite of lens correction (but with no other aids) have central visual acuity of no more than 1/3 in their better eye or in both eyes.

This category is subdivided into two groups:

1. Visually handicapped children whose visual acuity lies between $1/3$ and $1/20$ of the norm.
2. Severely visually handicapped children whose visual acuity lies between $1/3$ and $1/50$ of the norm.

The deaf:

- Children who were born deaf or became deaf before the stage of language-learning.
- Children who became deaf at a later stage and whose level of spoken language is considerably below the norm for their age.

The hard of hearing:

- Children who during or after language-learning suffer a hearing loss of more than 90 dB in the frequency range above 500 Hz.
- Children whose hearing capacity is limited to such a degree that even with a hearing aid they need special teaching methods and measures in order to cope with or overcome their handicap.

The mentally handicapped:

- Mental handicaps are usually caused by damage to the central nervous system during or after birth. Mentally handicapped children generally have peculiarities in the cognitive and emotional processes involved in receiving, processing and storing information, their expressions, motoricity and linguistic and non-linguistic communication.

The physically handicapped:

- Children with cerebral motor disturbances, muscular diseases, deformities, paraplegia and other types of impairment resulting in retarded development, disturbances and impairment of locomotion and other handicaps.
- Physical handicaps are accompanied by mobility constraints and organ damage requiring special development assistance and facilities.

Children with learning difficulties:

- Children whose learning process in primary school is extensively and persistently impaired.
- Children who receive special assistance but whose performance and behaviour nevertheless differs considerably from the norm for their age. The typical characteristics of these children are:
 - significant mental retardation
 - general learning impairment.

Children with behavioural disorders:

- Children who are excessively aggressive, lack control, are prone to uncontrolled expressions of emotion and have psychosocial disorders. Such children often tend to become withdrawn, to cut themselves off from others, to remain passive and to be generally inhibited.
- These children can be recognised by their distinctive behaviour which however at this stage is not in itself proof of established and predominant behavioural disorders.

Children with speech/language disorders:

- Children who are clearly underdeveloped in terms of speech/language and display symptoms of multiple or universal stammering and/or dysgrammatism.
- Children who suffered impairment at an early stage (dysphasia)
- Children with central development handicaps in speech and language (deaf-and-dumb, acute agnosia);
- Children with morbid changes to the speech organs.

IRELAND

Special schools were the preferred form of special provision in the 1960's and 1970's. The 1980's saw a significant expansion of special education services in ordinary schools. Today, only about 0.9% of all primary and post-primary pupils are receiving their education in segregated special schools.

At present, educational provision for pupils with special needs is made in both special and ordinary schools. A total of 117 Special Schools have about 8,000 pupils enrolled. There is little or no linkage between special and ordinary schools. There are 154 Special Classes for about 1,800 children of travellers in ordinary schools. Approximately 1,800 pupils with various types of physical, sensorial, mental and linguistic disabilities are also enrolled in special classes in ordinary schools. The majority of special classes, both for travellers and for disabled children, make provision for some level of integration with pupils in mainstream classes following the kind of handicap.

- Mild mental handicap
- Moderate mental handicap
- Severe and profound mental handicap
- Physical handicap
- Hearing impairment
- Visual impairment
- Emotional disturbance
- Young offenders and disadvantaged
- Language disorder
- Reading disability
- Multiply handicapped

There are about 1,000 Remedial Teachers in primary schools and about 250 in post-primary schools. There are 36 visiting Teachers supporting class-teachers of visually and hearing-impaired and of some Down's syndrome children in mainstream classes.

These 1,000 remedial teachers are employed in Primary Schools, serving the needs of approximately 40,000 pupils with mild learning problems. About 40% of primary schools have access to a remedial teacher, either on a full-time or shared basis. Teaching was traditionally confined to English and Mathematics and lessons were conducted in a special room in withdrawal groups. Guidelines published in 1988 advocated a wider role for these teachers, for example, acting as a resource person for class-teachers, providing an assessment and diagnostic service, drawing up individualised

programmes, working side by side with teachers in ordinary classrooms, teaching ordinary classes, advising colleagues on special needs and liaising with parents. Many primary remedial teachers have since adopted one or more of these recommendations but the great bulk of their teaching is still given in withdrawal groups. There are about 250 remedial teachers employed in post-primary schools. Their work is organised differently from their primary school colleagues, in that in many instances, their pupils form a special class for core curricular areas with assistance from specialist colleagues being given in specialist areas.

LUXEMBOURG

Special education in Luxembourg distinguishes between two types of tuition:

- special education
- differentiated education (see Table 16)

The law of 5 August 1963 on the reform of pre-school and primary education provided for the setting up of special classes within primary education for handicapped children of school age who, while being capable of training, were nevertheless permanently or temporarily incapable of participating successfully in ordinary education.

Students from several communes or sections of communes can be brought together in regional classes. The aim of special education is to ensure that students receive education, rehabilitation and instruction which is suitable for them through the appropriate methods and means. The special classes are the responsibility of the communes and take on children of normal intelligence with learning difficulties (on a temporary basis).

Article 1 of the Law of 14 March 1973 created differentiated education institutes and services states:

"The state shall ensure that all children who, because of mental, behavioural or sensory particularities, are unable to attend ordinary or special schools, shall receive the tuition required by their condition or situation within the framework of differentiated education. The Minister of National Education is responsible for the educational aspect, the Minister of Public Health for the medical aspect, and the Minister for Family Affairs for the family and social aspect of differentiated education".

Article 2 of the same law states:

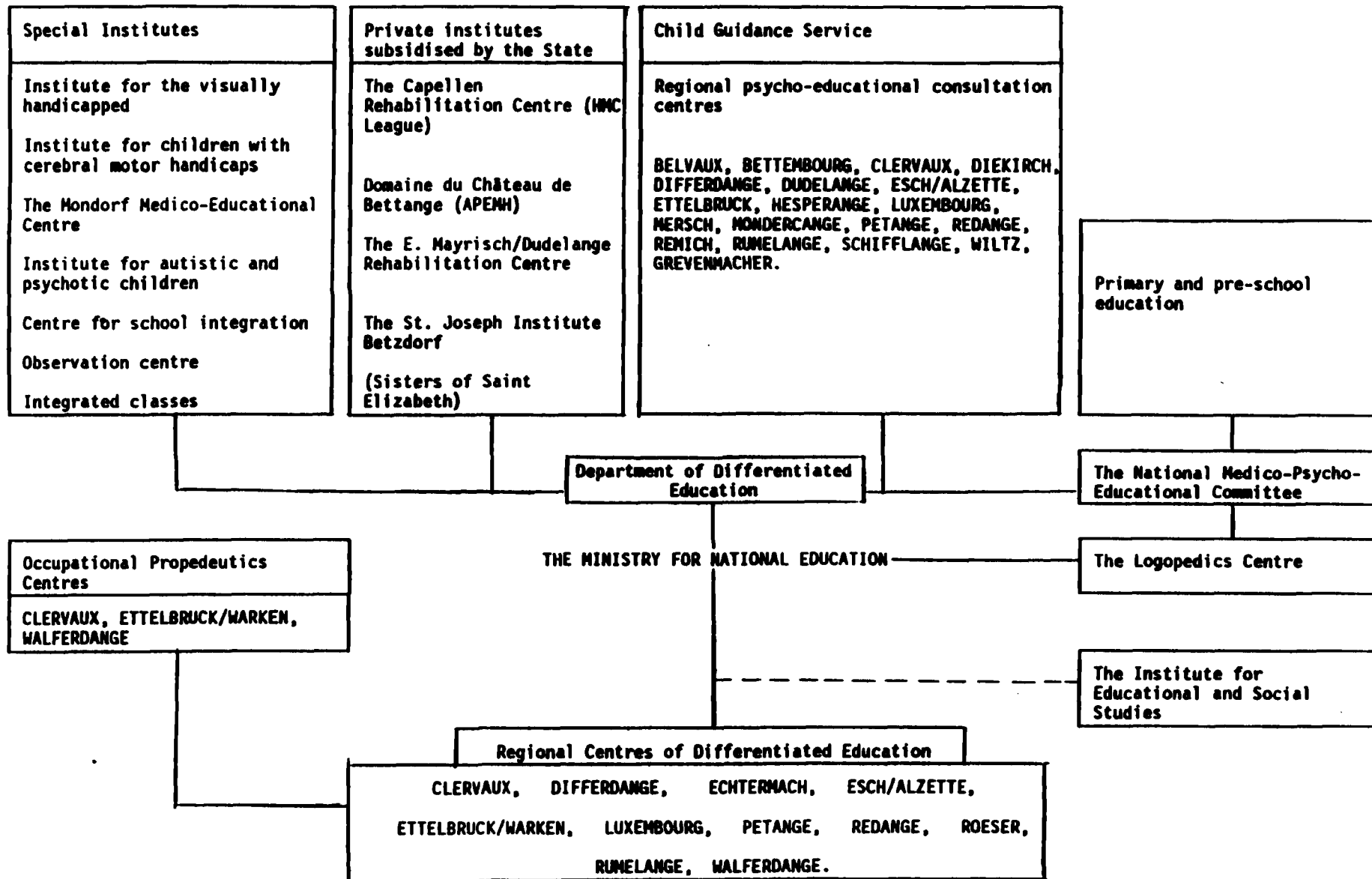
"The following are to be established, as required, by Grand-Ducal order:

- a) pre-school centres, school centres and vocational propaedeutics centres;
- b) day centres, residential homes and care centres;
- c) observation classes and centres;
- d) educational support departments;
- e) peripatetic education services;
- f) disciplinary medico-psycho-educational services".

This law makes schooling compulsory for the children mentioned above and creates or provides for the creation of the necessary centres, institutes and services free of charge.

Table 16: Differentiated Education in Luxembourg

DIFFERENTIATED EDUCATION



The aim of special education and its particular form of organisation was to encourage the learning of practical skills. It was believed that the handicapped child's intellectual, practical and social potential could only be developed by means of special equipment, a particularly meticulous methodological approach and highly individualised care. Differentiated education is only instituted after a careful analysis of each individual case. As long as positive progress appears feasible in the pre-school and primary education system, no child is sent to a centre or institute of differentiated education. Blind or partially-sighted children and children with a minor physical handicap are taught in normal schools. Many pupils with communication disorders receive peripatetic schooling or attend normal classes as far as possible.

Differentiated education encourages exchanges, coexistence and co-education, with classes of handicapped children existing alongside normal classes. The children therefore benefit not only from joint activities but also from a well organised special education.

For this reason the learning tasks which a disabled child can undertake, despite his handicap, in a pre-school or primary class and the activities in which the child can successfully participate need to be defined, together with the basic support measures which should be provided where required.

The basic principle enshrined in article 1 of the Law of 14 March 1971 has led to the establishment and organisation of a large number of centres, institutes and services throughout the country.

FRANCE

The education of handicapped young people is governed by the principles and framework laid down by the Guideline Act No. 75-534 of 30 June 1975 on measures to help the handicapped (see Table 17).

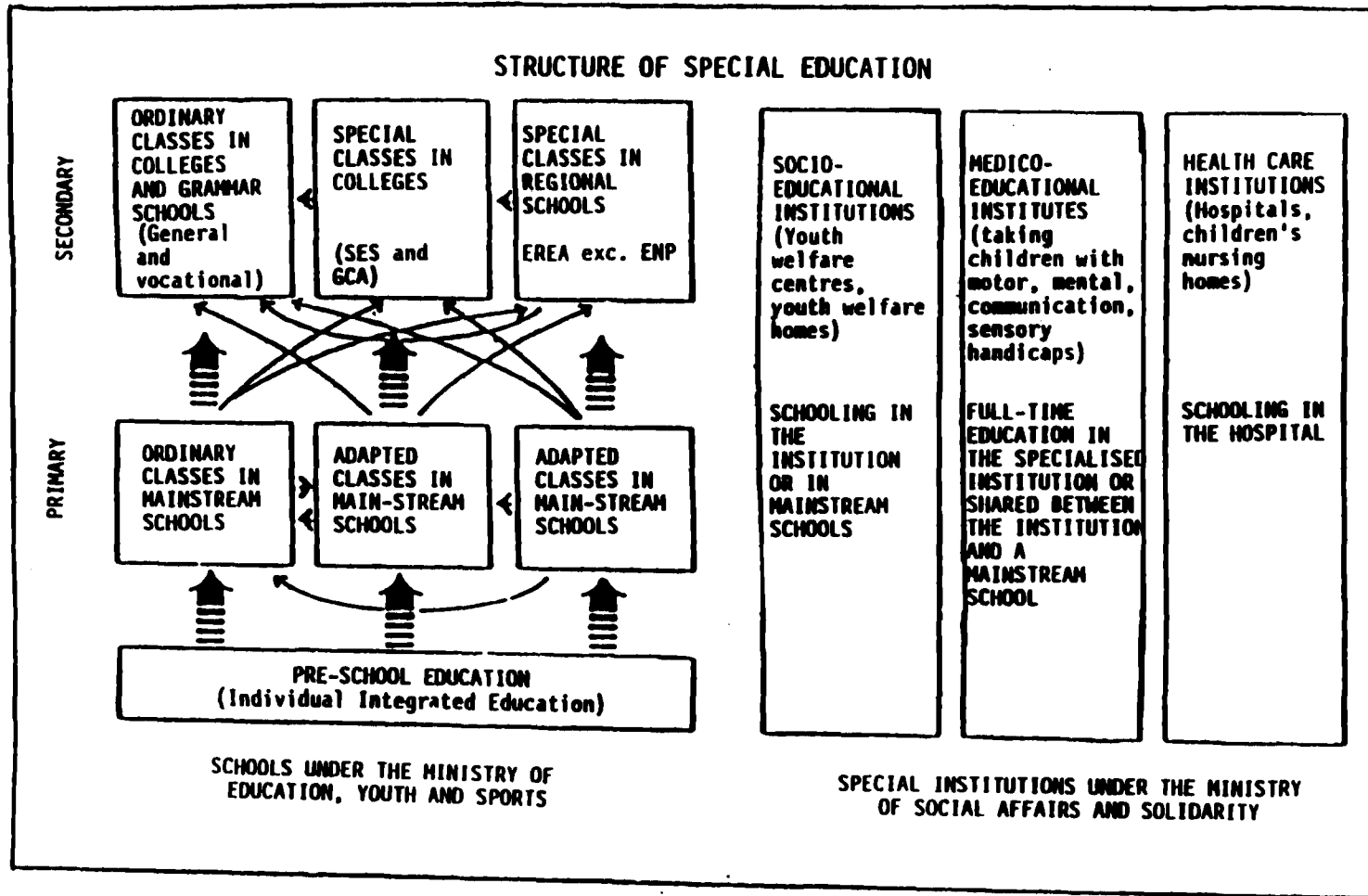
Under this Act the State must provide education for handicapped children and those whose handicap permits should be placed in mainstream classes if possible.

In this spirit, integrated education for handicapped young people has therefore gradually been introduced, as set out in two important inter-ministerial circulars:

- Circular No. 82-048 of 29 January 1982 giving a broad outline of the policy;
- Circular No. 83-082 of 29 January 1983 setting out the practical details.

The Guideline Education Act of 10 July 1989 draws attention to the vital importance of integrated education in the social and occupational integration of handicapped people and provides for the involvement in the process of health care establishments.

Table 17: Adapted or special teaching structures in France



Although not apparent from this table, there is an increase in the number of exchanges between the medico-educational sector and the mainstream sector. Schooling in hospitals is very often temporary and lasts for less than a year, except in the case of chronic disorders or long-term illness.

Source : National report

In this spirit Circular No. 91-302 of 18 November 1991, issued jointly by the Minister of Education, the Minister for Social Affairs and the Secretary of State for the Handicapped and Permanently Disabled, asks those responsible at local level to facilitate the integration into mainstream education of handicapped or seriously disadvantaged children and young people under conditions which would enable them to benefit from it.

Various types of schooling should nevertheless be considered according to the case and the type and severity of the handicap(s):

A) Individual integration, either full or part-time, into a mainstream class with educational, psychological, medical and/or paramedical support; this should be the first choice.

B) Special classes:

Differentiated integrated classes (formerly remedial and special classes) in some primary or, less commonly, pre-primary schools take students with physical, sensory or mental handicaps who are able to benefit from education adapted to their needs in an ordinary school environment. Circular No. 91-304 of 18 November 1991 sets out the objectives, organisation and running of these classes which constitute an important part of the integrated primary education of handicapped or seriously disadvantaged children in each Département. Classes are restricted to 12 pupils and are run by teachers with a certificate in special teaching and integrated education (CAPSAIS - see below, 2.1.). There are specialist staff to give the students the necessary care and support outside the classroom.

At secondary school level "special education sections" (SES) and integrated workshops in collèges take day pupils, most of whom have come from special primary classes. This enables them to acquire a general education and pre-vocational and vocational training.

C) Admission, on a full-time or part-time basis, to a special school under:

either

a) the Ministry of Education, e.g. special regional schools (EREA), State boarding schools which combine the educational structure of the primary school, "collège", vocational (technical) school and grammar school;

or

b) the Ministry for Social Affairs:

- national institutes of deaf or blind young people;
- sensory and motor therapy institutes run by associations;

- medico-educational institutes run by associations or regional organisations; these take children and young people with intellectual impairments (many of whom have multiple handicaps) of between 3 and 20 who are sufficiently disabled to require general care. Students who cannot be educated outside receive a general education there. They also have pre-vocational training usually from the age of 14.

In addition, health care institutions (hospitals, treatment centres, nursing homes, etc.) and social institutions ("Département" Youth Welfare centres, etc.), take children and young people suffering from a temporary illness, injury or other disorders, or young people with particularly serious social or family problems.

These children and young people are still subject to compulsory schooling. The Ministry of Education is therefore gradually introducing special teaching facilities into such institutions by appointing primary and secondary school teachers with the CAPSAIS. The teachers work together with medical and/or educational teams to draw up, together with the other staff of the institution, a general curriculum and an individual curriculum for each pupil based on the need for a return to school or, if possible, either full-time or part-time integration in the nearest ordinary school.

UNITED KINGDOM

All education of handicapped students has been influenced by the report by Mrs. Mary WARNOCK which was published in 1978 and resulted in the 1981 Education Act, and the 1980 Act in Scotland.

The recommendations included the abolition of statutory categories of handicap as a basis for the classification of children requiring special education. The report estimated that one in six children had special educational needs.

Finally, the report advocated that wherever possible children with special educational needs should be educated alongside other children in ordinary classes.

PRE-SCHOOL

The Government believes in a diversity of provision for the under fives - education and day care; maintained, voluntary and private. Education below the age of 5 is provided by local education authorities at their discretion (except when they have a responsibility to identify and provide appropriately for those children requiring a statement of special educational needs from the age of 2). In Wales, there is also a Welsh language playgroup movement, Mudiad Ysgolion Meithrin, which is active in the field of special educational needs.

The Government recommends minimum staffing ratios of 2:26 for nursery classes attached to primary schools, one of the two being a qualified teacher and the other a qualified nursery assistant. Ratios of 2:20 are recommended for nursery schools to allow for the additional administration

undertaken by the nursery staff. These ratios are sufficient to cope with moderate numbers of children who have special educational needs but do not require to be statemented. Some additional assistance is usually required in order to provide satisfactorily for children with statements.

The Government emphasizes the need for close collaboration between the different services providing for children below compulsory school age. This is clearly reflected in the provisions of the Children Act 1989. The Department of Health, the Department of Education and Science and the Welsh Office jointly produced Volume 2 of the guidance on the implementation of the Children Act. This was published in March 1991 with the title Family Support, Day Care and Educational Provision for Young Children.

PRIMARY AND SECONDARY

There is a continuum of provision to meet the whole spectrum of special education needs, ranging from integration within an ordinary class in a mainstream day school to placement in a separate residential special school. The following are examples of points along the continuum which illustrate the range of provision available.

- a. Mainstream placement within ordinary provision. A particular advantage of this arrangement is that it avoids formalising the distinction between pupils with special needs and their peers. As all teachers have to take responsibility for teaching pupils with special needs, specialist advice and resources have to be available throughout the school; all members of staff have to be aware of curriculum differentiation and be able to draw on a range of pedagogical techniques. Such arrangements often benefit from enhanced staffing which allows a more favourable pupil-teacher ratio.
- b. Mainstream placement with specialist provision within the classroom. Although pupils are taught in normal mainstream classes, specialist support is brought to them there. This support can take various form. Ancillary staff may assist with physical care, or work with a pupil under the supervision of the classroom teacher. The school's designated teacher for special needs may work in the classroom with the class teacher and provide INSET at the same time. Peripatetic staff may work directly with a pupil - assessing, teaching or giving specific therapy; or they may work with the teacher or the ancillary, giving them guidance as how best to work with the pupils concerned.
- c. Mainstream placement withdrawal for specialist teaching within the school. Pupils are taught in normal mainstream classes as in the above but they are withdrawn for specialist work. This can be provided by a member of the school staff specialising in special needs and some schools have an area with specialist materials and equipment where withdrawn pupils may go for specialist work with a visiting professional who might have expertise in, for example, visual or hearing impairment, speech therapy, or physiotherapy. Careful arrangements for adequate liaison and communication have to be made.
- d. Mainstream placement with attendance at a special class or unit part-time. Pupils are registered in mainstream classes and receive some

some teaching in mainstream groups but they also spend time in a segregated class or unit where teaching can focus on particular aspects of the curriculum - for example, literacy or numeracy - or individual programmes to meet pupils' needs can be offered. In primary schools, it is usually a single class run by the teacher responsible for special needs; in secondary schools, it can be a large department comparable to the main subject departments and housed in a suite of rooms. Care and ancillary staff are usually based in the unit and peripatetic staff will operate through it. In secondary schools, special units often prepare pupils for adult life and offer leavers' programmes of social and life skills.

- e. Placement in a special class or unit and part-time attendance at mainstream classes. To a certain extent arrangements are similar to those described above; the difference lies in the fact that pupils are registered in the special class or unit rather than mainstream.
- f. Full-time placement in a special class or unit. Pupils attend an ordinary school but receive all their teaching in a special class or unit. Resources and expertise relating to a particular set of learning difficulties, sensory impairment or physical handicap may be concentrated in a particular ordinary school which may then serve a wide area. Thus pupils may have to travel outside their own home area.
- g. Placement in a special school with part-time attendance at mainstream classes. Pupils are on the roll of a special school but attend mainstream classes for a proportion of the week either on an individual basis or as part of a group for a particular area of the curriculum (for example, art or drama). As part of the special school's implementation of a policy of integration in ordinary schools wherever possible, progressive increases in the amount of time spent in mainstream can lead eventually to the pupil's full-time placement at an ordinary school.
- h. Full-time attendance at a special school. At the most "segregated" end of the continuum is full-time placement in a day or residential special school. Some of the latter offer 52 week placements for children, most commonly, those in need of a "therapeutic community" or intensive care, including schools for children with physical handicap, run by the Spastics Society and with autism, run by the National Autistic Society.

Voluntary organisations play an important part in provision for special education needs. Traditionally, they have founded and maintained institutions, especially with respect to sensory impairment and severe mental handicap, but this role has changed as: legislation has more clearly defined the duties of local education authorities; there has been an increasing move towards integration and placement within local community and ordinary schools; there has been the necessity to consider the cost-effectiveness of residential placements outside the child's home area; and national and local statutory services have been encouraged to take over.

The present situation is that voluntary organisations still manage some educational institutions but many of these now depend mainly on local education authority support; the provision is generally highly specialised and would be difficult for many local authorities to provide. Larger agencies (for example, the Royal Society for Mentally Handicapped Children and Adults (MENCAP), the Royal National Institute for the Blind (RNIB), The

National Autistic Society and the Spastics Society) employ professional staff to act in a consultative capacity at both local and national level. Networks of local branches offer mutually supportive groups for parents and act as pressure groups.

There are considerable differences between LEAs as regards the use of special schools and units. Past practices and resource allocation, budgetary considerations, and locational factors influence local policies.

There has been an overall decrease in the use of residential special schools though this trend has reversed for pupils with emotional and behavioural difficulties. There is a continuing trend to introduce special education provision into the ordinary school so that it becomes an integral part of the school's education offerings, available to all pupils as need dictates rather than being perceived as something just for the traditional clients of special education.

LINK SCHEMES

A development to note is the emergence of link schemes between special and ordinary schools. A National Foundation for Educational Research (NFER) study documenting the extent of such links in 1985 found that three-quarters of special schools had some timetables links, in which pupils from the special school spent time working in an ordinary primary or secondary school. Many link schemes involved staff as well, both teachers and classroom assistants. Although most staff movement was from the special school to the ordinary school, there was some in the reverse direction to support specific curriculum development. Special school teachers tended to engage in three broad sets of activities when they went to an ordinary school; teaching; supporting mainstream colleagues; and monitoring the pupil link arrangements.

FURTHER AND HIGHER EDUCATION

Responsibility for further education in the public sector is mainly devolved to LEAs. LEAs must have regard to the needs of students with disabilities in funding their colleges; under the system of local management of colleges introduced in the Education Reform Act 1988, it is for each college to decide on how to allocate its funds.

There is only one residential college specifically for those with disabilities in the publicly funded further education sector (Hereward College of Further Education, a college for physically handicapped students maintained by Coventry LEA); the majority of students with disabilities attend their local further education college with any learning support needs being met by the local authority. There are also a number of independent, privately funded further education colleges which provide for students with disabilities. Local education authorities and social services departments may sponsor at such colleges.

GREECE

The special education system in Greece is not distinct from the general education system but forms part of it. Special education is provided at all levels of the educational system from the pre-primary to the secondary. More than 500 integrated special classes in ordinary schools have been set up in Greece over the past few years.

SPAIN

Although the new texts recommend that handicapped pupils be integrated in an ordinary school environment, special education units co-exist with ordinary classes in schools with a curriculum based on the mainstream syllabus but with a certain degree of adaptation.

Special schools take in children with very severe handicaps and follow a syllabus suited to their abilities.

PORTUGAL

In Portugal special education is seen as being a set of responses to special educational needs of children and young people attending an ordinary or special school.

The special educational system is concerned with adapting the circumstances in which pupils with special educational needs receive their education.

The rules governing integration into ordinary schools are laid down in Decree-Law No. 319/91 of 23 August 1991 and are based on the following principles:

- integration with the minimum of constraints;
- individual planning of teaching;
- adoption of procedures used in the special education system.

The education dispensed to pupils with special educational needs is adapted in the following ways:

- special equipment to help children with special educational needs,
- alterations to the physical environment,
- changes to the curriculum,
- special enrolment arrangements,
- special conditions concerning attendance,
- special assessment arrangements,
- organising classes or forms in appropriate ways,
- increased educational support,
- special teaching.

These measures apply to students with special educational needs who are attending state-run elementary or secondary education establishments. They are applied on an individual basis and the same student may benefit from several measures taken at the same time.

The responsibility for implementing these measures lies with the school administration which receives specialist help from the psychology and guidance services.

DENMARK

In Denmark the so-called principle of normalisation is applied, which means that the normal education laws apply to all pupils. The laws covering primary/secondary schools, upper secondary schools and vocational training each contain a special paragraph which is almost identical in all cases. The School Act (Folkeskole) states:

Special education and special educational assistance shall be given to children whose development requires special consideration or support. The Minister of Education and Research can lay down regulations in this respect.

Special educational assistance shall be offered to children who have not yet started school, according to rules laid down by the Minister of Education and Research.

The Minister can approve an extension to 11 years of tuition for pupils whose development requires extensive consideration or support.

This Order contains additional provisions regarding special teaching and other forms of special educational assistance given in pre-primary classes and years 1-10 of the Folkeskole. Special teaching and other special educational is given to students whose development requires special consideration or support where such cannot be given as part of normal education.

The purpose of special teaching and other special educational assistance is to stimulate the development of students with special needs in accordance with the guidelines set out in the aims of the Schools Act. All students leaving school must be prepared for further education, employment or some other occupation.

Special teaching and other special educational assistance comprise:

- 1) Teaching in the subjects of primary/secondary schools, giving special consideration to the learning abilities of the student concerned.
- 2) Teaching and training in functional and working methods aimed at remedying or limiting the effects of mental, physical or sensory functional difficulties.
- 3) Special educational guidance for parents, teachers or other persons playing an important role in the student's development.
- 4) Special teaching materials and technical aids necessary for teaching the student.

- 5) Personal assistance which can help the student overcome practical difficulties in connection with his/her schooling.

Special teaching may be given in the following ways:

- 1) The student remains a member of the normal class, but:
 - a) receives special teaching in one or more subjects in addition to the normal curriculum, or
 - b) receives special teaching instead of normal teaching in one or more subjects.
- 2) The student ceases to be part of a normal class and receives his or her entire education in a special class situated located either at a normal school or a special school.
- 3) The pupil is a member of either a normal class or a special class but is taught in both types of class.

Special teaching in upper secondary schools, vocational schools and further education is always additional to normal teaching, which means that there is no segregated teaching.

Young people and adults with serious functional handicaps are offered supplementary special teaching at special schools or at day and evening classes at normal schools.

ITALY

The problems of integration overlap with those of the ordinary system because of the fact that special teaching is included in ordinary teaching. Although special classes in state-run schools have been abolished, a number of these classes still exist in day centres for the handicapped. Table 18 illustrates schematically the structure of the Italian school system. The needs of handicapped pupils in an ordinary environment are catered for by support teachers.

The Law on primary school reform accepts and regulates systematically and definitively the principle of free access for handicapped children to ordinary schools, their right to receive support, and the position of the remedial teacher as both a member of the teaching staff of the school and teacher of the class(es) (or classes) in which he/she works. This principle was introduced in 1977 as an innovation by Law No. 517 of 4 August 1977.

In addition, Article 4, sub-paragraph 4, of this Law provides for the possibility of a derogation from the average student/teacher ratio of 1:4 to permit remedial teachers to spend part or all of their time teaching in a ratio of 1:1.

Article 6, sub-paragraph 3, introduces the discipline of the "psycho-pedagogical" teacher in other words an expert in prevention and remedial teaching who can be called upon to facilitate the integration of handicapped students following a decision by the council of teaching staff.

Table 18:

THE STRUCTURE OF THE ITALIAN SCHOOL SYSTEM (including the integration of handicapped students into ordinary classes)

Average age	Type of school	Class or course year	Teaching hours per teacher	Students' timetable	Number of teachers per week	Maximum number of students per class or section	Special arrangements if handicapped students are present
3-4 4-5 5-6	Nursery school	Section I Section II Section III	25 hours per week	Min. 30 hours Max. 40 hours	2 per section	28 per section	20 students per section A third specialised teacher is added* Max. 2 handicapped students per section
6-7 7-8 8-9 9-10 10-11	Primary school	Class I Class II Class III Class IV Class V	22 hours per week	Traditional classes: 24 h Full-time classes: 40 h A combination of the above with: Min. 27 hours Max. 30 hours	3 per class, with each teacher teaching two classes	25 per class	20 students per class A specialised teacher is added* Max. 2 handicapped students per class
11-12 12-13 13-14	Comprehensive (lower) secondary school	Class I Class II Class III	18 hours per week	Min. 30 hours Max. 36 hours	8 per class, with each teacher teaching more classes	25 per class	20 students per class. The eight existing teachers are supplemented by a specialised teacher* Max. 2 handicapped students per class
14-15 15-16 16-17 17-18 18-19	(Upper) secondary school 'Lycea' and technical and vocational schools	Class I Class II Class III Class IV Class V	18 hours per week	Min. 30 hours	About 10 per class, with each teacher teaching more classes	25-30 per class	20 students per class. An additional specialised teacher is provided* Max. 2 handicapped students per class
19-20 20-21 21-22 22-23 23-24	University	Year I Year II Year III Year IV Year V					There are no special arrangements for handicapped students

* Each specialised teacher arranges his own timetable, which is equivalent to that of non-specialised teachers, depending on which cases have been allotted to him; he devotes more time to more severely handicapped students. There are no "special" classes, since each specialised teacher works in ordinary classes where he shares the responsibility for all students - handicapped or non-handicapped.

Source: national report

CONCLUSION

This analysis of the special education systems shows a wide variety of approaches (see Table 19). These systems may be classified into three main groups with specific national and cultural variants:

- 1) Special education systems based on a particular type of teaching associated with a particular type of handicap with little or no contact between the special and ordinary environments.
- 2) Ordinary education systems which integrate handicapped students. In some countries this approach can even extend to all pupils with special educational requirements or learning difficulties. The authorities recognise the existence of seriously handicapped children and, depending on the country, provide for a greater or lesser degree of segregation within schools for children whose handicap does not allow integration in an ordinary environment. These special measures often involve a very small number of children.
- 3) Mixed education systems where the ordinary education system and the special educational system co-exist. The extent to which handicapped students are integrated varies within wide limits and the same applies to the interaction between the two systems.

Provision for the educational and special needs of children produces a continuum of special measures varying from integration in an ordinary environment (with or without support), part-time placement in an integrated special class in an ordinary school, to placement in a special school or even a special institution.

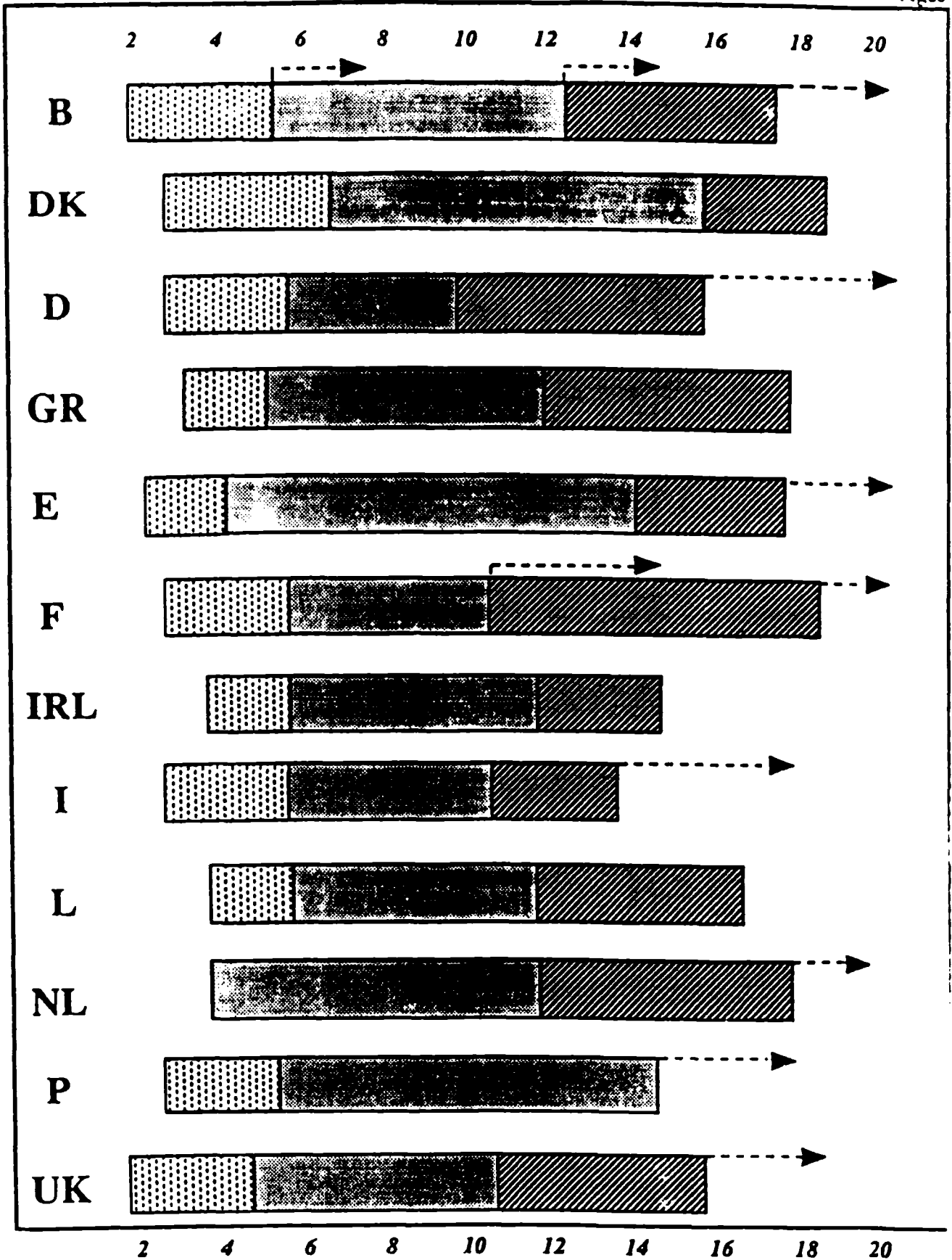
In some systems, depending on the development of the handicapped pupil and the knowledge and skills which he acquires, it is possible for him/her to progress through several consecutive stages. It is in principle always possible to find appropriate measures in such a system.

Table 19:

SPECIAL EDUCATION SYSTEMS

Rep. Int. Scol 66

Ages



Pre-primary education



Primary education



Secondary education



Extension

3.3 Evaluation and results

National evaluations (21) and individual evaluations by teachers and local education authorities (LEAs in the United Kingdom, HELIOS local model activities in Greece, Ireland and Spain) have been undertaken.

In BELGIUM the report describes parents' attitude as important since they often represent a pressure group for integration in an ordinary environment. The parents of integrated children seem more motivated and participate more in school and pre-school activities, which explains the proportionally higher involvement of the higher social classes.

Teachers generally have a positive attitude despite the extra work incurred but this is dependent on the extent to which they are consulted and kept informed. Integration must involve an educational team and not an isolated teacher. The inclusion of an integrated pupil implies changes in the classroom, such as the provision of facilities, overtime, number of pupils, etc. and hence has consequences for the whole school organisation.

Integration with the support of an educational team provides an approach to problem students in general. It therefore has favourable repercussions on classmates. Finally, the Belgian report draws attention to the attitude of school management whose role is very important in decisions regarding integration.

In GERMANY demographic changes in general over the past ten years have encouraged the process of change in methods. Since the end of the 60's the birth rate has fallen constantly. It is now the "lost" generations who are attending school. The fall in the number of students affects quantitative learning conditions. The main feature of the present situation is the better support for pupils, in other words a smaller number of pupils per class and a more favourable teacher-pupil ratio. In the past two decades special schools in the various Länder of the Federal Republic of Germany have developed more or less at the same pace. This is because in 1960 the conference of the Land Ministers of Education reached an agreement on the development of special schools, which was extended in 1972 in a "Recommendation on the organisation of special education." Leaving aside the conditions mentioned above, it is considered beneficial to respect the diversity of students in education. Teachers are increasingly coming to understand that traditional teaching methods, such as the teacher-at-the-blackboard situation, are no longer appropriate for fostering learning.

More open forms of teaching and learning with pupils who are increasingly lacking in concentration and are becoming more and more restless appear to be better suited to heterogeneous groups, although such methods cause many problems of organisation in everyday teaching practice.

(21) "Evaluacion de la Integracion escolar - Ministry of Education and Science - Madrid (1988)

The increasing differences between students in terms of learning conditions are leading to a growing realisation of the importance of differentiation in teaching.

In GREECE the report adopts a positive approach towards the school integration of handicapped students, which has developed as the attitudes of parents, teachers and handicapped students and children themselves have changed.

SPAIN describes the efforts taken to do away with the organisational obstacles by adapting existing legislation.

Changes that have occurred in Spain affect conceptual aspects, in other words the way schools interpret a pupil's need within the functional framework of a democratic society, and also aspects relating to professional practice, in other words organisation of the educational response.

For a better understanding of Special Education in Spain, we propose to begin by outlining the history of the system from the sixties to the present day.

* 1960 - 1969

The most significant features of the sixties may be summarised as below:

- a) Lack of initiative by the Government with regard to people with developmental problems and lack of funding for setting up the necessary services.
- b) The disabled people themselves and parent's associations in particular attempted to set up the necessary services. It should be recognised that the only ministerial departments to respond to these demands were the Social Welfare and Social Services Department.

* 1970 - 1979

The seventies were characterised by three features:

- a) The facilities in which professionals had to work were poor.
- b) The system was inadequately regulated. There were no official programmes, or standards or criteria against which to judge the work of special schools. This gave rise to isolation and haphazard growth that frequently emerged as a duplication of services.
- c) A powerful educational network grew up in parallel to the ordinary system due to the setting up of segregated facilities.

* 1970

The General Education Law was published. This took account of Special Education and set up some special units in certain ordinary schools and some special schools of a complementary nature. Despite this, children with educational problems or mild problems were educated in both institutions. Some achievements made during these years are now of key importance.

- Education seen as a public service
- Free schooling for all from the age of six to fourteen
- Easier access to Bachillerato and Vocational Training
- Progress in the adoption of active and participatory teaching methods
- Special attention to pupils with social, physical, sensory or mental disabilities.

* 1974

Setting up of the "Servicio de Recuperacion y Rehabilitacion de Minusvalidos Fisicos y Psiquicos (SEREM) (Service for the Recovery and Rehabilitation of Physically and Mentally Handicapped People). This created a network of provincial branches throughout Spain that were responsible, almost exclusively, for providing technical support for administrative decisions relating to financial aid to be received by the following potential beneficiaries; handicapped people, parents, special education schools, etc... This meant that special schools were now staffed by complementary staff responsible for pupil care and they became dependent on other Ministries apart from the Ministry of Education.

* 1975

Up to this year, successive Ministries of Education were characterised by their lack of planning for the necessary services, lack of applied investigation and lack of training for professionals.

The same year, the Ministry of Education and Science set up the Instituto Nacional de Educacion Especial (INEE) (National Institute for Special Education) as an Autonomous Organisation with the aim of:

- a) Bringing order to the administrative and technical tangle that the schools - ever-increasing in number - produced during the normal course of their work.
- b) Ensuring the free nature of private schools through a system of legal grants as a response to social pressure exercised by the above associations.
- c) Taking charge of the planning and future development of this sector.

* 1978

The Spanish Constitution (27/12/1978) stated unequivocally that education had the category of a right for all citizens (Article 27) and the public authorities were obliged to promote a policy of integration for handicapped citizens within all social areas (Article 49) and hence also the field of education.

Following the publication of the Spanish Constitution, in the same year the INEE was commissioned by the Royal Patronage for the Education and Care of the Disabled to produce a National Plan for Special Education. This Plan was originally designed to form part of a series of implementation programmes within different fields (Health, Labour, Social Services, Education) as part of a future Ley de Integracion Social de los Minusvalidos - LISMI - (Law on the Social Integration of Handicapped People). This stated for the first time the principle of normalisation services, education integration, personal attention and sectorisation.

* 1982

The Ley de Integración Social de los Minusválidos (LISMI 7/4/1982) (Law on the Social Integration of Handicapped People) was published.

* 1985

The Royal Decree on the Planning of Special Education (R.D. 6/3/1985) was published. Among other things, this made it possible to put integration programmes into practice in the various Autonomous Communities.

This set out a new vision of a school as an open school and contained the following principles:

- Every child can be education
- The purpose of education is to ensure that all children can develop their potential and abilities to the full.
- The educational response must respect individual differences in pupil development. Principle of individualisation of Teaching.
- Wherever possible, the educational response must be provided within the framework of an ordinary school. Principles of Normalisation of Educational Services and School Integration.
- The provision of educational services must be adapted to suit the environment within which the disabled citizen lives. This means that such services must be planned by geographical sector of population and needs. Principle of sectorisation.

* 1985

Publication of the Order of 20 March on Planning of Special Education and testing of educational integration during the 1985 - 1986 academic year. Thus began the integration programme.

The boom in economic development that occurred in Spain from 1960 gave rise to new needs within the educational system. The changeover to a democratic government in 1977 further increased this type of demand, which may be summarised as:

- The extension of compulsory education to the whole population
- Extension of the compulsory period
- Better access to post-compulsory education for all social levels.

To improve the quality of teaching in the end it was necessary to publish the "Ley Organica 8/1985 de 3 de Julio Reguladora del Derecho a la Educacion (-LODE-)" (General Law 8/1985 of 3 July Governing the Right to Education) as the General Education Law of 1970 was obsolete.

This law plans teaching and provides a guide for rationalizing the supply of free school places by seeking the fair allocation of public resources in order to balance freedom and equality. This law now governs:

- Democratic participation in the life of school communities

- Schools in general and the support of concerted schools in particular

Based on the principle of freedom, tolerance and pluralism, it seeks to extend the letter and spirit of the agreement on education made when the Spanish Constitution was drawn-up. It is, in essence, a law of co-existence.

* 1990

In recent years, the education system has been adjusted to meet a wide range of social demand by being brought up to the same levels as found in surrounding countries and also to meet the demands of new social organisations: parents' associations, teaching reform movements and other bodies that have played a crucial role in the improvement of Spanish education.

Throughout the last seven years, the Ministry of Education and Science has been directing its efforts in four main directions:

- Guaranteeing the Constitutional Rights to Education: publication of the Ley Organica Reguladora del Derecho a la Educacion (-LODE-) (General Law Governing the Right to Education) in 1985.
- Making schooling universal while also taking into account the characteristics of Spain's population and demography; significant resources directed toward certain geographic areas undergoing strong growth.
- Making up for social inequality: increases in resources earmarked for grants to pupils from low income families.
- Improving the quality of teaching: increase in the number of teachers at all levels of education, reduction in teacher/pupil/classroom ratio, extension of interdisciplinary teams, implementation of programmes for introducing new technologies into schools, setting up of teacher training programmes, infant education support programmes and pre-school education reform programmes.

The law on the General Organisation of the Education System (LOGSE), promoted the integration of the special education system within the ordinary mainstream system.

In ITALY, the results of the integration of handicapped pupils into an ordinary environment may be summarised as follows:

- Parents take a positive view of the child's school career. They often expect better school results than their child would otherwise have obtained. They have a constant attitude of hope (as opposed to resignation in special schools)
- Overall 80% of teachers are in favour, while 20% are indifferent or oppose the policy. Some 70% of teachers are not only in favour but are actively committed.
- It is rare for the school system to show an ability to change its own organisational form and integration still relies on the commitment and willingness of the teachers.

The progress of integrated pupils at school is not in doubt, but doubts persist about the integration of severely and very seriously handicapped children and about the speed with which progress is obtained.

To improve the provision for handicapped pupils it has been decided to establish a permanent Observatory within the Ministry of Education, the members of which include representatives of families as well as experts from universities (educationalists, psychologists, neuro-psychiatrists) and school (inspectors, principals, head teachers, teachers).

In the NETHERLANDS government policy on the promotion of integration has been geared towards improving diagnostic and remedial skills in primary education. Various projects have been launched with the aim of improving collaboration between the special and ordinary education systems and transferring knowledge to the ordinary system, while at the same time a major programme of courses has been offered to mainstream teachers with a view to improving their skills. This policy ought to allow as many students as possible to receive a proper education in ordinary primary and secondary schools.

Despite all the legislation, facilities and projects, this policy has not yet had much success. In fact the statistics for the most recent years actually show an increase in the number of placements in special education.

As already mentioned, the growth of special education is primarily attributable to the sharp increase in the number of students with learning disabilities. It would seem that mainstream schools in the Netherlands have got used to solving their problems by referring students to special schools.

Parents' organisations are actively pressing for more integration. In particular, parents' organisations from the so-called "Group two" and "Group three" schools have an explicit integration policy. The parents of children with learning disabilities are relatively cautious - they are dubious about the chances of their children being successfully integrated into the mainstream system under present conditions.

In response to this difficult situation, the Dutch Secretary of State for Education and Science has recently developed a new policy, which is outlined in the report "Weer samen naar school" (Back to school together) (Ministry of Education and Science, 1990).

The report analyses the factors which have contributed to the growth of special education. Educational factors, policy factors and the characteristics of the system all seem to play a part. Children differ from one another, and it seems that the differences are growing. Schools are unable to cope with these increasing differences, and as a result more and more children are finding themselves in the danger zone.

Despite all the educational innovations introduced in recent decades, it is clear that education has been geared towards the average student. If there are too many students with specific needs in the class, teaching becomes a complex problem. There is little support in the school itself. Colleagues are busy struggling with the same problem, and the support that is available is located outside the school, e.g. in special-needs schools, schools advisory services and the like. The only solution that teachers can see is to refer students with specific needs to schools where more

expertise and time is available for them, i.e. the separate schools for special education. The special and ordinary education systems operate independently of one another, and it is this aspect that encourages referrals to special schools, since special help is only available once the student enters the special school.

Special education is therefore an attractive option, since it can offer special facilities for students with special needs. It is the system itself that makes it impossible for ordinary schools to be able to help students under the same conditions.

In the UNITED KINGDOM partial evaluations have been undertaken in the form of LEA inspections and the reports of Her Majesty's Inspectorate. These evaluations and the results show that school integration is determined by the number and proportion of pupils and by the existence of individual integration plans and their periodic review. Schools vary greatly in the degree of sophistication of their special needs policy.

Pupils must be consulted on the matter, but parental attitudes regarding the choice between integration in an ordinary environment or schooling in a special environment are hard to measure according to the LEAs.

The attitude of teachers towards integration differs according to whether they are prepared and supported with resources and advice as they develop new initiatives. Where this is the case they are favourably disposed, but where they feel isolated, inadequate to the task and without guidance the results of integration reflect this.

Where integration is taken seriously by schools, the main changes involve modification of the curriculum, a greater awareness of differentiation and an increased repertory of teaching and assessment techniques. This is a positive evaluation and a number of schools have different methods.

CONCLUSION

In the reports, all the Member States declare their support either for integrating handicapped students in an ordinary environment or, where necessary, placing them in integrated special classes in ordinary schools.

Although some countries have achieved impressive results with a voluntary but assiduous policy, other countries despite all their efforts have for various reasons (not always the same ones) failed to promote school integration in an ordinary environment.

In almost all countries the regulatory instruments to support integration have been set up. Parent associations increasingly militate on behalf of the special educational needs of their children to be met in an ordinary environment with the possible support of the special environment.

Transnational co-operation and exchanges must therefore be developed, including teachers responsible for handicapped children and perhaps even students in order to exchange experiences, educational techniques and know-how so as to motivate teachers and to break down the barriers.

Perhaps the suggestion of the Greek report of organising 8- to 10-week training courses for teachers at the Community level is an interesting idea and should be examined at that level.

At the same time new political initiatives should be studied to reverse the ratio of one handicapped students in an ordinary environment to every three in a special environment.

Certainly, while the problems of handicap in childhood affect only between 1 and 2 million students in the European Community, the associated costs are currently equivalent to 4 to 8 million pupils.

4. ORGANISATION OF TEACHING AND LIFE AT SCHOOL

4.1. Progress of the handicapped student in the school system

BELGIUM

To enrol any handicapped child in a special school a report must be produced indicating the type of education which corresponds to the needs of the child.

The child may not be enrolled unless the school organises the type of special education and level of education indicated in the report. It is up to the parents and sometimes to the advisory committee for special education to produce this report.

Types 1, 2, 3, 4 and 8 special education require a multidisciplinary examination by a Psycho-Medico-Social Centre, a schooling and vocational guidance centre or any similar organisation approved or recognised by the State.

For types 5, 6 and 7 special education a medical examination (the conclusions of which are given in the enrolment report) is carried out by a medical specialist approved by the Minister of Health.

The enrolment report includes the certificate and the documentary evidence.

- The certificate is a document in which the head of the body issuing the enrolment report or the medical specialist certifies that the student examined is handicapped under the meaning of the law and specifies the type of education and level of study which appears to be best suited to the child's condition.

This certificate is given to the head of the family who is then free to choose the special school suited to the child, according to the certificate. The certificate given to the head of the school on enrolment is returned to the head of the family at his request when the child leaves the school.

- The documentary evidence, intended for the school, includes the results of a medical examination, a psychological examination, an educational examination and a social case history. This enables the special school staff to put the child in the group best suited to his or her educational needs.

The psychological and paramedical staff thus know what part they have to play and the guidance body can set initial targets and draw up an educational syllabus appropriate to the nature and severity of the student's handicap or handicaps.

Once a child has been enrolled at a special school a whole procedure is set in motion.

- Class council
This consists of all the governing, teaching, paramedical, psychological and social and ancillary staff responsible for the education and instruction of students in a given class. It is chaired by the school head or his representative. It is assisted in most of its work by the body responsible for guidance.

Its task is very important and comprises:

- the organisation of classes and teaching units;
- the drawing up of an individual action plan;
- the assessment of progress and results;
- giving an opinion on whether the child should continue or be redirected
- substantiated decisions on the progress of each student.

- Guidance
The student will be followed up throughout his or her school career. Follow-up is the responsibility of bodies or persons with the same qualifications as those involved in advising but covers a specific number of special schools. These are usually psycho-medico-social centres.
This continuous guidance consists in analysing and where necessary adding to the information in the enrolment report in co-operation with the education team in order to set educational targets for each student; opinions on subjects or changes of subjects and vocational guidance are then issued regularly; finally the student's first attempts at social and occupational integration are monitored.

This process is described in Table 20.

Parents always have the right to return their child to the ordinary education system. This may be done within the framework of the integrated education system, which provides for continuous special educational assistance. In principle the transition to ordinary education can only occur at the beginning of the school year, whereas the transition to special education can occur at any time during the year.

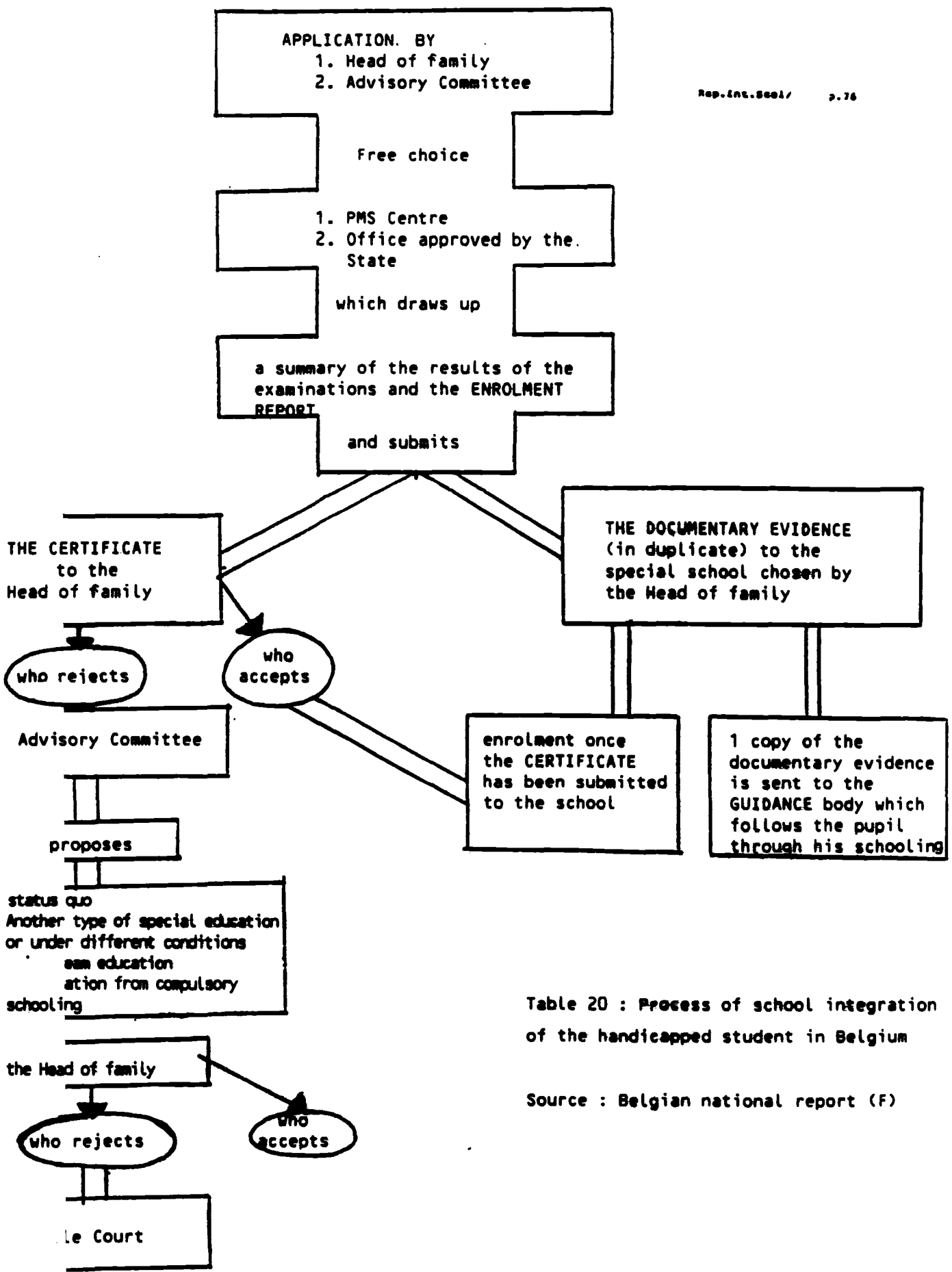


Table 20 : Process of school integration of the handicapped student in Belgium

Source : Belgian national report (F)

Handicapped pupils in integrated education are classified for administrative purposes as belonging to the ordinary education system. The decision to admit a child to integrated education is taken jointly by the parents, the special school, the ordinary school and their respective P.M.S. centres. A certificate is issued to this effect by a P.M.S. centre, reviewed annually and if necessary renewed.

DENMARK

Parents may apply to the local education authority or the educational psychological guidance service for special educational assistance for their child. Where the application is made to the educational psychological guidance service, this service sends a report to the education authority. The application may also be addressed to the social and health authorities which forward it to the education authority. Other parties who are acquainted with the child's condition may also submit an application for special educational assistance to the education authorities. The nursery class teacher's report must be countersigned by the head teacher and school doctor.

Following consultation with the parents, the educational psychological guidance service arranges an examination with the necessary assistance from other experts. A meeting is held with the child's parents (who may be present during the examination), the staff at the playgroup or pre-primary class which the child is attending and any other persons who can help to identify the child's needs. A written report on the examination is prepared and, where the child in question attends a pre-primary class, sent to the head teacher and school doctor. The parents are informed as soon as the report is available and must be given an opportunity to see it.

On the basis of the report and after consultation with the parents, and possibly the class teacher of the child in question, the teachers who, where appropriate, will be responsible for providing the special educational assistance and the social and health authorities, the educational psychological guidance service makes a proposal concerning the type of special educational assistance which should be provided to help the child. This proposal should state whether assistance should be provided under article 19, paragraph 1, or article 19 paragraph 2 of the School Act.

Decisions on the provision of special educational assistance under article 19 paragraph 1 of the School Act are taken by the municipal authorities or under their authorisation on the basis of the educational psychological guidance service's proposal. If the child already attends a nursery class, the decision is taken by the teachers' council of the school on the basis of the guidance service's proposal.

If a student is considered to have special educational needs which cannot be satisfied in the context of normal teaching, or if a student's school situation should otherwise give cause for serious concern the child is recommended for educational psychological assessment by:

- 1) The class teacher, possibly on the initiative of the student's other teachers.

- 2) The school health service if acquainted with the student's mental, physical or sensory problems forming the grounds for suspecting that the student needs special educational assistance.

This recommendation is sent via the head teacher to the educational psychological guidance service. The head teacher can also himself submit a recommendation for educational psychological assessment on the basis of information provided when a student is registered.

The decision to start special teaching or other special educational assistance is made by the head teacher. If consent is not obtained from the parents, special teaching may be started only if the head teacher considers it absolutely essential for the student's development. Full consideration must also be given to the parents' wishes with regard to the detailed arrangements for special teaching.

Special teaching may be started without the procedure described if the student is in a particularly difficult situation necessitating immediate action by the school. However, the parents must be consulted and an educational psychological assessment carried out as soon as possible if special teaching is likely to last for at least three weeks (15 school days).

If it is felt that the student needs particular attention or extensive support the head teacher - after consulting the parents - submits a proposal to the municipal authority, which decides whether to refer the matter to the county council.

The county council takes any decision to start extensive special teaching after considering the municipal authority's report and, where appropriate, obtaining expert opinions.

In its decision on the detailed arrangements for special teaching, the county council must give full consideration to the parents' wishes. The parents' and students' wishes concerning the choice of school must be respected wherever possible. Referral to a boarding school is subject to the consent of the parents and student.

The educational psychological guidance service monitors the development of pupils referred for special teaching and at least once a year considers whether it should be continued, changed in some way or discontinued. Likewise the county council is responsible for ensuring that students receiving special teaching on its initiative are monitored by an educational psychological guidance service.

The request for educational psychological assessment is made after consultation with the parents and student. If agreement cannot be reached with the parents the assessment will only be made if the head teacher considers it absolutely essential.

The proposal of the educational psychological guidance service is made after consultation with the parents and student. If agreement cannot be reached with the parents, the educational psychological guidance service must inform the head teacher of the reasons and stating to what extent it considers the proposed special teaching or other special educational assistance to be absolutely essential.

GERMANY

Schooling is compulsory for handicapped children and young people, as it is for the non-handicapped. All the Länder work on the principle that handicapped children should, as far as possible, be educated together with non-handicapped children, but that, where necessary, special schools or special educational assistance should be provided for handicapped children and young people.

Before it becomes necessary to transfer a pupil to a special school, the following development measures are implemented in most Länder of the Federal Republic of Germany:

1. **Remedial teaching**

In the first to fourth (or sixth) years of primary school backward children are provided with remedial teaching in reading and writing mathematics and science in addition to standard primary school teaching.

The objective of this teaching, which is carried out in small groups of four to eight pupils, is to enable the children to participate successfully in mainstream teaching.

2. **Educational psychology guidance services, educational and careers' guidance services**

These generally take the form of advisory services, with the exception of the five new Länder on the territory of the former GDR where these services are currently being developed. The educational psychology guidance service is headed by a graduate psychologist, who is usually a trained teacher.

In many schools the educational psychology service is supported by advisory teachers whose number of compulsory teaching hours is reduced to enable them to provide specific psychological services. Parents, pupils and other teachers may use this service.

The main tasks of the educational psychology service are as follows:

- providing individual advice and information on learning handicaps, behavioural disorders and dysfunctions,
- correcting ineffective approaches to learning and inappropriate social behaviour,
- developing school-career advice centres,
- improving test methods,
- referring the more difficult cases to special therapy and follow-up establishments.

3. School health service

This service is provided by district health authorities in each Land. The health authorities carry out a series of preventive medical examinations.

Children who cannot keep up undergo a thorough medical examination. If there is found to be a physical cause for the learning difficulties they can obtain special medical help. The decision to admit a handicapped student in a special school is by no means final. Close co-operation between schools, parents and the various social and health care services can facilitate the return to an ordinary school or the progress to the working environment.

In the historical development of the educational system ideological educational objectives always stem from an idea of education which is available to all. Handicapped people have not been excluded from these objectives. Where a distinction is made between "ordinary school" and "specialist schools," the intention has not been to provide teaching to different categories of pupils. It is in fact an education and training system which was originally designed to be common to everyone, but which has resulted in differentiation because of incompatibilities of structure and the disparities in progress which resulted.

GREECE

In accordance with the Law No. 1566/1985, special education is provided free of charge by the state in national schools. However it is not mandatory. Parents have the last word and they may decide whether to send a child with special needs to a special school or to place him in a special education programme within the regular school (such as special class, support teaching, etc...) However, nine years' schooling from the age of 5.5. (national school) to 15 (completion of lower secondary school) is compulsory for all in the regular national schools and lower secondary schools, even for children with special educational needs. To be enrolled in a special school, the child must satisfy the age condition and also take a special medical examination to determine the nature and degree of his disability.

This examination is conducted by a team of specialised scientists (psychologists, educationalists, appropriately qualified doctor and social worker), employed at the state child medical unit or centre or with the prefecture's mobile diagnostic team, consisting of the same specialists.

The integration of children with special learning difficulties into special training programmes in regular schools is approved following the favourable opinion of the school's teachers and the School Counsellor in Special Education or General Education or, where required, by the child medical service or the mobile diagnostic unit and, naturally, the parents.

If the child improves substantially, he may be fully integrated into the regular class, even during the course of the school year. If a child has special educational needs, because he is generally less mature in his development, mentally retarded or physically handicapped, blind or with impaired vision, deaf, hard of hearing, or if he is emotionally disturbed or has severe learning difficulties, he may, with his parent's consent,

register with a special school depending on his disability or in a special class or support teaching programme (Law 1566/1985, Presidential Decree No. 603/1982, etc...). The child may begin special education at the age of 3.5 (nursery school) and continue to the age of 18 or, in certain cases, 20.

SPAIN

School enrolment is always decided by the parents, in practice, parents who become aware that their child has a problem - whether independently or as a result of comments by a teacher or one of the other professionals employed by the various educational services - should request assessment by the local area multidisciplinary team. Following this assessment, the team issues a report recommending a given type of schooling in the school closest to the family home that offers the conditions and resources that the child's education requires.

In the case of pupils with special educational needs, the type of education is decided by a report that the sector multidisciplinary team issues in each case on the basis of the results of an initial assessment. This is subject to agreement by the parents and the school where the child is to be taught.

If there is disagreement over the type of education recommended for a child, an appeal can be made to the Provincial Director of the Ministry of Education and Science, who may take a decision on the basis of a report from the Provincial Board for Special Education. An appeal against the Provincial Director's decision can be lodged with the Director General for Teaching Reform under the terms laid down in the Law under Administrative Procedure.

The schooling of pupils with special educational needs is subject to annual review. At the end of each course, these pupils undergo assessment when the possibility of changing the type of education is considered.

FRANCE

In application of the Act of 30 June 1975, a special education committee (CDES) was set up in each Département. The rules on membership and the organisation of these committees are laid down in Decree No. 75-1166 of 17 December 1975 and details are given in various circulars. Each committee is chaired alternately by the Académie Inspector, director of the "Département" education authority and the head of the "Département" health care service (on behalf of the Minister for Social Affairs). It decides, in co-operation with the family, on the type of schooling for the handicapped child (or adolescent) and on whether the parents (or person looking after the child) should have a special education allowance. It may delegate its work in connection with schooling for handicapped young people to local committees covering smaller geographical areas - in the case of primary pupils these are the preschool and primary school district committees (CCPE) and in the case of secondary school pupils they are the secondary school district committees (CCSD).

Very young children - who are not yet at school - with a condition involving or likely to involve, a handicap which has been detected at compulsory medical examinations may also have their cases referred to the "Département" or district committees.

It is up to the committee to which the child is referred - CCPE, CCSD or CDES when a decision has also to be made about the allocation of a special education grant - to suggest to the family the solution best suited to the particular needs of the child.

Once the parents have agreed, the school or institution concerned must comply with the decision of the committee on the type of schooling for the child. A school or establishment which feels that it cannot keep a child placed there following a decision of the committee or regards a change of placement necessary, can refer the case to the committee again.

IRELAND

The procedure of administration involves liaison, co-operation and dissemination among school management, regular school staff, specialist school staff, support systems and parents. It is the responsibility of the co-ordinator to administer these procedures.

In consultation with the family doctor, parents are put in contact with a psychologist who assesses the child. This assessment is then sent to the school inspector who recommends placement of the child with due regard to the child's disability and the service available locally. The parents and child visit the school Principal and meet the special class teacher involved, where that child's suitability for such placement is discussed. The child is then enrolled and begins schooling.

On entering the school the special class teacher - in consultation with the speech therapist and with reference to previous psychologist's assessments - devises a programme suited to that child's needs. Skills learned are developed in a pragmatic manner through integration with mainstream classes.

The children graduate from the junior to the senior special class at approximately 9 years of age and the time allocated to each child's participation in mainstream classes is increased as the child becomes more confident and accustomed to interaction with the mainstream classes.

All decisions related to the progress of each handicapped child are made by the Principal of the school in liaison with the pupils, the parent, the specialist staff, the regular staff involved, the related/associated support service agencies.

ITALY

The National Health Service provides a functional diagnosis to the school when the handicapped student starts school (at the age of three in the case of nursery school and at the age of six in the case of primary school).

The school and the USL (local health unit) jointly draft an individualised educational plan with periodic checks and adaptations of the plan.

Lastly, decisions on a student's school career are taken by the school's collegiate bodies (move to a higher class, change of class, planning and guidance).

The guidance systems do not differ appreciably from those used for non-handicapped children and comprise:

- a) production of a "guidance assessment" at the end of (lower) secondary education (sometimes with the aid of psycho-diagnostic techniques);
- b) assistance from any local social and educational psychology services where available.

NETHERLANDS

A child's eligibility for admission to a particular special needs school is determined by an admissions committee. Following receipt of an application by the child's parents, the committee (generally consisting of a child psychologist, a doctor or social worker and the school head) investigates whether the child is eligible for the school in question. This mandatory investigation must be repeated two years after the date of investigation. The committee must ascertain what results have been achieved and what path the student needs to follow in order to realise his full potential (e.g. whether he/she should go into ordinary primary or secondary education, or even into another form of education).

Students presented by their parents for special education may or may not have previously been in ordinary education. Some, because of the seriousness of their handicap, have never been able to take part in ordinary education.

Admissions to separate special schools have increased significantly in recent years. Although the absolute increase in the number of students is relatively small, the relative increase has been considerable, particularly when one considers the decline in the size of the reference group. The pattern of increase has not been identical in all types of school. While the number of students in schools for children with learning disabilities has risen steeply, the number in separate special schools for children with sensory handicaps has actually fallen.

There has also been an increase in the number of students from cultural minorities in special education. The overall proportion for 1990 is in excess of 11%. Of course, the figures vary widely from region to region and town to town.

In 1991 approximately 5% of the total primary school population was enrolled in the separate system of special schools. Of these, approximately 2% were in schools for the learning disabled and 1.5% in schools for the educable mentally retarded. The remaining 1.5% were spread over the other types of special education.

In recent years there has been growing concern about developments in special education - concern not only about the absolute size of the sector as such but also about its rate of growth. In response, the government has been developing policies designed to curb this growth. In this context, the peripatetic support scheme merits special attention. With the help of peripatetic support, students transferred back to ordinary schools from special schools can access to certain facilities. Teachers from the special school can provide both the student and the teachers in the ordinary school with the guidance and support necessary for student's successful integration into the ordinary system. Increasing use is being made of these facilities. Approximately 0.2% of all students benefit from the peripatetic support scheme. Most of the students integrated in this way are in the 12-17 age group. The scheme is also available to handicapped students who, although entitled to special education, have not been placed in the special system. The precise arrangements and facilities differ according to the type of school. The staffing complement for the special school is extended (by the equivalent of a given number of minutes per week) for each student transferred back to the ordinary system.

Students are put forward by their parents for special school. Decisions concerning the admission and removal of students lie with the competent authority. If the competent authority refuses to admit a student, or decides to remove a student, it must explain its reasons to the parents in writing. The competent authority for a state school is the Town Council. The competent authority for a private school is a corporate body with full legal powers which, under statutes or regulations, is concerned with the provision of education in a non-profit-making capacity. There are approximately 1000 special schools in the Netherlands, of which 27% are state and 73% private (around 20% Protestant, 30% Roman Catholic and 20% other.)

PORTUGAL

The procedure for identifying pupils with special educational needs is as follows:

- during stage 1 of elementary education it is the teacher who has to identify students with special educational needs and inform the person co-ordinating the support unit. The latter arranges for a meeting which is attended by the special education teacher to analyse the needs of the pupil concerned.
- in stages 2 and 3 of elementary education and in secondary education all the teachers are responsible for identifying pupils with special educational needs and to inform the class teacher. The latter organises a meeting of the relevant class committee which is attended by the special education teacher to analyse the needs of the pupil concerned.

To begin with the needs of the student identified are analysed at a meeting of the support team or class committee, depending on the level of education reached. More complicated cases are examined by the psychology and guidance services in collaboration with the health services, which propose an appropriate course of action.

These meetings result in proposals which are submitted to the school administration. The school administrators have to decide within one week which special measure(s) is/are to be taken.

UNITED KINGDOM

The identification of special educational needs can occur at any stage of a pupil's school career. In deed, this is inevitable given the 1981 Act's definition of special educational need in terms of a learning difficulty, significantly greater than children of the same age which, calls for "provision which is additional to, or otherwise different from, the educational provision made generally for children in schools maintained by the local education authority concerned". Clearly, as there are significant differences both inter and intra LEAs and schools, a learning difficulty may arise from a particular environment and be caused by, for example, a change in school.

Assessment starts in the classroom where learning difficulties arise. Some LEAs - and some individual schools - use screening tests for all pupils at certain ages. There are recognisable stages of assessment of pupils, although LEA practices vary in terms of the external controls operating at each stage, in the speed of progression from one stage to another and in the support available at each stage.

Initially, assessment is conducted by the class teacher using normal observation and records, then the class teacher may consult within the school - with colleagues, specialists on the permanent staff or visiting support teachers. If further advice is needed, external specialists such as educational psychologists or specialist teachers of the sensory impaired may be consulted. The school medical service may also be consulted to check whether the child's difficulties are the result of hearing or vision problems. Up to this point, it is generally the case that the school is able to provide for the pupil's needs from within its own resources - though the support of external specialists may be involved. At the next stage, a formal multi-professional assessment under the terms of the 1981 Act may be initiated. This may, or may not, result in the pupil being the subject of a statement of special educational needs whereby the LEA is responsible for providing the resources to meet the identified needs. Procedures for the multi-professional assessment are laid down and include wide consultation and the close involvement of parents.

Responsibility for managing the formal assessment procedure can lie with an education officer (an administrator) or with an educational psychologist. The number of pupils who are the subject of a statement of special educational needs is, on average, two per cent of the school population although there is local variation resulting from differences in statementing policy, the resources available and the socio-economic composition of the area. The actual profiles of pupils with statements can vary considerably; there may well be pupils with substantial difficulties who do not have statements in one area while, in another, they could have statements. Statements are reviewed annually and the recommended resources or placement may be amended.

At any stage of assessment, external support can be mobilised. On account of the new funding arrangements resulting from the Education Reform Act 1988, schools have a delegated budget for general special needs but may apply for a pupil to be formally assessed in order to secure additional centrally-held resources for the particular pupil. However, some LEAs are thus concerned that schools realise that a statement does not necessarily bring with it additional resources.

CONCLUSIONS

Admission of handicapped students to special schools varies greatly from country to country. In some countries the decision is taken by a psycho-medico-administrative committee established by national legislation, based on an assessment of the student. This assessment may simply be intended to guide the child towards the form of schooling suitable for his or her type of handicap, or it may constitute an assessment of the child's special educational needs.

In many countries the decision may entail the provision of support teachers, technical aids and various forms of assistance, sometimes including guidance.

Generally parents have various avenues if they disagree with the administrative authorities. Sometimes the parents' decision has precedence, sometimes that of the administrative or legal authorities.

In other countries the admission of a pupil with special educational needs is a more flexible arrangement. At its most basic it may simply be a request by the parents or teacher for assistance from the special system, which then intervenes by offering support to the teacher in the ordinary environment.

However, the creation of committees which decide or propose admission to a an ordinary school may cause problems. Some countries have a high rate of admissions to the special system compared with the average in the 12 Member States, which is estimated as 2.17% (3.4% in Belgium, 2.9% in Germany, 3.56% in France and 5.35% in the Netherlands). It therefore seems that when confronted with the possibility of special teaching, teachers in the mainstream environment tend to direct pupils with any form of learning difficulties towards these committees which then propose or decide on admission of the child to a special school. In other Member States, particularly in the Netherlands, the number of students in a special environment has either progressively increased or stabilised, despite the fact that the school population is declining. This becomes particularly apparent when the number of pupils in special and ordinary environments is compared with the number of children who are recognised as handicapped by national laws and who receive, or their family receives, assistance (allowances, disability card, etc.). In France for example 353,613 children and young people are counted as being included in special schools or in an ordinary environment. However the number of children (from 0 to 20 years) recognised as handicapped by the law of 1975 on measures to help the handicapped under which parents receive a special education allowance (on condition that the child is not placed in a boarding school) is only 93,000 (1987) (22).

It therefore seems that in some Member States the special school environment does not only take in severely handicapped students who belong in this system and handicapped students who might be taught in an ordinary environment with support from the special environmental. It also provides for students with learning difficulties, such as foreign children who do not speak the national language, children of gypsies and children with social problems. These categories should be catered for within the ordinary school environment with appropriate and, above all, less expensive support which is more geared to the general needs.

4.2. Individual educational plan for the handicapped student

BELGIUM

A detailed educational plan is drawn up by the class council of the special school. In the case of integration in an ordinary school an integrated educational plan is likewise established during the consultations between the 5 parties concerned, describing the help (in terms of staff and facilities) which will be provided. This plan is reviewed annually and amended where necessary by the 5 parties concerned.

(22) Handicapped people in France: Social data - National technical centre for study and research into handicaps and disabilities - 1991 - page 268

There are no strict rules for individual action plans in ordinary education, although there are possibilities within the timetable.

On the one hand there is the adaptation class in which a remedial teacher gives individual tuition. On the other hand a peripatetic teacher can be appointed to provide support for individuals.

In principle, referral to the adaptation class should follow an assessment by a multidisciplinary team in which the PMS centre is also included. In practice it seems that the decision is often taken by the class teacher alone. The scope for more individualisation and differentiation created by the introduction of the new timetable package is not always exploited to the full.

GERMANY

Special educational assistance can be provided in the following forms:

Preventive measures

The aim of such measures is to prevent impending handicaps and to limit the effects of existing handicaps. The sooner preventive assistance is provided the greater its effectiveness.

Special educational assistance provided by mobile units

Children and young people whose need for special educational assistance can be met by the means available to the ordinary schools and by the support of mobile special educational assistance units remain in the ordinary schools. The mobile units are available to teachers and parents for advice and information and promote the development of the children and young people concerned by means of special teaching and additional special educational measures. They also provide assistance to ease the return of special school students to ordinary schools.

Co-operative special educational assistance

Such assistance is the result of co-operation between ordinary schools and special schools, resulting in the organisation of joint activities for handicapped and non-handicapped children.

In practice and depending on the objectives pursued, co-operation may take one of various forms, such as study groups, special interest groups, core-subject courses (from a list of options), projects and other joint teaching events (outing, visits to country hostels, school fetes, sports and games events) and therapeutic assistance.

Special educational assistance in integrated classes

It is possible for children and young people who require special educational assistance to attend ordinary schools, provided that the necessary special assistance is available. To do so teachers qualified to provide such assistance must be present, teaching must be planned and

implemented to meet individual needs, learning must be monitored and there must be cooperation between all teachers on matters of education and teaching and between schools and parents (or legal guardians) in drawing up an educational plan.

Special educational assistance in small classes

In certain subjects, and for the provision of educational assistance to children and young people with temporary problems, the establishment of small special teaching groups has proved particularly successful. All aspects of teaching and education in these learning groups are the responsibility of special-sector teachers. It is quite possible for these classes to be linked organisationally to general schools, which removes at least some of the stigma of special teaching. In some cases, such classes form part of the organisational structure of special schools. In such groups (e.g. observation classes, remedial classes, diagnosis and development classes, etc.) students receive the special assistance they require for a limited period of time. Specially tailored programmes comprising special therapies and special educational assistance are used to make up for gaps in development to provide new impetus for development and to deal with any problems of a social nature and underachievement.

Once their particular problems have been resolved, these students may generally continue their education in an ordinary school.

Special schools

Pupils whose need for special educational assistance cannot be met adequately in general schools with the assistance of mobile special educational units are taught in special schools. These schools adapt their objectives and forms of teaching to the particular needs of the pupils concerned. They concentrate on what their pupils need to know and to be able to do and provide the necessary assistance so that they can continue to develop as fully functioning individuals.

In order to achieve these objectives special schools have specially trained staff and the necessary technical equipment and facilities. In certain Länder back-up is provided by additional educational social workers.

All of the above-mentioned types of special educational assistance are designed to help the children concerned to become fully integrated into society. In addition, many Länder have integrated classes in which handicapped and non-handicapped children are taught together but with different objectives. Differentiation within the class is ensured by a team of two educators so that both groups of pupils can be assisted in accordance with the syllabus and instructions of the special schools and ordinary schools.

GREECE

Every special school and special class keeps a personal file on each pupil, recording his behaviour and progress. This file contains special reports drafted by the teacher, psychologist, social worker, speech therapist and the child medical service. Such specialised personnel are employed only in larger schools, mostly in the big cities. However, increasing numbers of such personnel are being recruited and the demand is considerable. The availability of such personnel is essential for the special support of children with special needs.

SPAIN

No prescriptive legislation exists. The Ministry of Education and Science expects the educational response to be adapted by the pupil's teachers themselves with the aid of the support teachers and the sector multi-disciplinary team. In other words, the teachers themselves modify the ordinary curriculum and adapt it to the pupil's specific needs by producing a "Documento Individualizado de Adaptacion Curricular" (DIAC) (Individual Curricular Adaptation Document).

The team that prepares the individual plan meets at least twice a year at the beginning and end of the school year. These meetings are preceded by a decision making process over the assessment and implementation of minor changes in ordinary planning. During these meetings, the bases for future actions with the child are decided.

In general, the individual projects include:

- Assessment report explaining child's current level
- Proposed goals for the child's education
- Specific services and special teaching to be adopted in order to achieve each of the educational objectives
- Ordinary educational programmes in which the pupil can take part
- Recording and assessment procedure to be used for measuring the child's progress

ITALY

Every year, the Ministry of Education issues recommendations and, where necessary, legislative provisions for aligning and harmonising the approaches adopted by schools and teachers.

Individualised educational plans are reviewed, checked and possibly modified as and when necessary and, in any event, at least twice a year.

School support is provided by the State using its own teachers and as far as possible in small groups of students in which the handicapped student is present.

The school routine of a handicapped student may be modified and updated at any time on the decision of the group of teachers responsible for the student in question.

NETHERLANDS

Teaching in special education is based on a school work plan, which outlines the organisation and content of the curriculum. The curriculum must cover the same subjects as those taught in ordinary primary education, but can be adapted to meet the needs of children with multiple handicaps. Proposals submitted by the school board in this respect must be approved by the Minister for Education and Science. The curriculum for schools (i.e. those for severely mentally retarded children) differs from that for other special-needs schools. English and mathematics, for example, are not compulsory in the former.

If necessary, use is made of an action plan detailing how the school work plan will be implemented for individual students or groups of students. Action plans are frequently employed in special education. The action plan must set out the educational targets for the student(s) in question, describe the teaching methods and teaching materials to be used, and state when and how the results will be evaluated. Depending on the outcome of the evaluation, the action plan be renewed or modified, the new plan then providing the guideline for future lessons. Such a cycle can take up several months. In practice, many schools devise action plans only for those students with serious or complicated problems.

PORTUGAL

The psychology and guidance services are responsible for drawing up an individual educational plan and submitting it within 30 days to the school administrators for their decision.

In educational establishments where there are no psychology and guidance services the individual educational plan is drawn up by a team appointed by the school administrators.

If the individual educational plan is to form the basis for a teaching programme, the latter is the responsibility of the special education teacher.

The parent or guardian must be invited to assist in the drawing up and revision of the individual teaching plan and the teaching programme.

Before a pupil is assessed or any special education measure is taken, the express consent of the parent or guardian must be obtained.

UNITED KINGDOM

As mentioned above, the 1981 Act stipulates that children should be educated in mainstream school wherever possible - subject to certain conditions. Schemes for helping young children with special needs adjust to school are mostly organised on an individual basis; a number of authorities give priority for nursery places to children with identified special needs.

Prime responsibility for easing transfer from special school to mainstream school rests with support services though in some LEAs staff from special schools support their pupils' integration into mainstream.

As a general rule primary schools tend not to have permanent specialist staff although most have identified a special needs co-ordinator to take overall responsibility; this post is usually an extra responsibility allocated to a class teacher. Primary school special needs co-ordinators may not be specifically trained for special education needs provision; if they are, they have usually attended a short, non-award bearing course. Primary schools, thus rely more heavily on visiting advisory staff and peripatetic specialists. The situation is different, of course, if the primary school serves as a special needs resource base, or has an attached or integrated unit; in such cases, there would be specialist staff.

Most secondary schools have permanent specialist staff who may form a discrete department within the school, with a head of department at middle management level - or part of the senior management team - and have a geographical base within it for withdrawal teaching. However, one authority, as a positive move towards integration, currently has a group of head teachers developing a model whereby special needs departments are disbanded and the responsibility dispersed among curricular/subject departments. Increasingly, the role of special needs teachers in schools involves advising colleagues about teaching strategies and materials, engaging in team teaching within the ordinary classroom, and working with colleagues on the development of differentiated curricula. They engage in a range of activities: for example, assisting the classroom teacher with non-teaching tasks or helping individual pupils with mobility problems.

In CONCLUSION, the majority of countries have instituted an individualised educational plan for the handicapped student following an initial assessment which is reviewed periodically. Sometimes the plan is required by law, sometimes it is optional.

The establishment of such a plan appears to be valuable in that it allows better monitoring of and provision for the child's educational needs.

The care provision for the student is further enhanced by involving the family and external guidance services, with the intention of achieving greater co-operation.

4.3. Educational environment

BELGIUM

The standard curriculum continues to form the point of departure in ordinary education. The only exception is in the introduction of minor adaptations for handicapped students, who can now be exempted from subjects which they are unable to follow because of their handicap. The classes which they miss in this way are replaced by an equivalent activity.

The main form of organisation of ordinary education continues to be the year group system. In this system each year-group follows a fixed package of subjects.

It is not therefore surprising that the numbers of students being kept back a year are running very high at present and is one of the main concerns for education policy in the near future. Efforts to curb this trend will only

succeed if genuine differentiation is introduced and education is tailored to reflect the heterogeneous nature of the students. This relates to course objectives, content, forms of organisation, assessment criteria, and the way that teachers interpret and perform their job.

The introduction of the new timetable package opened up new possibilities, but these have not always been fully exploited. Schools need to be taught how to use these possibilities effectively.

In ordinary education students are still frequently assessed by reference to a general standard, usually that of the specific class group. Questions often arise as to which standards should be used to assess integrated students. In some cases the group standard is abandoned and the student is assessed on the basis of his own capabilities and achievements. But this system too can lead to protests from parents who do not wish to see their children treated more tolerantly than others.

The introduction of special methods and aids is one of the tasks of the integrated education (IE) counsellor who can show the teacher how to use specific teaching aids or materials (e.g. a Braille computer). The IE counsellor also advises on how to adapt teaching methods to accommodate the student's handicap.

There are a number of organisations for handicapped people which help in the introduction of certain techniques, for example in converting texts into Braille. Certain specific aids needed by integrated students are paid for by Community funds. These are government agencies which co-ordinate policy and regulations with regard to facilities for the handicapped.

Integrated education (IE) represents a form of co-operation between ordinary and special education. The IE counsellor comes from the special education system to provide assistance in the ordinary education system.

Attempts to boost and extend this form of co-operation to other types of special education have in the past gone no further than recommendations. No resources have actually been created. Everything is left to the goodwill and creativity of the schools themselves.

In some regions, there have been local initiatives to boost co-operation between the ordinary system and the special system and its support agencies in the context of expediting the return of students to ordinary schools from special schools. These initiatives open up positive perspectives for the integration of the two forms of school. But if the policy is to be continued and generalised, measures will have to be taken in order to stimulate the return of students to ordinary schools and provide temporary support and supervision.

DENMARK

During the 1970s there was a considerable increase in both the number of special teaching hours and the number of students referred for special teaching.

This development, which in the course of the 1980s stabilised at a level where around 12.5% of students were referred for special teaching for varying lengths of time, is partly related to the fact that the scope for adapting ordinary teaching to the different requirements of students has been reduced, a fact which has not been apparent in core subjects such as Danish, mathematics and English.

It is the Ministry's view, especially for educational reasons, that it would be appropriate to improve the scope for meeting individual teaching needs within, or as closely linked as possible to, normal teaching, so that the need for special teaching can be reduced.

Special support should therefore be organised with normal teaching as the starting point, in such a way that a less radical solution is always preferred to a more radical one.

It is up to each teacher to organise and offer differentiated teaching in such a way as to take the greatest possible account of the differences in the learning abilities of the students in the class.

Where a teacher finds that his or her own possibilities for differentiated teaching are exhausted, advice and guidance regarding the scope for further differentiation should be offered. Such guidance can be provided by the educational psychological guidance service or other consultants.

A certain number of students will be unable to get by with the help of optimally differentiated teaching within the normal number of teaching hours per week, their problem being that they need longer to assimilate what they are being taught. Special support should be provided for such students in the form of additional teaching by the teacher who teaches the class in the subject concerned.

Other students have learning difficulties which necessitate special organisation of teaching. This means that teaching and special educational assistance must be provided by teachers or other persons specially qualified to deal with the specific problem of the student or group in question.

Action by the Folkeskole on behalf of students whose development requires special consideration or support thus ranges from offering differentiated teaching to special teaching instead of the traditional lessons given in one, several or even all subjects. For both resource-related and educational reasons it is important that students' different needs and the type of support required in individual cases are assessed together.

GERMANY

In 1973, the Education Committee of the German Education Council adopted recommendations on "the provision of educational assistance to children and young people who are already handicapped or are at risk of becoming handicapped," in which it recommended the further development of institutions and measures in order to be able, at the earliest possible stage, to detect handicaps and to provide appropriate timely educational assistance and therapy to children who are already handicapped or are at risk of becoming handicapped.

The resulting teaching of handicapped and non-handicapped students together would mean ordinary schools taking responsibility for special education, something which they have not needed to do hitherto because of the existence of special schools (which will nevertheless continue to exist).

The Federal authorities and the Länder have so far provided some 80 MECU for pilot schemes and accompanying scientific projects.

This process has been accelerated by the substantial drop in the birthrate. In preschool institutions groups of children have become smaller in number and staff are now in a position to take on new tasks.

In the school sector integrated teaching is more widespread in primary schools (in which the first four years of schooling are provided in the Federal Republic of Germany).

Primary schools differentiate between individual pupils in order to take account of their differing learning capacity and students have more confidence in their own abilities.

This considerably reduces the number of pupils who are unable to "keep up". At the same time an increasing number of handicapped students are being accepted in Realschulen (intermediate schools) and grammar schools. In many cases, the regulations governing examinations already provide for special arrangements, for example for progress assessment.

GREECE

In accordance with Article 32 of Law No. 1566/1985, special education provided in the framework of primary and secondary education has the following specific objectives:

- a) the all-round and effective development and utilisation of the potential and abilities of children with special needs;
- b) their integration into working life and
- c) their harmonious integration into society.

SPAIN

Normally the job of providing support within an ordinary classroom comprises two main types of task. On the one hand, helping pupils to keep up with the rest of the class, explaining or clarifying some parts of the lesson given by the teacher, explaining exercises or homework and providing constant positive reinforcement. On the other hand, it also consists of modifying and adapting content and activities so that the pupil can join in with the class timetable.

On other occasions, the support teacher, in parallel to the rest of the class, carries out individual work with children who display learning difficulties within a specific area of the curriculum. These sessions concentrate on different contents and activities to those covered by the rest of the class.

This means support teachers often work with a homogeneous group that proceed at a different rate to the rest of the class.

Lastly, the support teacher not infrequently assumes the role of ordinary class teacher in order to carry out certain activities or to complete a given programme.

When support is provided outside the ordinary classroom, the teacher's work consists of working through a definite programme that has been prepared beforehand and that may or may not be related to the work carried out in the classroom.

The increase in school support has been extraordinary in quantitative terms. Suffice to say that all schools with sixteen teachers have increased their staff by at least three support teachers, one of which is a speech therapist. Furthermore, if recommended as a result of the nature of special needs in the school, this staff has been joined by various educational auxiliaries and physiotherapists. The other schools have been joined by two support teachers, one of whom is a speech therapist. Currently more than two thousand support teachers and more than five hundred speech therapists are fully incorporated into the teaching teams of ordinary schools that practice integration.

The current education system offers a wide range of possible types of schooling: ordinary schools, fully integrated schools, ordinary schools with special units and special education.

Changes in objectives and content adopted by teaching staff as a response to special educational needs in ordinary schools may be described as follows, according to degree of adaptation:

- Ordinary curriculum; the basis for all educational levels
- Curriculum with some modification: includes adaptations that affect the following: methodology, content, timetabling
- Curriculum with significant modifications: this usually involves different additional or supplementary work in language or arithmetic for pupils with moderate learning difficulties.

These three types of modifications are the most common within integrated schooling.

- Special curriculum with some specific supports: here the emphasis is on the pupil's special education needs. Only when these needs have been met attention is directed towards other parts of the curriculum that have now been made accessible.

This is the most common type of curriculum in ordinary schools with special units.

- Special curriculum: lastly, this curriculum does not resemble the curriculum followed by ordinary classes in any way.

This curriculum is designed for pupils with severe, complex and more permanent difficulties who are taught in special schools and units. The first three types of curriculum are usually produced and modified by the teaching team and/or each child's teacher. For their preparation and adaptation, the remaining curriculum types usually need a multi-disciplinary team.

In any case, these curricular decisions are not made at a personal level but are always supported by a Collective School Project that renders them feasible.

Co-operation between special and ordinary schools occurs as a result of an exchange of professional experience through Teacher Centres and co-operation between different School Guidance services in the same area. This allows agreements to be reached over procedure and methods.

Special schools, moreover, have co-operated with the policy of integration at all stages by a systematic review of the type of education given to their pupils. This makes it easier to relocate pupils suitable for integration in programme schools.

In practice, the application of new information technologies within the field of school integration and specifically the introduction of the computer has given rise to the creation of new teaching and learning contexts. These tools are now therefore used as learning aids.

Other areas where these tools find a use include Communication, through the provision of alternative systems, and Control of the Environment, by increasing the level of independence through provision of external and integral aid.

The Ministry of Education and Science has provided all schools included in the Mercury (audiovisual) and Atenea (computer) programmes with additional equipment and specific training that allows the school to use new technologies for educational purposes.

In general, new technologies are tools that contribute to improving the response to special educational needs and creating new premises for increased task control by the pupils themselves.

These technological resources facilitate learning processes and help overcome difficulties faced by the child. They can be used to carry out many functions that children cannot normally carry out by themselves and help create new teaching-learning contexts.

FRANCE

At the primary level (pre-elementary and elementary education) special assistance programmes have been set up in accordance with the provisions of circular No. 90-082 of 9 April 1990 to help children with specific difficulties in acquiring and mastering basic learning skills.

Assistance for these students is obviously provided initially by their own teachers as part of the regime of differentiated education. With the possible assistance of educational psychologists, the class teachers have therefore to be able to detect, observe and understand the difficulties of their students, adapt their educational technique accordingly and evaluate their results. Special assistance is only required when the educational response is inadequate or when the need for special assistance is clearly apparent at the outset.

In this case special assistance programmes are set up in the school itself, geared principally towards education or rehabilitation. These are run by networks of specialists (cf. circular of 9 April 1990 mentioned above) under the supervision of the Inspector of Education for the district, consisting of educational psychologists and primary and secondary teachers with the CAPSAIS mentioned earlier, option E (for educational assistance) or option G (for assistance in rehabilitation).

The primarily "educational" special assistance can be provided in the following way:

- by establishing small classes on a permanent basis for pupils with difficulties. The aim of these remedial classes which contain a maximum of 15 students is that students who have spent some time in an ordinary class already should be sent back as soon as possible to a class which matches their new abilities;
- by organising remedial groups which temporarily bring together pupils with difficulties but who continue to attend the ordinary class where they remain regular members. These remedial groups meet special educational needs. The way in which they operate is defined by the teachers' council and they are included as part of the school project with the support of the head teacher. The optimum number of students for this type of organisation, particularly as regards the preparation of the school timetable, is considered to be 15.

Remedial classes and remedial groups are supervised by special teachers with the CAPSAIS option E who mainly offer their services in a single school.

Special assistance programmes with a "rehabilitation" bias are designed for students in the nursery or elementary school with either general or specific learning difficulties and possibly for handicapped students.

Competent special teachers from the specialist network in each case select and implement the most appropriate strategies, methods and support for their professional approach. The primarily "rehabilitational" special assistance programme requires the parents' agreement and, where possible, their assistance. Children are taught individually or in very small groups.

IRELAND

Having developed a suitable programme for the child, special materials and individual instruction are implemented to assist the child to overcome his/her difficulties. Skills learned are consolidated in group activities in the special class and through integration. Progress and development are carefully monitored through checklists and regular assessment by the speech therapist and psychologist, when available.

Individualized projects for the handicapped students, for example, are drawn up based on the child's level in the areas of Maths and Literacy. In literacy, we take it in four levels: 1. pre-reading, pre-word stage onto 2. first sight vocabulary, 3. experience at reading 4. classroom texts and interaction with text. The same type of stage system is used for writing and spelling. Language programmes are of great importance and much discussion and conversation go on with the resource group. This is seen as a vital part for the child coming to grips with concepts and the curriculum. A special social and health programme is implemented in the resource room. This includes group discussions and workshops designed to help the pupil with behavioural problems i.e. the child who persistently refuses to co-operate or share with others. A number of topics are dealt with in this way.

ITALY

The curriculum is drawn up and adapted in its objectives and content to take account of the potential of the student.

The presence of the teacher specialised in support work makes it possible to organise teaching in ways other than lessons given at the front of the class (small groups, one-to-one tuition, customised tuition, etc.)

Evaluations are made on the basis of targets set by teachers in accordance with the student's individualised education plan and potential rather than on the basis of predetermined standards.

As far as methods are concerned specialised teaching aids and materials and, to a lesser extent, educational software and new technologies are used.

The co-operation between teachers, including that between teachers in an "ordinary" environment and those specialised in support work, appears to be excellent.

NETHERLANDS

The fact that the ordinary and special education systems are entirely separate from one another in the Netherlands is one of the main impediments to integration. There is a sharp division between the two systems at all levels (funding, legislation, etc.). It is this division which the Dutch government is at present trying to tackle.

In 1988 approximately 5,000 students received peripatetic support. Most of them (three-quarters) were in secondary schools. The scheme is used particularly by schools catering for children with sensory handicaps. It is worth mentioning that since the system was introduced in 1985 the annual number of requests made for peripatetic support for students has doubled. This suggests that the scheme is fulfilling its mission, which is to help students who would otherwise need a special school to remain in or be transferred back to an ordinary school.

At the same time, we would point out that there has been no fall in the number of students in special schools. Nor are the effects of the peripatetic support scheme. Also, peripatetic support is rare in primary education, partly because very few schools have more than one pupil who needs it.

To sum up, we can say that schools are making ever-increasing use of the peripatetic support scheme. An important problem is that very little use has been made of the scheme by two major types of special school, the LOM schools and MLK schools (which together account for approximately 70% of all students in special education). Although these two types of school form an important target group for the government's "mainstream" policy, very few students have been transferred back to the ordinary system from them.

The second government measure which we shall discuss is the in-service training of teachers. During the period 1985-1988 approximately 25,000 primary school teachers took part in a course to improve the teaching of reading, in connection with the "mainstreaming" policy. The first course started in the 1985/1986 school year and lasted three years. In addition, special attention was paid to providing information on the teaching of reading, reading problems and school counselling in the field of reading. The course covered both the first steps in learning to read and technical reading skills. The national education advisory centres distributed relevant material, which was explained at regional meetings for teachers on the initial courses and counsellors from the school advisory services.

The evaluation of this particular aspect of the mainstreaming policy, i.e. the in-service training operation, was the central feature of two studies. The overall conclusion was that the policy has so far produced no noticeable improvements in students' reading skills.

The in-service training has not resulted in children reading better, although some progress appears to have been made in mainstreaming and differentiation, and there does appear, on the whole, to have been a slight improvement in technical reading, reading comprehension and spelling ability. But this improvement is probably attributable to other factors.

A third important pillar of government policy is its projects policy. The provision of extra resources in terms of manpower and equipment can help certain innovatory projects to be tried out on a small scale.

Some were designed to encourage closer co-operation between ordinary and special education, others were on specific themes such as referral and placement, and others still were concerned with returning students from special schools to ordinary schools, etc.

Various evaluations of the projects policy have been made in recent years, but it is not necessary to go into all the details here. Briefly, they indicate that the ordinary and special schools involved in the projects have been able to learn more about each other's methods of working. And the transfer of information between the two types of education has also resulted in the active implementation of procedures and strategies.

However, no reduction has yet been observed in the number of students referred from ordinary to special education. Although it may be the case for some schools, it has not yet been established that participation in such projects has led to a lower number of referrals.

PORTUGAL

In stages 2 and 3 of elementary education and in secondary education, special arrangements affecting attendance at classes in individual subjects can be made for pupils with special educational needs, on condition that the normal sequence of courses is respected.

Changes to the curriculum can be made for pupils with special educational needs. These involve:

- a partial reduction in the curriculum
- exemption from activities which the student cannot perform owing to his or her disability.

Pupils who have special educational needs because of physical and mental disabilities may follow two types of curriculum:

- curricula geared to their needs
- alternative curricula.

Increased teaching support may also be provided for pupils with special educational needs. This takes the form of extra teaching on an individual or small-group basis for a limited period.

Equipment

Pupils with special educational should be provided with equipment and materials which they need because of their particular disability. This equipment and material includes the following:

- special teaching aids: books in Braille or large type; audio-visual aids; special reading, writing and calculation aids.
- aids for individuals or groups: optical or hearing aids, special computer equipment, Braille typewriter, wheelchairs, prostheses.

UNITED KINGDOM

The introduction, in the Education Reform Act 1988, of a National Curriculum – a common curriculum framework with statutory entitlements built in – creates opportunities for pupils with special needs. In principle, all pupils with special education needs, whether or not they have statements, are entitled to the full National Curriculum – unless they have been specifically exempted from some or all of it. In any event, whether or not exceptions are in force, all pupils should be enabled to follow a broad and balanced programme of work. The National Curriculum Council (NCC) has issued guidance on participation by pupils with special needs (NCC, 1989 a/b). Pupils may pass through, a maximum of ten levels of Attainment Targets, which are related to the Programmes of Study in the National Curriculum, at their own pace. Pupils may follow schemes of work related to a key stage below that appropriate to their chronological age for some of the time, provided that they are mainly taught Programme of Study material within the appropriate range. A pupil may be placed in a teaching group with younger pupils, although this is not encouraged.

A pupil's statement of special education needs under the Education Act 1981 may "disapply" the National Curriculum or authorise specific modifications to Attainment Targets, Programmes of Study or assessment arrangements, or may excluded specific subject areas from the pupil's curriculum. Head teachers may suspend the National Curriculum temporarily for pupils without a statement (DES, 1989h; WO, 1989b); it is expected that this might occur when the assessment itself would be detrimental to the child's interests at that time. Head teachers must justify their action to the governors, parents and the LEA and present a plan for the future reinstatement of the National Curriculum in appropriate cases. The advice of the DES and WO is that modifications and exemptions should be kept to a minimum and related to individual cases.

The specification and terms of reference for the production of the concomitant Standard Assessment Tasks (SATs) – which are to be administered at or near the end of the 'key stages' i.e. at 7, 11 and 14 (testing at 16 will be via extant public examinations) – stipulate that the SATs must be accessible to pupils with special educational needs. In the design of the SATs, stress is being laid on teachers' clear understanding of the essential concept of the task so that they can better access the performance of pupils who are not able to communicate or demonstrate their attainment in the 'normal' way – for example, if they have language disorders or physical disabilities.

The employment of classroom auxiliaries and the presence of specialist teachers in the classroom often mean that pupils can work in small groups. Some schools have supplemented general staffing, rather than engage specialist teachers, in order to reduce class sizes and enable class teachers to have more time for pupils with learning difficulties. In those local authorities which have delegated to schools the central resources designed for special needs support, one of the models of allocation is, indeed, that of enhanced staffing; the exact formulae are still being developed. Pupils with special needs are also withdrawn from the ordinary classroom for specialist teaching.

Special aids for those pupils who are sensorily impaired or who suffer from physical handicap are available from Health Authorities as required.

Technological advances have considerably enhanced the curricular opportunities of pupils with educational needs by, for example, the development of large symbols on VDUs and concept keyboard as well as a considerable amount of educational software. Funding for the Technical and Vocational Institute (TVEI) and various other government initiatives have enabled many schools - both ordinary and special - to enhance their computing facilities. There have also been national initiatives designed to educate teachers about the possibilities of information technology (IT) for pupils with special educational needs.

In CONCLUSION, this synopsis of national contributions shows that ordinary teaching must adapt to students' needs and not the other way round. The integration of a handicapped child, one who is different from others, implies the acceptance of a difference within the class group and consequently the institution of differentiated education, while at the same time maintaining a high quality of teaching.

Teachers wishing to integrate students with special educational needs into their class have to accept this, and although this integration is difficult to achieve it is something which benefits all pupils.

However teachers in ordinary schools who accept the principle of integration must have the assistance of specialist teachers. To achieve this, the human and administrative barriers which exist between the ordinary and special environments must be broken down.

The aim of all Member States is to achieve co-operation between teachers in the ordinary environment and those in the special environment. Local facilities must be co-ordinated for reasons of cost, efficiency and mutual benefit and also to avoid overlap.

It should also be possible to provide children with specific support both inside and outside the class group, which implies the existence of remedial or support teachers in school classes and peripatetic teachers.

Children must be exempted from activities which their handicap precludes them from undertaking. Allowance should also be made for the speed at which the pupil acquires knowledge, his slowness, his ability to memorise, etc. Thus, the concept of school age which still dominates certain types of teaching must be made more flexible.

Another important point involves adapting national curricula, which may involve only a few changes, or major changes, or alternative curricula.

Finally, the reduction in the content of the curriculum means that the handicapped student's progress must be re-assessed. Evaluations are made on the basis of targets set by teachers in accordance with the student's individualised education plan rather than on the basis of predetermined standards.

In summary, if a teacher is to take on a pupil with special educational needs in his or her class, he or she must accept the difference, which implies differentiated education including the necessary support and assistance to prevent school failure.

4.4. Life at school

BELGIUM

Most schools are prepared to make minor modifications to their infrastructure to accommodate handicapped students, but are reluctant to embark on major architectural modifications. Given this reluctance to incur major expenditure for individual cases it may be asked whether individual integration with all its implications (modifications and special aids) is feasible.

Transport for students in special education is free. No special transport provisions exist for integrated students.

As regards spare time activities and participation in extra-curricular activities, there has been a steady increase in joint initiatives between ordinary schools and special schools, organisations for able-bodied and handicapped persons, sport and leisure clubs, youth movements, cultural activities, etc.

GREECE

In most cases the children are entitled to free transport to and from the school, at the state's expense. All school children receive free books and other customised printed material, prepared by the class teacher.

Certain special books are distributed only to blind or deaf children.

There are a number of institutions attached to the Ministry of Health and Welfare which provide support for children with special needs, such as food and accommodation (boarding school), medical and paramedical assistance, social and psychological support, transport, etc. Special schools attached to the Ministry of Education operate in almost all these institutions.

- As there are still obstacles in physical access to the schools, particularly in the case of old buildings, new legislation now makes it compulsory to ensure that new school buildings are accessible also to people with physical handicaps.
- Transport of children with special needs to and from school is in most cases provided free of charge by the state.
- Participation in school cultural, athletic, artistic and social activities for children with special needs in co-operation with the other children is already quite advanced and contributes a lot to mutual understanding.
- In most cases co-operation between parents and schools is continuous and constructive. Indeed, in many cases the parents' associations launch initiatives and solve various school problems, particularly as regards everyday running of the school, equipment, moral support, etc.

SPAIN

Schools practising integrated education have received an increase in financial funding and have been able to overcome architectural barriers that led to bad accessibility. Moreover, without detriment to all this, these schools also have a priority rating for receiving additional human and material aid and resources as part of other ministerial programmes

such as Basic General School Orientation programmes and programmes for the Incorporation of New Communication and Information Technologies in School (Mercury and Atenea programmes).

As stated in the previous section, schools that opted for inclusion in the integration programme with a project that assumed responsibility for educating pupils with motor difficulties have undergone architectural modifications to improve access by means of ramps, lifts, rails etc.

These centres also have minibuses adapted for wheelchair transport.

Because Institutes of Higher Education are independent, the situation varies greatly from one to another and it is difficult to speak in general terms. The institute itself is responsible for improving its own access in each case, while the Ministry of Social Affairs grants some financial aid to allow students to buy an adapted vehicle or gain access to another type of transport that fulfills their needs.

Children with special needs play a full part in leisure activities organised by schools for their pupils. Their abilities permitting, they are just another member of the school community. These children naturally also participate in most other extra-curricular activities provided physical and other types of access are possible.

Handicapped games and sporting competitions are regularly organised in Spain for disabled people. Sport is therefore an area where social integration is becoming increasingly common.

Every year, as part of the integration programme, the Ministry of Education and Science organises camps where children of the same school age can stay together.

Title III of Ley Organica 8/1985 de 3 de Julio, Reguladora del Derecho a la Educacion (R.O.E. de 4 de Julio de 1985) - L.O.D.E. - ([General Law 8/1985 of 3 July, Governing Right to Education (Official State Bulletin of 4 July 1985] concerns the bodies that govern public schools. Title IV concerns concerted schools. The structure and function of both types is based, in line with specifications in article 27.7 of the Spanish Constitution, on the concept of participation in school activities. In both cases, albeit in a manner determined by the specific type of school, participation in the school community occurs through the school council. Participation is not only a means of controlling and managing public funds but also a mechanism for ensuring the rights and liberties of parents, teachers and - last but not least - the pupils themselves, while still respecting the law.

IRELAND

The children remain in the special class base with a special teacher and go to mainstream classes at pre-allocated times, as agreed beforehand with the mainstream teachers, for such subjects as Art and Crafts, Physical Education, Religious Education, Cookery, Music and Reading. They follow the programme as set out by the mainstream teacher who ensures they participate fully. The following forms of integrated teaching are practised:

- a) Individuals and groups from the junior and senior special classes join the mainstream classes for Art and Crafts, Music, Physical Education, Religious Instruction, Cookery and Drama, twice weekly for thirty to forty-five minutes

- b) Individuals and groups from the senior special class join mainstream classes for daily reading, where appropriate, for approximately thirty to forty-five minutes.
- c) Children with severe behavioural problems in the junior special class remain under the supervision of the teacher or assistant at all times.
- d) Special children join mainstream classes for lunch and play-time daily.
- e) Special children participate in school assemblies, sports-days, concerts, religious celebrations, outings, etc.
- f) Paired reading with all the children from the senior special class and peers from mainstream 5th class.

ITALY

Architectural barriers have been removed in 75% of the schools which integrate handicapped students.

Local authorities are responsible for school transport, but this work may be delegated to local bodies.

Leisure is not organised by the school. There is free access to extra-curricular activities but support services cannot be guaranteed.

Weekly school attendance requirements are as follows:

	Minimum	Maximum
Nursery	20	36
Primary	27	40
(Lower) secondary	30	36
(Upper) secondary		30

- Parents take part in school life in the following way:
 - in the planning and organisation work of collegiate bodies,
 - during the drafting of the individualised educational plan (IEP) for decisions and tasks concerning their own children.

UNITED KINGDOM

Capital expenditure for substantial modifications to buildings to accommodate, for example, the physically handicapped, remains the responsibility of the LEA rather than the school. The Department of Education and Science's Architects and Building Note 18 on "Access for Disabled People to Educational Buildings". New educational buildings constructed by local education authorities must conform to these standards (Department of Education and Science Administrative Memorandum 2/85, 13 September 1985, refers). The Department of Environment's Buildings Act

1984 and its Buildings Regulations 1985 (Section M of the Regulations covers provision for those with disabilities) apply to institutions funded by the Universities Funding Council and the Polytechnics and Colleges Funding Council.

School transport costs are met by the local authority if the child attends the school or unit identified as appropriate in his or her statement.

All pupils are, theoretically, able to participate in leisure and extra-curricular activities; what is on offer differs with schools and local authorities.

In CONCLUSION, although all Member States recognise the need to make schools accessible to handicapped children, very few reports provide figures to support the progress made in terms of accessibility in schools, even though the number of schools in each Member State is known. In these circumstances it is difficult to ascertain the progress achieved since the working paper produced in 1986 by the Commission.

According to the national reports, it appears that school transport for handicapped pupils is provided in all Member States.

4.5. Participation of handicapped young people in community programmes:

NO INFORMATION GIVEN IN THE NATIONAL REPORTS

5. INSTRUMENTS OF INTEGRATION

5.1 Teacher training

5.1.1 Initial training

BELGIUM

Initial training for pre-school, primary and lower secondary teachers is given in teacher training colleges and universities leading to various diplomas after three years:

- diploma in primary or pre-school teaching
- diploma in secondary teaching
- special assistant's diploma
- diploma in upper secondary teaching
- degree in upper secondary teaching (4 years)
- degree in upper secondary teaching which does not involve extending the period of study

There is no special training for teachers in special education, but in the French-speaking community teaching practices are arranged, one of which must be in a special school.

However, supplementary training is possible (but not compulsory) as part of in-service training or for staff intending to teach in special education through lectures, seminars, teaching practice, on-site visits, research activity and educational documents. This supplementary training leads to a certificate of supplementary training for special education.

This course comprises 240 hours and is spread over 2 years.

DENMARK

All Danish teachers offering the same level of teaching receive the same basic training. Supplementary training is provided by the Teacher Training College of Denmark.

Special teacher training requires eighteen months of further training with a common core and specialisation at the end of the course.

Teachers who know that in the next school year they will have to teach one or more handicapped students with special difficulties may take appropriate courses, often in close collaboration with special education teachers in the form of "team teaching".

GERMANY

Initial training ranges from three to four years of course work followed by one and a half to two years of teaching practice. The choice of subjects is very wide, allowing future teachers to organise their syllabus according to the school level in which they will be working and their own interests. Teachers who want to work in special education have to follow a two-year training course involving general instruction in handicaps and special training in one type of handicap.

GREECE

Teachers in special classes, after their basic studies, require two years' further training in special education or must have at least five years' teaching experience in special education.

The teaching staff of special classes also includes experienced teachers or teachers who have studied special education in foreign universities.

The special teaching staff receive a special allowance.

In secondary education there is no special training for teachers. Guidance and assistance is provided to teachers in special education by school counsellors for special education.

The exchange of visits between teachers as part of the HELIOS and ARION Community programmes has a major impact on teachers and their practical work.

SPAIN

Basic teacher training lasts 3 years. The choice to specialise in special education must be made at the beginning of the course, but a number of teachers continue their studies after their diploma for between one and three years in the field of special education.

FRANCE

Decree No. 87-415 of 15 June 1987 instituted a certificate in special teaching and integrated education (C.A.P.S.A.I.S.). This certificate qualifies teachers to work in classes, institutions or services taking children and young people who are handicapped or sick or who have other problems with a view to special or integrated education. It is based on an examination open to primary and secondary school teachers who have been working for at least four years or have taken the Ministry of Education preparatory course. Under the Decree of 15 June 1987, the examination has seven options corresponding to the various situations which candidates will be called upon to deal with:

- option A: the teaching of hearing-impaired children and young people
- option B: the teaching of visually impaired or blind children and young people
- option C: the teaching of children and young people with somatic diseases, physical impairment or motor handicaps
- option D: the teaching of severely disturbed children and young people whose problems are of a predominantly psychological nature
- option E: teaching and educational assistance for children with problems at pre-school and primary level
- option F: teaching and educational assistance for young people with problems
- option G: various types of therapeutic teaching.

Parts of the curriculum are common to all options.

The examination includes theoretical tests (two written tests and two oral tests) followed, for successful students, by a practical test before a board.

IRELAND

The various forms of teacher training are as follows:

- a) Initial training: 3 years degree course
- b) 1 year Post-Grad course in Education
- c) Remedial Teachers' course
- d) End of year summer courses dealing with various curriculum areas
- e) Counselling courses run by Counselling Agency.

No specific courses are available to help mainstream teachers integrate special needs pupils in class but they may be accepted for courses in Remedial Education.

ITALY

In Italy, in order to be able to work with handicapped students, teachers must attend a two-year course of 1,300 hours and obtain the qualification concerned.

LUXEMBOURG

The Luxembourg Presidency (first half of 1991) of the Council and the school authorities in Luxembourg have studied the problems posed by teacher training in great depth.

Like general education, special education is characterised at present by a multiplicity of different approaches, ideas and basic concepts. The situation is complicated still further by the fact that the technical aids for certain forms of handicap, such as sensory handicap, have developed considerably and require highly specialist training.

The question which springs immediately to mind is whether it is possible to design a single condensed form of basic training which prepares teachers for work with any "difficult" pupil?

In the highly politically charged discussion of the school integration of handicapped children this question is certainly not easy to answer: special education and special training must be combined with the knowledge and professional techniques of the general teacher.

Primary teaching was characterised at the beginning of the 1970s by the creation of special classes. The in-service training offered during a third year was therefore directed more or less specifically towards a special student population: those with behavioural disorders, retarded or disturbed students, and mentally handicapped students.

Sensory and physical handicaps were not provided for, probably because specific institutions such as the Logopedics Centre and the Medico-Educational Centre catered for this pupil population.

Because training facilities for the teaching of students with sensory defects are well established in the universities of our neighbouring countries and many Luxembourg students have had and will have the opportunity of benefiting from them, it seems inappropriate at this time to abandon the division of labour mentioned above.

The curriculum for the specialisation year at the I.P. comprised the following traditional branches of teacher training:

- differential psychology
- social psychology
- genetic psychology
- an introduction to neurophysiology
- an introduction to psychopathology
- an introduction to research methods in psychology and teaching statistics
- special teaching of reading
- special teaching of arithmetic
- (special) training in branches of expression

The weekly timetable consisted of between 20 and 24 hours and the course provided for a 3-week teaching practice. Participation in research work was integrated into the programme. One very special feature of this training was probably the vocational experience of the "students" and the heightened awareness of the problems of children with learning difficulties. All teaching was given in the form of seminars. Lectures were always supplemented and brought to life by personal contributions from teachers and guided discussions on practical work.

The creation of the ISERP with the accompanying expansion of theoretical courses in psychology, education, and supervised lectures and studies in the theory of the different branches of education probably makes the task of rethinking the special education curriculum easier. This curriculum might therefore concentrate on selected psychological questions, such as cognitive development, language and motivation.

One wholly specific feature of "integrated" special education is probably the internal differentiation of teaching, in other words how the work is organised. The general educational theory and general teaching courses and the associated supervised studies will have to confront this problem and provide practical models of internal differentiation both in terms of the presentation of information and in terms of assimilation and memorisation.

Many "special" techniques in education are no more than the conscientious and systematic application of "general" principles of an active method based on the mobilisation of the child's own resources (Anschauungsprinzip; Aktivitätsprinzip; Lebensnähe; Kindsgemässheit, etc.)

One advantage of the old "special training" was certainly the authentic professional experience provided by the teachers. Students currently receiving training will not have the intellectual and moral capacity during their basic training to integrate the special aspects of learning impairment in an overall and cohesive professional approach. An approach based on rules of thumb or "practical guides" which would fail straight away in the classroom situation must be directed towards more explicit concepts and theories by offering appropriate continuous training. It is at this level that specific techniques such as neurolinguistic programming and certain logopedic, group management and behavioural therapy techniques might fill the gaps in the repertory of professional techniques. Extended courses in specialist institutions inside and outside the country may profitably supplement professional experience.

The new teacher training project is included in the Luxembourg contribution appended to this report.

NETHERLANDS

The present teacher-training colleges for primary education (PABO's) were created in 1984, with the amalgamation of the separate courses for primary and pre-primary teachers into a new four-year course. There are approximately 42 PABO's in the Netherlands, 25 of which are situated in Colleges of Higher Vocational Education. Qualified teachers are considered capable of teaching any subject on the curriculum to students aged from 4 to 11 or 12.

The intake of students training as primary teachers had fallen sharply by 1985, partly because the job prospects were discouraging. But with the slight upward trend in the numbers of children entering primary school, and the marked increase in part-time working, demand has increased (Ministry of Education and Science, 1989). Recent statistics indicate a shortage of supply teachers for primary schools in the most densely populated areas. The number of vacant posts is rising rapidly, while the number of teachers qualifying is falling. The pool of teachers available to replace others during sick-leave, pregnancy, etc., is also shrinking, since most supply teachers now have a regular post.

The intake into the PABO's has been relatively low in recent years, but there was an increase of approximately 30% in 1990-1991 following discussions on anticipated shortages. In order to increase the intake, a part-time course was introduced in 11 locations in 1989. In addition, courses have been organised for women wishing to return to the job market. Despite all this, the threat of shortages persists.

PORTUGAL

The initial training of all teachers takes place in colleges of education and universities. It takes various forms, depending on the level of education and teaching needed. The training of teachers who help students with special educational needs at present takes place in the Lisbon and Oporto colleges of education and in two private education colleges.

UNITED KINGDOM

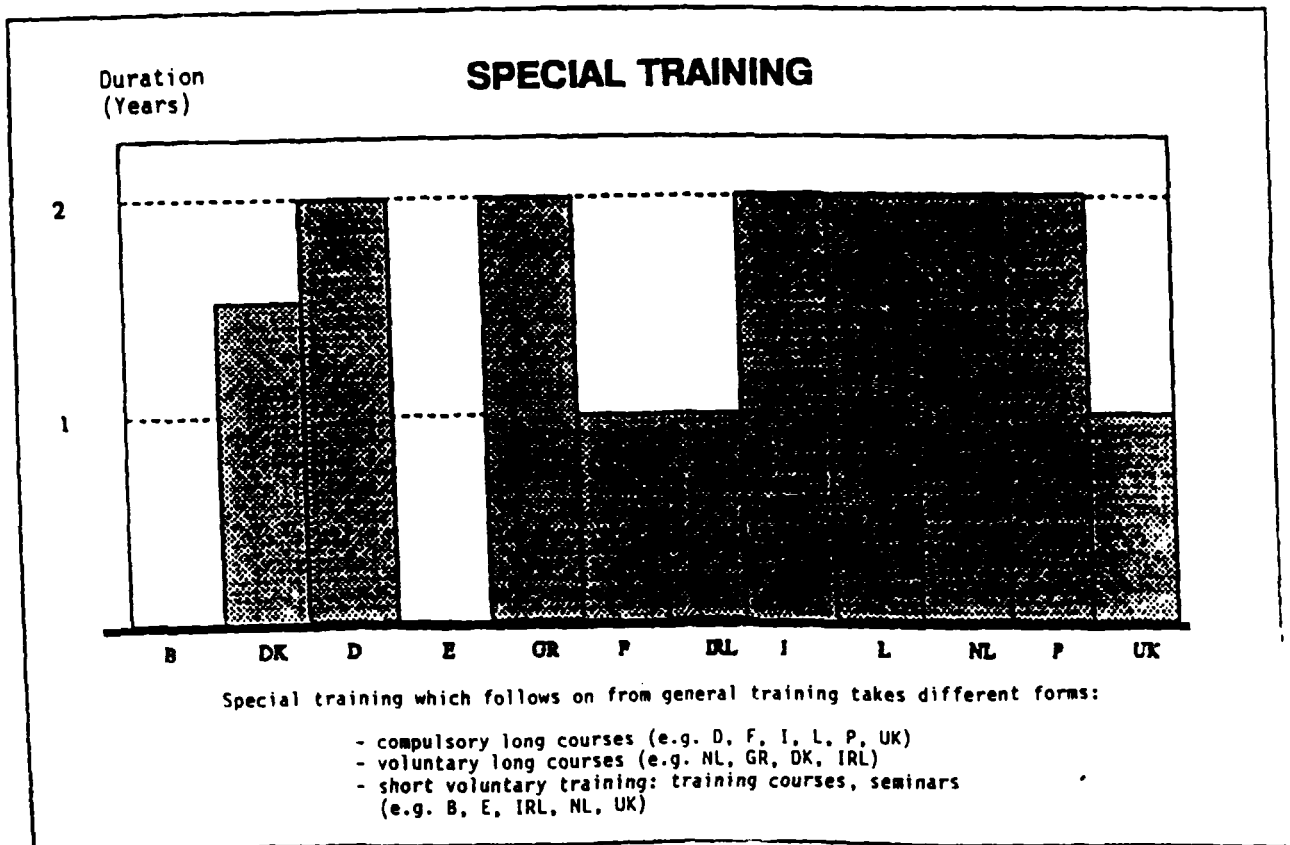
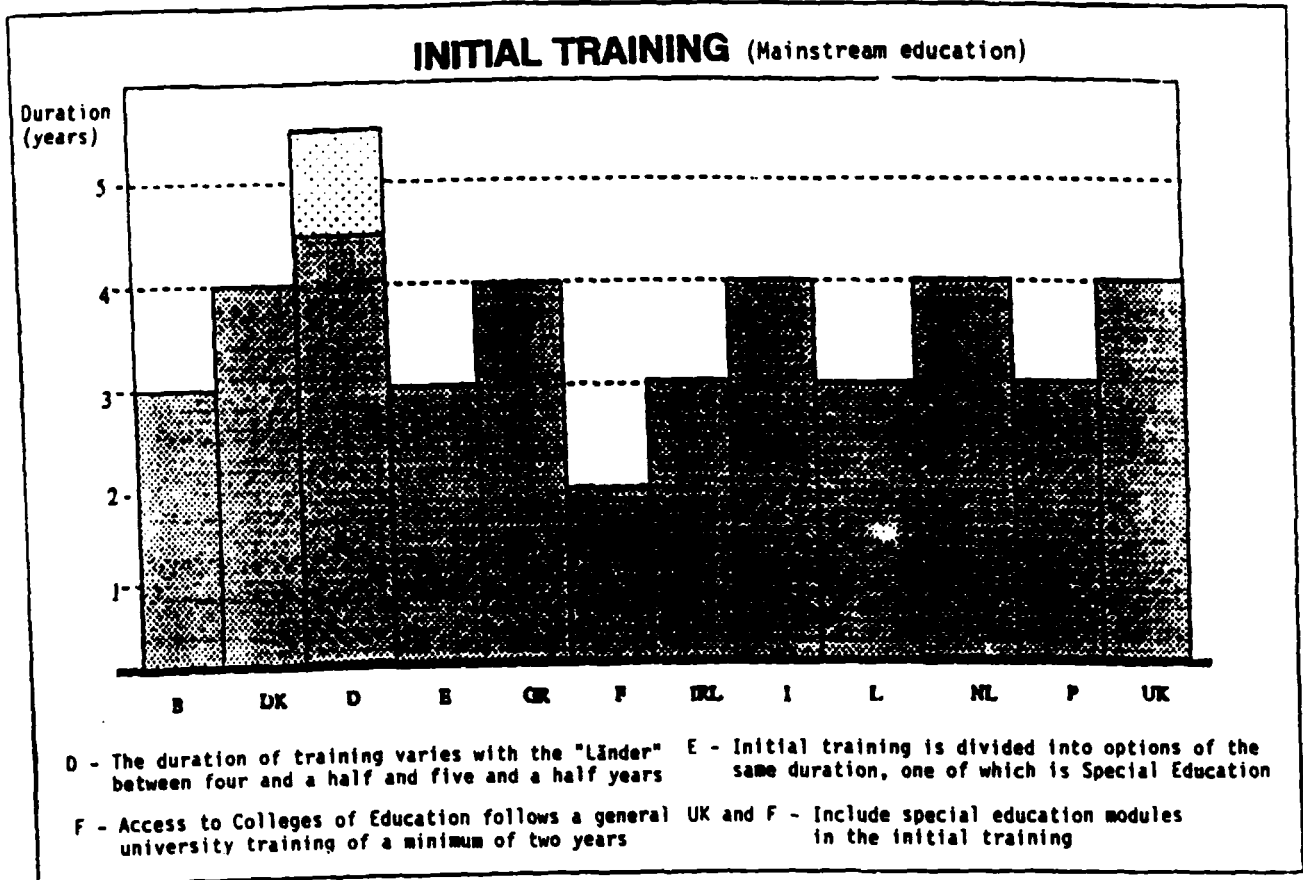
Initial teacher training comprises a common core with alternative routes to qualified teacher status (QTS). The majority of prospective teachers take a Bachelor of Education degree (4 years) for primary education or a Post-Graduate Certificate of Education (1 year) for secondary education. Future graduates must acquire teaching strategies and skills suitable for a wide ability range and be able to identify students with special needs. Initial training now includes an introduction to the subject of special educational needs. This training is available to teachers through courses of in-service training.

5.1.2 In-service training

BELGIUM

The reforms in education, the increase in the numbers at school, the introduction of new technologies and the need for educational guidance have all considerably increased the need for in-service training. However no programme has as yet been set up or co-ordinated and difficulties need to be overcome if the educational life of the school is not to be disrupted. The teachers who take part in continuing training courses are not replaced unless the length of their absence justifies it. In-service training is not compulsory. Nevertheless there are substantial needs in this area which are restricted by the budgetary and staff resources available.

Table 21: Duration of teacher training



SPAIN

The Ministry of Education and Science has set up a network of teacher centres that offer permanent training to teachers and where some teaching is given by specialist advisers in special education. This training is supplemented by school training plans. However the teachers centres (120 in Spain) also provide assistance and advice to teachers with regard to student's special needs. The provision of these facilities and resources enables severely handicapped students who previously had not received education to be taken on in the school system.

In **CONCLUSION**, according to the national reports the initial training of all teachers should include a module to heighten awareness of the problems of handicapped children. When a handicapped child is integrated into an ordinary class the teacher should have all the necessary information and have followed a special training course module given by specialist teachers as in Denmark, even before integration possibly.

Finally, in-service training appears vital to ensure that teachers are trained to cope with new technologies. The participation of teachers in Community programmes should be encouraged and developed.

5.2. Support services**BELGIUM****Inside the education system**

Advisory and support services are divided into those catering for ordinary schools and those catering for special schools. There are thus ordinary and specialist psycho-medico-social (PMS) centres. Their activities embrace the student, the school, the student's family and society in general.

PMS centres are regional advisory services which, although they work very closely with schools, can take up an independent position. They exist to help all students, particularly with objective advice concerning educational and vocational choices. Priority however is increasingly being given to prevention and to helping students with educational problems. Co-operation with teachers and parents is crucial in this respect. The ordinary PMS centres also refer students to special education where necessary.

The counselling and support provided by the specialist PMS centres for special education is more intensive, given the smaller school populations involved and the nature of the students. Co-operation with schools is based more on statutory provisions. For example, the PMS centres are statutorily required to provide regular assessments and justifications of each student's continuing need for special education. There is more scope for counselling parents, which is certainly justified given the complexity of the subject matter.

In integrated education (IE) both types of PMS centre are involved in drafting and evaluating the integration plan. But co-operation is not problem-free. Where IE is well organised co-operation is judged useful and necessary. However, it is on a voluntary basis only. Since integrated students belong administratively to the ordinary system they do not form part of the specialist PMS centres' official caseload.

Outside the education system

Outside the education system there are services in other sectors, particularly the welfare sector, which provide some psychological support. Rehabilitation centres offer help outside of school with learning problems, language and speech problems and motor or psychomotor problems. They can also provide limited help within the education system and during school hours, but only with the approval of the education partners.

Home support services are designed mainly to help families with a mentally handicapped child and form a bridge with school. They take responsibility for counselling teachers when mentally handicapped children are integrated into school. This counselling however is insufficient. It is less frequent and less intensive than in IE counselling for types 4, 6 and 7.

In addition to these two forms of external educational support, there has been a proliferation of private initiatives in recent years, the hypothesis being that the problems of students with special needs can only be solved by specialists.

This has affected teachers' involvement and blurred the role which schools should be playing in integration. An investigation covering 1300 schools has revealed that an average of 10 students per school are receiving private help and that in 50% of cases the school does not know what the help consists of. For this reason, it is extremely important that there should be consultation between teachers and the private agency in order to ensure an integrated approach to the problem.

DENMARK

Educational psychological guidance in Denmark is provided by 130 offices (approximately one for every 5000 students) and plays a very important role. These offices are manned by staff with a wide range of psychological and educational expertise, covering, on the whole, the special needs which arise in a school in which very different children have to be taught and live together. At regional level there are also consultants in more specialised areas whom local schools can call on where necessary. Finally, many schools whose catchment area comprises the entire country or an entire region can provide advice, guidance, courses and materials etc., for local schools if a child with very special needs wishes to be integrated into the normal system.

Many problems at school are closely linked with the child's situation outside school (home, neighbourhood, etc.). This means that close co-operation with social workers is often necessary if the school is to solve the child's problems. Co-operation of this type now has a very high priority in Denmark, partly because it is not as easy as one might think and does not operate equally successfully everywhere.

GREECE

Support and assistance to children with special needs is considerably different in schools which, apart from the teaching staff, also employ support staff, consisting of the school psychologist, social worker, special education expert, speech therapist, physiotherapist and work therapist. In certain special schools which operate within institutions run by the Ministry of Health Welfare, support services are better organised, and include health care services, social services, therapeutic services where required, psychological services, boarding, transport to and from the home, etc.

Outside of school the main support services provided, mostly in the major urban centres and in certain other large towns, are the child medical centres and mobile diagnostic units. They are mainly occupied with diagnosing children with special educational needs and mental or physical problems. Likewise, there are the regional school medical services. Naturally, there are also the regional educational services (education directorates and offices in each prefecture), and the local government authorities, i.e. communes and municipalities. In almost all parts of Greece there are children's summer camps open to all primary school children. These camps last two or three weeks and are completely free of charge. There are also a number of athletic and artistic events for children with special needs out of school, such as participation in the Greek school championships, the special Olympics, theatre (e.g. theatre for deaf children), painting exhibition (e.g. by blind children) etc.

The health and welfare of children with special needs is the responsibility of the special services of the Ministry of Health, Welfare and Social Services.

The Ministry of Justice is responsible for the custody and education of minors who have fallen foul of the law and works to ensure their normal reintegration into society. As a rule, these children are difficult cases and always at risk of recidivism.

The responsible authorities in all the above ministries try to co-ordinate their activities with a view to providing the best possible social integration of children and other people with special needs. It appears that in the future the lack of co-ordination between the various programmes and the inadequate provision of support services will require a series of measures to meet the needs which arise, particularly in the large urban centres.

ITALY

Activities of the psycho-socio-pedagogical team or the multi-disciplinary team of the local health units fall into two categories: 1) those designed for all students (psycho-diagnostic advice and advice on social assistance for the problems of intercultural relations) and 2) those designed for handicapped students (possible diagnostic certification, participation in the production of the functional diagnosis, provision of advice to families).

Outside the school environment it is primarily the rehabilitation services which are concerned and in some cases also leisure and sports centres.

Co-operation between the three services (school services, health services and those of the local bodies) is at a barely acceptable level and is definitely in need of improvement. Such an improvement will be possible only when inter-institutional "agreements" setting out the limits and powers for the inter-sectoral activities of each institution become compulsory.

LUXEMBOURG

The child guidance service set up under the differentiated education system offers educational assistance and pedagogical or psychological support to children with developmental difficulties as a result of educational, psychological, psychosomatic, neurological or mental problems.

It also provides advice to members of the child's family. Where possible it endeavours to detect and prevent the difficulties mentioned above at an early stage.

Its activities take in the pre-school and normal primary levels and special and differentiated education.

The child guidance service operates through multidisciplinary teams consisting ideally of a psychologist, a graduate special teacher, an educationalist, a welfare officer and a doctor, working in conjunction with other services and specialists.

NETHERLANDS

The school guidance and support services in the Netherlands include the schools advisory services and the national educational advisory centres. They tend to work for all schools in their area; not just those of a particular religious denomination or ideological persuasion. They assist both the school as a whole and individual students. They also co-operate with the national educational advisory centres and/or special support agencies on particular projects. And in addition, they help with the introduction of in-service training programmes set up by the training institutes. The schools advisory services are mainly geared to primary education and certain types of special education. In the case of special education their role is confined to systems support rather than student support.

There are three national educational advisory centres: the General Educational Advisory (APS), the Protestant Educational Advisory Centre (CPS) and the Catholic Educational Advisory Centre (KPC). These three centres operate at national level in the secondary education sector, providing support and development, advice, information and evaluation services. They do not assist individual students directly, but rather support the school in this task. In addition, they have a co-ordinating role in the implementation of the national education policy. Finally they provide support for the local and regional schools advisory services. All the above are general advisory services. Specific educational support organisations include the Institute for Educational Research (SVO), the National Institute for Educational Measurement (CITO) and the National Institute for Curriculum Development (LSO).

Many children in special schools have contact with care and welfare organisations.

They may, for example, have contact with the Youth Welfare Department of the Regional Institute for Out-Patient Mental Health Care e.g. for family therapy or play therapy, or with social workers, youth psychiatrists, a paedological institute, a Youth Advisory Centre, a medical day nursery. Other students in special schools live (temporarily) in children's homes or psychiatric clinics for children and young persons.

And use may also be made of day-treatment and day-care centres, for example those affiliated to boarding schools. In principle, the referral process works both ways. Children may be referred to care or welfare organisations by their special school.

The Youth Policy Council notes that the special education system is a relatively important referrer to youth assistance organisations, the Regional Institute for Out-patient Mental Health Care and the psychiatric clinics for children and young persons. However, the Council also notes that the degree of co-ordination between the services could be improved. In general, there seems to be relatively little consultation. The Council argues that this is because the special education sector and the youth assistance sector developed independently of one another, so that they each have their own forms of institutionalisation.

UNITED KINGDOM

All local authorities offer very different kinds of support services.

In CONCLUSION, countries such as Belgium and Luxembourg have had a statutory requirement to provide guidance services for many years. In other countries it is the social services which provide the link between the school and the needs of the child and his family, outside or in conjunction with the school.

The creation or development of guidance and support services to families and children is an aim which must be pursued within the European Community.

All the national reports reveal the importance of co-ordination between the services which provide for the child's needs, both inside and outside the school, from the earliest age.

5.3. Teachers and parents

BELGIUM

The Education Decree of 1990 provides also for parent participation. The form which this participation takes differs according to the education network. In the Flemish community education parents have a say in school policy through the local school councils. In private education, however, their role is purely advisory since the organising authorities wish to remain in control of decision-making. Nor do parents have any power of decision in municipal and provincial education.

The Decree applies both to ordinary and special education. Contact between parents and teachers is more frequent in special education. The same applies to contact between parents and PMS centres.

In integrated education parents are one of the five parties involved. Parents must sign their agreement to the content of the integration plan. Most are present at all discussions (admission discussions and assessment discussions). They also have more frequent contact than other parents with the teachers involved. Integrated education provides a channel for parental participation.

Integrated education counsellors give most of the attention to the students and teachers. However they report that there is also a need for counselling of parents which cannot adequately be met within integrated education. Home support services often counsel parents in this participation process and encourage them to take an active interest.

In conclusion we can state that in practice there is still no truly satisfactory system of parent participation in education. A legal framework providing scope for participation is important but not sufficient. Teachers must be prepared to work together with parents, to accept them as partners in the education process. And parents, for their part, must be prepared to take their share of responsibility for their child's education. Both sides perhaps need to be taught how to exert this shared responsibility.

DENMARK

Co-operation between home and school is of crucial importance. Parents have extensive rights in connection with their children's schooling, particularly in the case of handicapped students. Generally speaking, parents may choose whether they want their child to attend an ordinary school or a special school. A child cannot be referred for special teaching without the parents being consulted. The educational psychological guidance service has the very important task of advising parents on the choice of form and content of their child's education.

Parents may visit schools as often as they wish and are regularly invited to attend lessons. Each class has meetings involving all the students several times a year.

Parents' most important formal means of influence is via the School Board (a school's governing body). The parents have a majority on the Board, which makes the decisions in a large number of school matters.

GREECE

As has been mentioned, parents have the last word on special education for their children. These children participate in special educational programmes only if the parents so wish.

Teachers try to inform them correctly and to persuade them to grasp their child's interests, whenever teachers and child medical services recommend special education for the child, or vice versa, when they recommend that a child remain in the regular school.

Occasionally one encounters cases of parents who are indifferent or, alternatively, excessively demanding. Likewise, there are some teachers who do not show the required sensitivity vis-a-vis children with special needs and ask to be relieved of such children, particularly when they realise that they are not suitably trained and do not have the resources required to cope with the additional demands.

On the whole however, almost all parents and teachers work together harmoniously and effectively. In many cases parents' associations contribute to the endeavours of the teachers and the school, make good existing shortcomings as regards teaching materials, specialised staff, etc. The teachers, for their part, help, inform, guide and assist the parents, not only in the school but outside it as well. It is these teachers who are responsible for fostering the general climate of co-operation and in many cases they themselves customise the special educational programmes to the needs of their pupils and develop the required teaching aids.

Co-operation of parents and teachers is not just voluntary, but is foreseen by law, which provides for the presence and participation of parents in school boards, educational committees, etc. Moreover, parents' opinions are also given serious consideration when legislation is being drafted. Indeed, the parent's attitude to the implementation of certain educational measures plays a decisive role in the success of these measures, such as the development of special educational programmes for the school and social integration of children with special needs.

SPAIN

An attempt is made to ensure that the parents are not provided with information solely on the limited occasions when the results of pupils' assessments are made known. Attempts are being made to create a new awareness of guidelines for behaviour towards and attention to families.

The work of the following Documentation Centres has been of great importance in this respect:

In order to involve parents, both on a personal level and at school level through parent-teacher associations in the process of needs identification and assessment and educational monitoring, schools are setting up and developing advisory and working programmes through co-operation between families and the teachers responsible for teaching their children.

It is becoming an increasingly common occurrence to come across clearly drawn up written guides that provide parents with a detailed explanation of the system of the school curriculum so that they can follow it through at home.

IRELAND

Parents participate in "Parents as Partners" programmes where the parents meet the teacher, speech therapist, principal and psychologist, when available to discuss the child's progress, outline goals and put these goals into practice at home. Some parents accompany their children to swimming and riding lessons. Teachers are available during school hours to discuss any problems parents may be experiencing at home with their child. Parents attend meetings/lectures organised by the school in relation to their child's education. Parents assist in fund-raising activities. Parents attend school concerts/plays, etc.

ITALY

The extent to which the relationship between teacher and parents is developed is usually in inverse proportion to the age of the handicapped student.

May other factors play a major - and even decisive - role in defining the patterns for co-operation, which should be understood as "participation in the life of the school on the basis of the personal problem concerned," including the level of education of the parents, their knowledge of the nature of the handicap and the level of their (often direct) participation in the rehabilitation programmes.

There is a gradual movement towards greater institutionalisation of the involvement of parents in school activities, starting from their participation in the drafting of individualised education plans and going right through to the involvement of the permanent Observatory for handicaps, the body responsible for providing advice and impetus for the initiatives of the Ministry of Education for the integration of handicapped students (30% of the membership of the Observatory is made of associations representing the families of handicapped people).

NETHERLANDS

In all Dutch primary schools and special schools parents can exert an influence on school life via the Parents' Councils and Participation Councils. In addition, parental approval must be obtained before children can be subjected to a detailed assessment. Accordingly, in the case of children found to have problems which cannot be dealt with by the ordinary school, it is the parents who apply for the child to be placed in special education. Not surprisingly, therefore, parent/school contact is closer in special schools than in ordinary school. Contact between school and parents can cover areas such as assessment reports, school transport, student enrolment and placement. Parents and teachers are generally satisfied with the relationship between parents and school in special education. However, there are some areas where there is room for improvement. For example, parents are not given enough information concerning the process of referral from ordinary education to special education. Secondly, parents would like to know more about their children's progress in special education. And finally, parents would like to be able to exert more influence via the Parents' Council and Participation Council. The relatively high concentration of foreign children in special education naturally brings problems as regards contacts and consultation between school and parents, and there is thought to be room for improvement here.

UNITED KINGDOM

One of the main features of the WARNOCK report was the parents' desire to be involved as equal partners in the school process. This philosophy led to the involvement of all parents in their children's education.

In CONCLUSION, the role of parents and the family is an essential factor in the integration of the handicapped child, a fact which was stressed in the second European Conference on "Handicap and Education" (October 1990) at Cagliari (Italy).

CONCLUSIONS

The 1986 Commission document on the progress with regard to school integration in the European Community revealed different concepts about the integration of handicapped pupils in schools.

The situation has now changed, since Member States' reports stress the value of integrating handicapped pupils and students in an ordinary environment as far as possible, with the support of the special environment. This movement has been further boosted by the Resolution of 30 May 1990 of the Council and the Ministers for Education meeting within the Council on the integration of handicapped children and young people in the ordinary education systems.

An analysis of national contributions shows that legislation on integration has mushroomed in practically all countries since 1987 and also, in some cases, totally new concepts have been adopted (Spain, Ireland, Luxembourg, Portugal). Greece, the United Kingdom and France are enacting legislation adopted previously while at the same time gradually modifying it to take account of the rapid pace of change. Italy and Denmark are attempting to improve still further the process of integration that has been underway in their countries for about 10 years. And lastly, Belgium, Germany and the Netherlands have initiated efforts to adapt their education system to allow greater integration.

Despite the fact that the question posed in the 1986 Commission document "What sort of integration for which pupils?" still applies, the responses that are provided now differ from those given in 1986:

There are three main options:

1. Referral according to the type and degree of handicap following an assessment of the student, classification, special schools, admission decided by a psycho-medico-administrative committee, and a school career in the special stream.

This approach means that students with learning difficulties are directed towards special education resulting in a handicapped student population more than double that in other countries with all the associated financial consequences.

2. Integration in an ordinary environment with administrative and educational desegregation, an individualised educational plan, provision of material or staff resources (remedial, support or peripatetic teachers).

This approach leads to a process of increasing integration of which the limits are as yet undefined.

3. A mixed approach resulting in a variable rate of integration.

Analysis of the national reports reveals a wide diversity in defining what is a handicapped student. Some countries base their definition of handicap on the type or forms, others in terms of the concept of the optimal interaction between the special environment and the ordinary environment, while still others prefer to offer a wide variety of types of integration with a continuum from integration in an ordinary environment to special institutes, with a full range of intermediate stages designed to meet every need. Finally, there are some countries which have adopted the idea of special educational needs rather than that of handicap.

This disparity is further enhanced by the fact that education authorities often do not have the same definition of handicapped children as the Health or Social Affairs authorities who generally adopt a more medical definition. The lack of cohesion in this field is an impediment to co-operation between the various bodies who cater for handicapped children inside and outside of school on a local, regional, national and even Community level.

Analysis of the statistics in the national reports makes it possible for the first time to estimate the population of handicapped pupils in the Member States, about 2% of the population of school age. About 1,200,000 pupils attend school, but only a quarter of these pupils attend ordinary school while almost three-quarters attend some form of special school. The lack of data in the Commission document of 1986 makes it impossible to chart the progress achieved over the past 4 years in quantitative terms.

These results indicate the distance that still remains to be covered and encourages the adoption of new political initiatives to promote current policy more vigorously.

In the 12 Member States 87,000 teachers provide special teaching and more than 31,000 teachers in an ordinary environment provide support or remedial teaching, either within a school or peripatetically or at home. These figures reveal a teacher/pupil ratio of between 4 and 9.5 with an average of 7.9 among Member States.

The costs of special teaching are between 2 and 10 times those observed in States for ordinary education. On average a disabled student in special education costs 4 times more than a non-disabled student in ordinary education.

These results point to the need for a thorough examination at Community level to ascertain the current state of affairs, bearing in mind the associated costs of health care, social security and support. In fact, although the number of children in a special environment is fairly well known, the numbers integrated in an ordinary environment are probably greater than indicated in the present report because of the lack of detailed statistics. At the same time it would be useful to know the number of non-educated children and, of these, the number who are handicapped.

Catering for the needs of handicapped pupils, who constitute about 2% of the school population, raises the problem of the education of pupils with learning difficulties whom the educational system should cater for to prevent them becoming school failures and as soon as these needs become apparent. The numbers involved range from 8 to 12% of the school population, depending on the country assessing them (DK, IRL, L, P).

The following question then arises:

"Should one cater solely for severely handicapped children and adolescents, as for example in Italy, or all pupils with special educational needs, as for example in the United Kingdom?".

In terms of the legislation promulgated in the Member States, the response points to an equal right to education for all under the best possible conditions. This viewpoint has found the support of the European Community (European co-operation programme of 1987, HELIOS programme 1988 and Resolution on school integration of 1990) and it is a hope which is also shared by handicapped people and their families.

Under these circumstances the continuing existence of a separate special system for handicapped pupils could be questioned, even if the teaching provided there and the special educational support is of a high quality. Two forms of teaching in parallel (mainstream and special) which can be distinct and non-complementary produce extra costs and result in a disjointed organisation. Experience shows that teachers from the ordinary environment are sometimes tempted to point pupils with difficulties in the direction of the special environment which has more facilities than they do.

The categorisation of pupils by type of handicap is perhaps an overly medicalised concept given that medical progress has led to concepts such as multiple handicap and superhandicap.

The attempt to introduce a reception class for pupils suffering from a specific type of handicap is difficult if the class covers a wide geographical area.

For these reasons a number of Member States tend to replace the concept of categorisation by a continuum of measures in the context of integration or of special educational needs in view of the amount of support which has to be provided.

Study of the education systems in the Member States shows a wide diversity due to the existence of two separate educational systems in some countries - ordinary education and special education - and only one for all students in the others (Denmark, Greece, Spain, Italy, Portugal), ignoring those countries where the legislation is in the process of being changed.

This diversity of educational systems is associated with a variety of types of integration. The situation is complicated still further by the existence of a psycho-medico-administrative registration procedure for handicapped students found in some Member States, particularly Belgium, Germany, France and the Netherlands. This combination of measures which is designed to encourage provision for the educational needs of handicapped students in reality proves difficult to manage. These procedures attempt to limit the extent to which the special environment is used but, apart from Germany to some degree, they do not prevent an increasing number of pupils with special needs being directed towards the special environment from the mainstream education system.

Most Member States accept the need for an initial evaluation of handicapped students or students with special educational needs, followed by the preparation of an individualised educational plan which is reviewed and revised periodically to allow for the student's difficulties or progress.

Several national reports clearly state that the concept of a homogeneous class is incompatible with the integration of handicapped pupils and that the difference should be accepted in cases of individual integration in an ordinary environment.

The presence of different pupils has major consequences within the classroom and even within the reception school.

The school structure itself sometimes has to be modified. The pupil must be assessed in terms of the objectives described in the individualised educational plan. In some cases the school programme (curriculum) is retained while in others it is adapted to varying degrees depending on the child's ability. A support system must be set up within and sometimes even outside the classroom.

There are three fundamental questions implicit in the national reports:

1. Should pupils with different levels of learning ability be directed to different forms of education?
2. Should there be a movement towards comprehensive schooling but with a levelling down of the high-fliers?
3. Should these two educational philosophies be reconciled through differentiated education?

In one case the homogeneity of the class group must be maintained at any price which entails the exclusion of students who cannot keep up with the more advanced pupils. In the other case there is a risk of sacrificing the more advanced pupils for the benefit of students with learning difficulties.

The integration of a pupil with special educational needs may necessarily require the provision of differentiated education within the classroom at the primary, but above all, the secondary level.

Various experiences indicate that the provision of differentiated education visibly does not entail negative consequences for gifted pupils since in these circumstances they could follow a fast-stream curriculum adapted to their abilities.

Similar pedagogical concepts are pursued in many Member States and have already been implemented in some. They require appropriate educational techniques, administrative and even material desegregation, curricula which have been adapted and often refined down from the national curricula, and motivated educational teams. This implies additional costs for the mainstream education system.

Special education could thus be reserved for the most severely handicapped children whose parents do not wish them to be taught in an ordinary environment or when the nature of the handicap makes this undesirable (DK, GR, ES, IT, P, UK, and Luxembourg and Ireland currently under examination). In the Member States where this approach is used, there are models in which special teachers might then offer their expertise to teachers in the ordinary environment and provide the necessary support. This arrangement should not be reserved simply for pupils recognised as handicapped but could be offered to a large proportion of school children with special educational needs.

The national contributions describe the importance of good teacher training. Over the past few years courses have been extended in the majority of Member States or reorganised to offer a more thorough training. In-service training has also been advocated, particularly in the case of teachers in an ordinary environment who have to take on handicapped pupils or use new technologies.

In terms of life at school the national contributions, like the Commission document of 1986, report the material obstacles which handicapped children face in terms of their mobility.

The reports provide no figures on the progress since 1987 in making schools more accessible to handicapped children and point out that school transport is provided. Finally, all the contributions stress the importance of parental participation in school activities and in the support which handicapped persons associations provide. It appears that the families of handicapped children who are integrated in an ordinary environment are more motivated and more involved than the families of children in a special environment, but all need support services, particularly in the area of guidance (Belgium, Luxembourg).

In summary, the present report reveals a major advance on the situation described in the Commission document of 1986. However, the handicapped student's needs cannot be met without paying particular attention to the educational needs of all students in terms of integration in an ordinary environment. This requires a change in the regulations, increased flexibility and adaptation of national curricula, the adoption of individualised assessments, but above all a shift in the mentality of all the participants and all the instruments of school integration.

Finally, the transition from the school environment to the world of work has not been examined in this report. Although it is true that not all handicapped people are able to work in an ordinary or sheltered environment, a large proportion of handicapped people are able to work if they have received vocational training which leads to a job.

The national contributions provide no information about life after school nor the opportunities following compulsory schooling. This point deserves further detailed study. The fate of handicapped students needs to be examined and the relevance of the measures currently in force assessed.

APPENDIX 1

QUESTIONNAIRE ON THE SCHOOL INTEGRATION OF HANDICAPPED YOUNG PEOPLE

**QUESTIONNAIRE ON THE SCHOOL INTEGRATION
OF HANDICAPPED YOUNG PEOPLE**

1. STATISTICAL ELEMENTS

As far as possible, figures should be provided on:

- the handicapped and non-handicapped school and university population
- distribution by levels of study
- the number of handicapped students by type of handicap, level of study, and ordinary or special environment.
The definition of "handicapped students" should be explained briefly. It would be useful if details were given of the way handicaps are classified.
- numbers of teaching and non-teaching staff
- financial costs: cost/performance ratio of the various types of service and teaching offered.

2. DESCRIPTION OF THE ORDINARY EDUCATION SYSTEM

Community references:

- Teaching structures in the EEC Member States (EURYDICE D/1987/4800/10) - available in EN, FR, DE
- World Education Encyclopaedia, volumes 1-3 34 (1990) - available in EN only

3. DESCRIPTION OF THE SPECIAL EDUCATION SYSTEMS

A. LEGISLATION BASES

B. DESCRIPTION OF THE SPECIAL EDUCATION SYSTEM

- general overview
- administrative jurisdiction
- structures of the ordinary teaching system (synoptic table)
- structures of the special teaching system (synoptic table)

Pre-school, primary, secondary, vocational and higher education should be included.

C. EVALUATION AND RESULTS:

- institutional evaluation of school integration (if available): objectives, model, sampling, etc.
- result of evaluation:
 - a) attitude of parents
 - b) attitude of teaching staff
 - c) changes at school
 - d) educational and social progress made by integrated students
 - e) attitude of administrative authorities to integration

D. Efforts made to adapt existing regulations to eliminate structural and organizational obstacles.

4. ORGANIZATION OF TEACHING AND LIFE AT SCHOOL

A. Progress of the handicapped student from his/her admission into the (special or ordinary) system to his/her graduation from the education system.

- administrative authority and procedures
- enrolment at school
- decision-making procedures
- guidance and placement procedures
- opportunities for advancement in an ordinary or special environment during the student's school career.

B. Individualized projects for the handicapped student

- government regulations and recommendations
- settling in, review and follow-up of the student's performance
- school support facilities (types and range of students covered)
- adaptation of school routines

C. Teaching environment

Modifications/adaptations:

- to the curriculum (objectives and content)
- to the organization (classes/study groups)
- to the evaluation (student, course content and teaching staff)
- to the methods:
 - teaching and orthopedagogical materials
 - new technologies and educational software

- Special aids:**
- in the class/school
 - outside school

Cooperation with special education sector

D. Life at school

- architectural barriers
- school and university transport
- leisure and extra-curricular activities
- school attendance requirements
- participation of parents in the life of the school

E. Integration of handicapped young people in Community programmes

- teaching
- training
- youth activities
- transition to adult life and the working environment

5. INSTRUMENTS OF INTEGRATION

A. Teacher training

- initial training, special training, continuous training: diplomas and certificates, course duration and content
- information and training about the handicap for teachers faced with the integration of a handicapped child into an ordinary class
- international exchange of teachers and teaching and educational knowhow

B. Support services

In the school environment

- designed for all students
- designed for handicapped students

Outside the school environment

- guidance and support services, sanitary and social facilities. Cooperation and coordination between the various services

C. Teachers and parents

Nature of cooperation

- information
- help and assistance
- training in teaching methods
- guidance services

Organization aspects of cooperation

- structured consultation/participation arrangements (e.g. parent-teacher meetings)
- collective or individual assistance at school, assistance provided to the teaching staff/support team
- individual communication on the basis of mutual involvement with regard to a student.

6. CONCLUSIONS AND FUTURE PROSPECTS

7. BIBLIOGRAPHIES AND REFERENCE WORKS

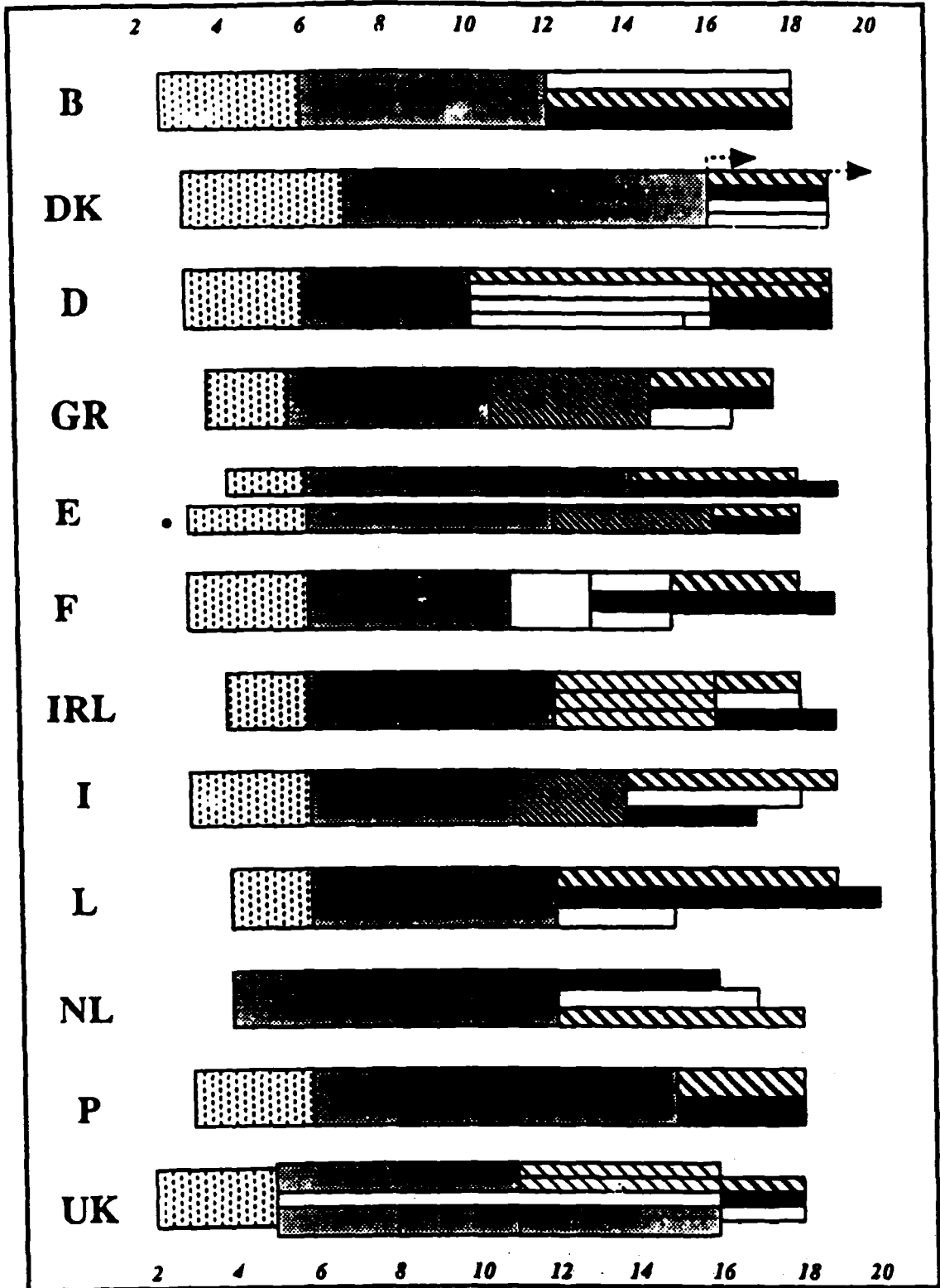
APPENDIX 2

SYNOPTIC TABLES OF THE STRUCTURES OF THE EDUCATIONAL SYSTEMS
IN THE MEMBER STATES OF THE EUROPEAN COMMUNITY

Source: Structure of the educational and initial training systems in the Member States of the European Community - EURYDICE and CEDEFOP - T.F.R.H.E.F.J. (1991) D/1991/4008/13

ORDINARY EDUCATION

Ages



Nursery education



Primary education



First levels of secondary education



Pre-university secondary education



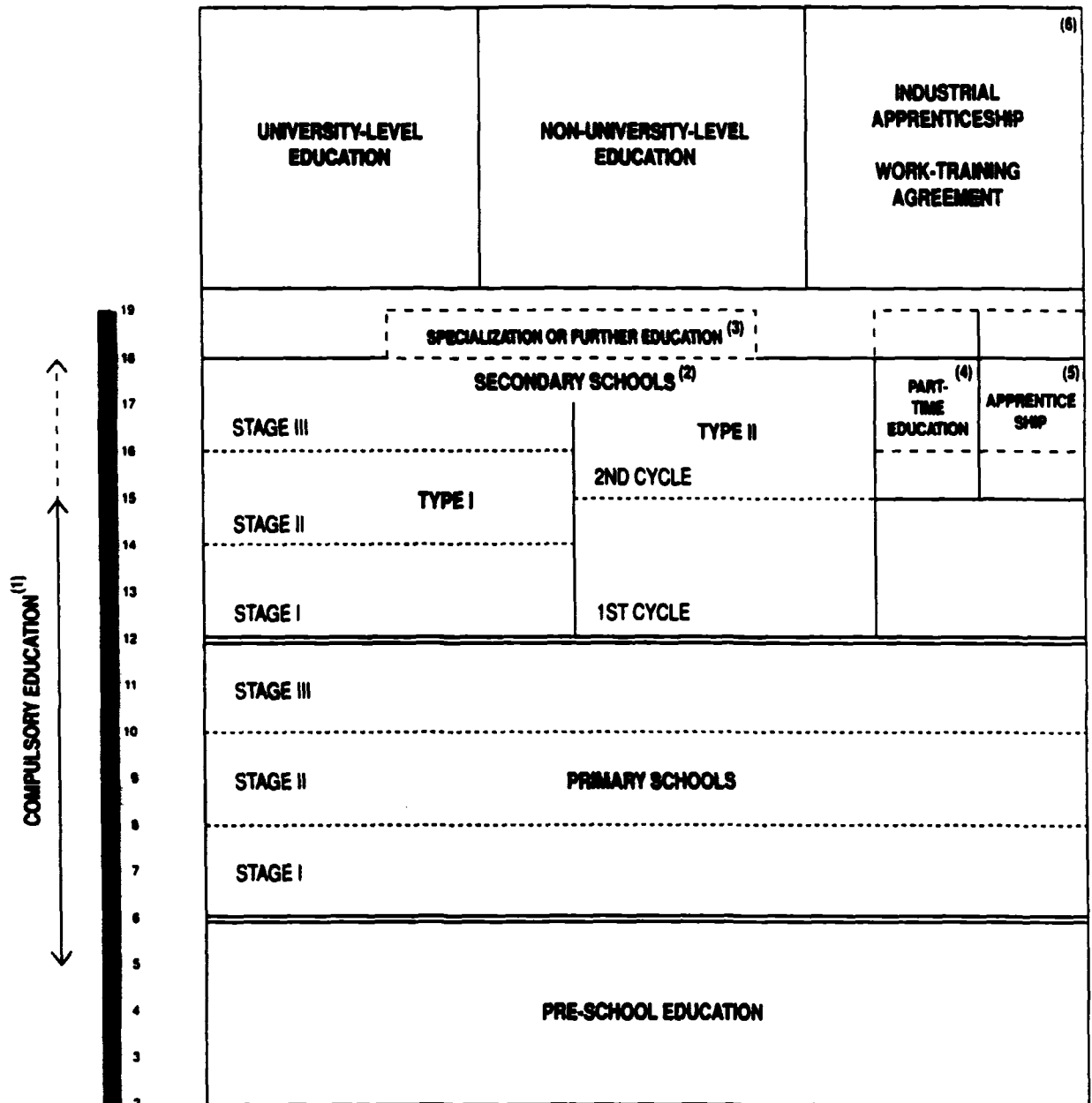
Vocational training



Other technical training

* LOGSE (1990 Law)

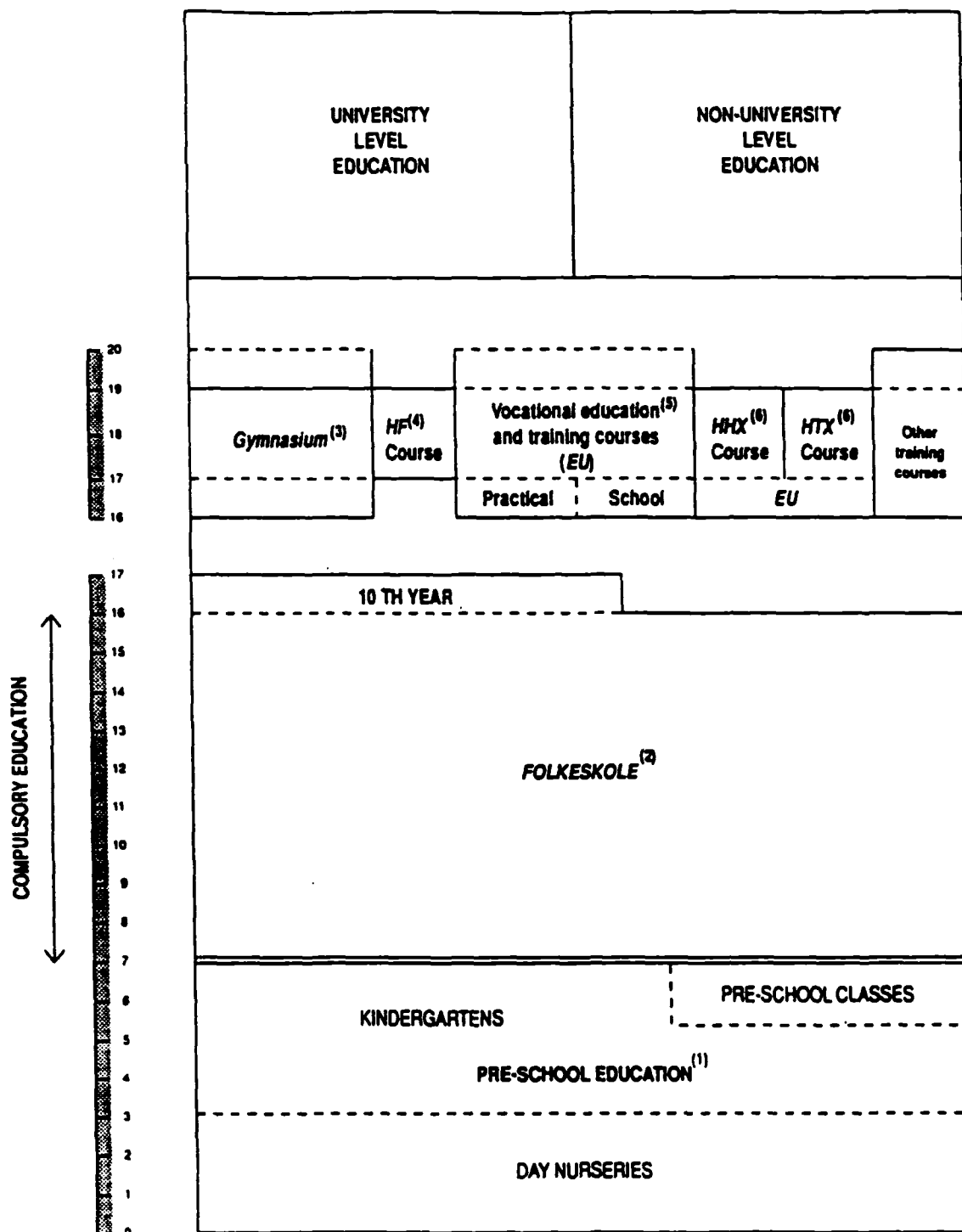
BELGIUM



1. Compulsory education covers twelve years, from 6 to 18 years of age. It is full-time up to 15 years of age; those who have completed at least the first two years of secondary education and do not wish to continue full-time until 18 may then follow part-time compulsory education. Pupils who have not completed 2 years of secondary education must attend full-time compulsory education until 16 years of age.
2. TYPE I or -renovated- education comprises secondary education at lower and upper secondary levels, organized in four forms - general, technical, vocational and artistic education - and two main streams, one leading primarily to higher education, the other primarily to employment.
TYPE II or -traditional- education comprises secondary education at lower and upper secondary levels comprising general, technical or vocational sections. Type I education is being extended to nearly all schools (except a few -free- schools in the Dutch-speaking Community).
3. A preparatory year for higher education or a year of specialization or further education for employment after 6 years of secondary education.
4. Part-time education is available to 15 or 16 year olds, and covers the last years of compulsory schooling. It lasts 360 hours in the first year (for 15/16 year olds) and 240 hours in the following years.
5. The theoretical training of apprenticeship lasts the same time (360 hours in the 1st year and 240 hours in the following two years) as part-time education.
6. Industrial apprenticeship lasts 6 months to 2 years and can take place in several firms successively.
The Work Training Agreement is available to 18 to 25 year olds and lasts 256 hours when provided by an employer and 500 hours when followed in a training establishment.

- not described in the text.
- • division in the level/type of education.
- - - - - • alternative beginning or end of level/type of education.

DENMARK



1. In pre-school education there are several institutions catering consecutively or alternatively for the 0 to 6/7 year age range.
2. The *Folkeskole* comprises an optional pre-school class, nine years of full-time compulsory education and a supplementary optional tenth year. It provides general education at primary and lower secondary levels; the Danish education system does not differentiate between primary and lower secondary education.
3. The *Gymnasium* provides a 3-year course of general education at upper secondary level, after the 9th or 10th year of the *Folkeskole*, with the final examination qualifying for university entrance.
4. The course for the *HF* (higher preparatory examination) is a 2-year general course, after the 10th year of the *Folkeskole*, with the final examination qualifying for further and higher education.
5. The basic vocational education and training courses (*EU*) last between 3 and 4 years with approximately two thirds of the time spent in a company. A typical course consists of a first 20-week school course or practical training in a company of similar length, followed by a second 20-week school course. After that the course alternates between practical training and school.
6. The courses for the *HHX* (higher commercial examination) and the *HTX* (higher technical examination) are 3-year school based courses comprising 1 year of vocational training (usually followed with the first-year pupils of basic vocational training) and 2 years of theoretical training.

- not described in the text.
- division in the level/type of education.
- alternative beginning or end of level/type of education.

FEDERAL REPUBLIC OF GERMANY

COMPULSORY EDUCATION (see 3.1)

19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
 Tertiary Education / Further Education
 Secondary Education upper level
 Secondary Education lower level
 Primary Education
 Pre-school Education

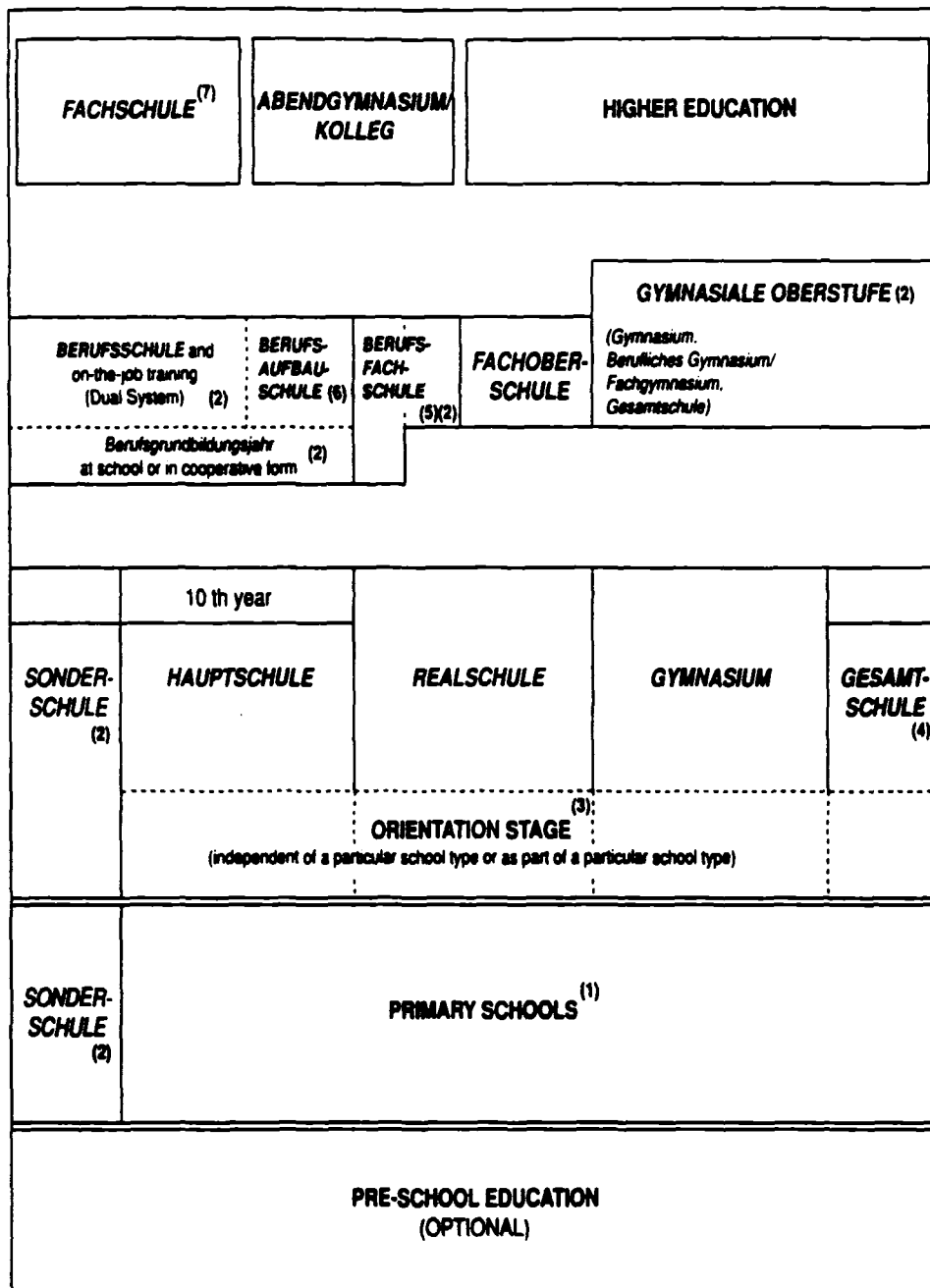


Diagram of the basic structure of the education system as of September 1990. Within this common framework, special features exist in the individual *Länder* of the Federal Republic. The situation in the 5 *Länder* on the territory of the former German Democratic Republic that joined the Federal Republic on 3 October 1990 is not taken into account here due to the political developments and the ongoing reforms in education.

1) In some *Länder*, special types of transition from pre-school education to primary school exist (pre-school classes, school kindergarten). In Berlin the primary school comprises 6 years; there is no separate orientation stage.

2) Different forms of special education - general and vocational - depending on the disability in question.

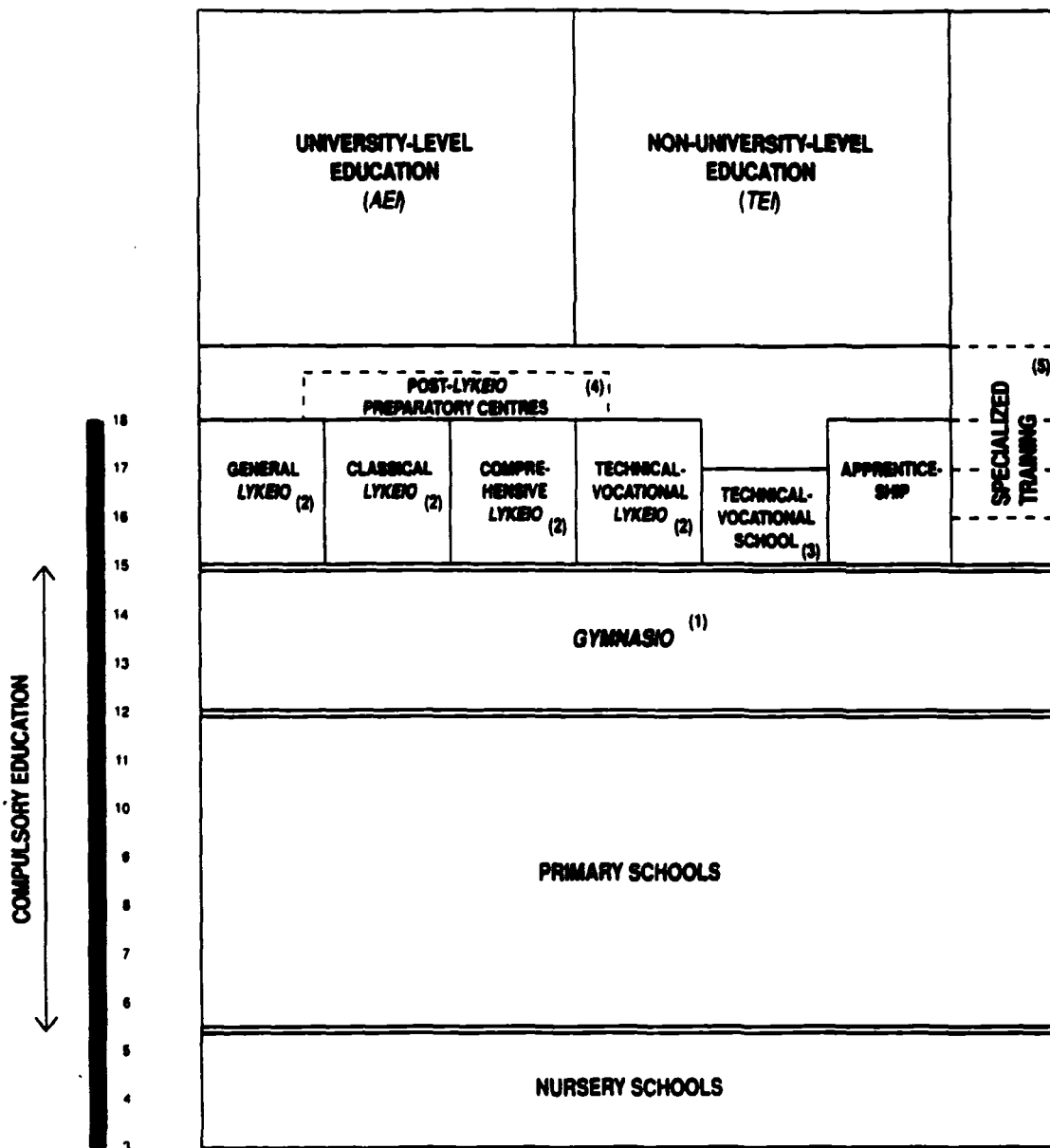
3) The orientation stage exists in all *Länder* with the exception of Bavaria where it is tested in several pilot experiments and Berlin where years 5 and 6 are part of the primary school.

4) In some *Länder*, the comprehensive school is a regular type of school alongside *Hauptschule*, *Realschule* and *Gymnasium*. In the other *Länder* it is an optional or experimental type of school.

5) Full-time vocational schools differing with regard to entrance requirements, duration of courses and leaving certificates.

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- = alternative beginning or end of level/type of education

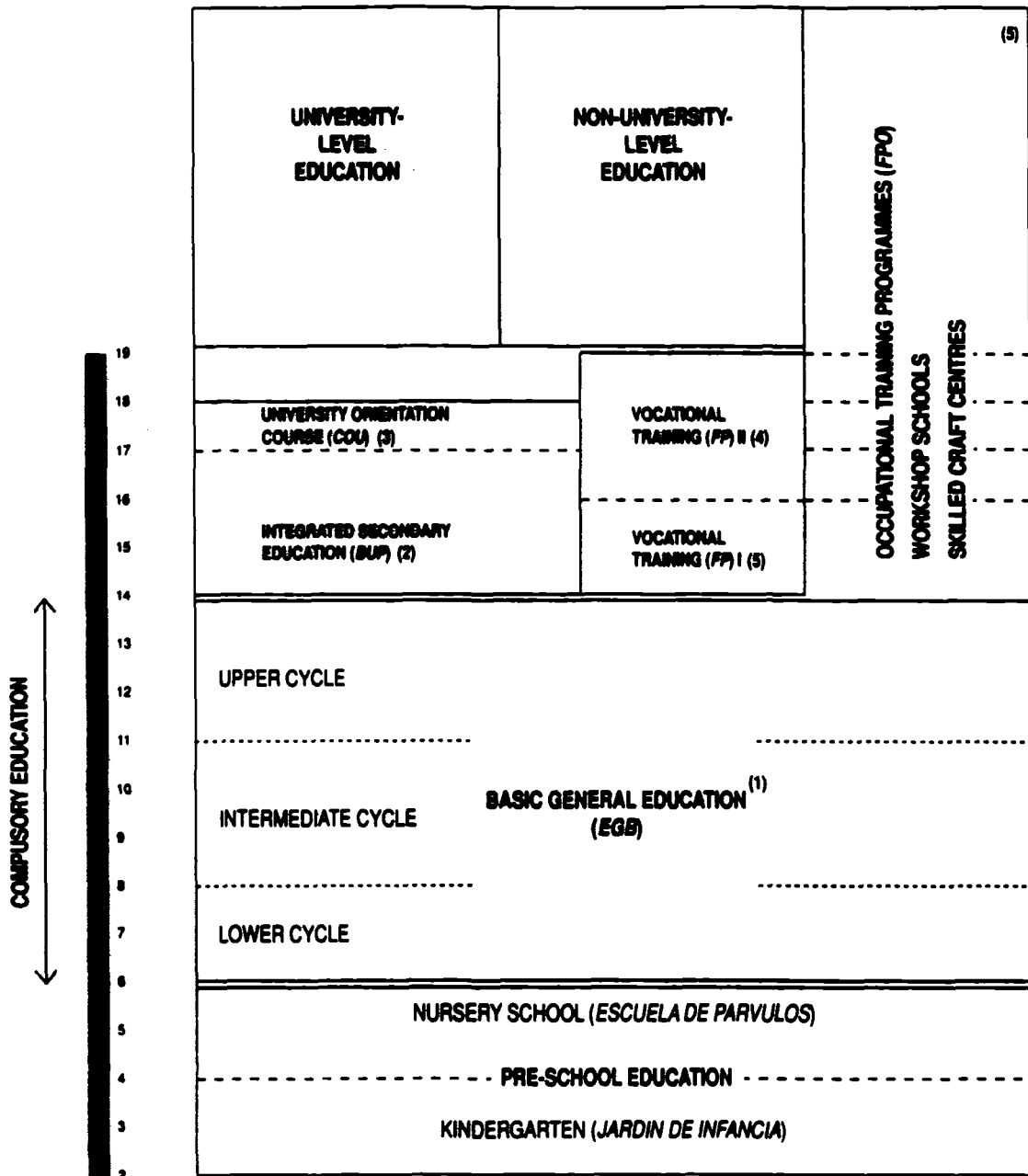
GREECE



1. The *Gymnasio* provides general education at lower secondary level with the leaving certificate providing access to the *Lykeio*. Evening *Gymnasia* provide equivalent education for employed persons 14 years of age or over.
2. The *Lykeio* provides education at upper secondary level with the leaving certificate providing access to the general university entrance examinations. General *Lykeia* provide general secondary education. Classical *Lykeia* promote classical studies. Comprehensive *Lykeia* aim to link general and technical-vocational education. Technical-Vocational *Lykeia* combine general education with vocational training. Evening *Lykeia* provide equivalent education, lasting 4 years, for employed persons.
3. The Technical-Vocational School (*TES*) provides up to 2 years of technical-vocational education at upper secondary level leading to employment. Evening *TES* provide courses of up to 3 years for employed persons.
4. Post-*Lykeio* Preparatory Centres prepares *Lykeio* leavers who have not already been successful in the general university entrance examinations to take them.
5. Specialized training of various lengths include in particular the courses run by *OAED* (Employment and Manpower Organization).

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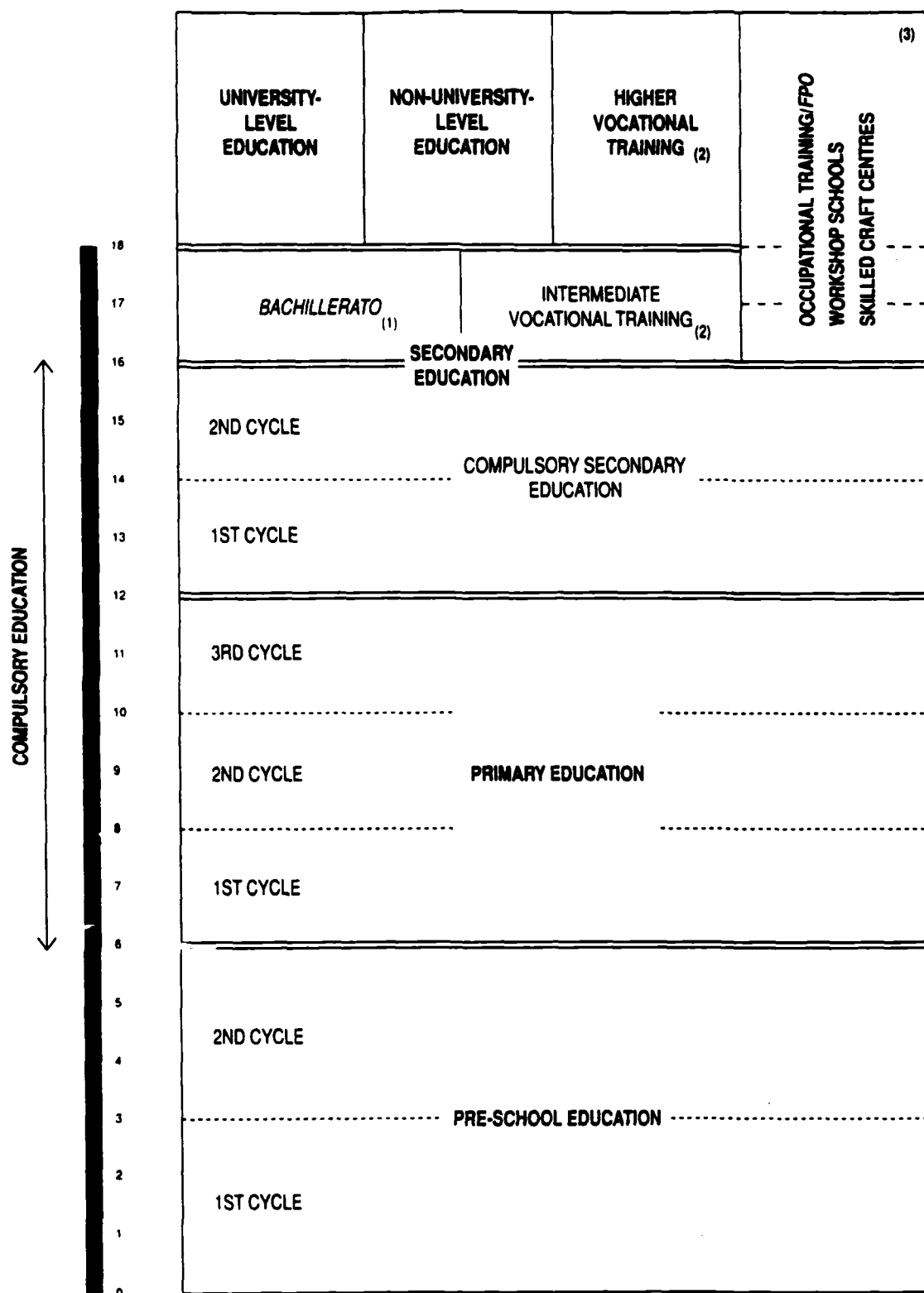
SPAIN (PRE-REFORM)



1. EGB (Educación General Básica) or basic general education covers the 8 years (6 to 14 years) of compulsory education. There is no division between primary and lower secondary education. EGB leads to upper secondary education or to lower level vocational training.
2. BUP (Bachillerato Unificado Polivalente) comprises general education at upper secondary level, preparing for access to university.
3. COU (Curso de Orientación Universitaria) comprises a one-year university orientation course.
4. FPI (Formación Profesional I) comprises 2 years of general education and vocational training leading to FPII, the second year of BUP, or employment.
FPII comprises 3 years of general education and vocational training leading to certain related university courses, or employment. Evening courses in FP are available for employed persons over 16 (FPI) and 18 (FPII).
5. These training courses can be entered at any stage between 16 and 25. The occupational training programmes (FPO) last 800 hours. Training in the workshop schools lasts 1 to 3 years, and in the skilled craft centres 6 to 12 months.

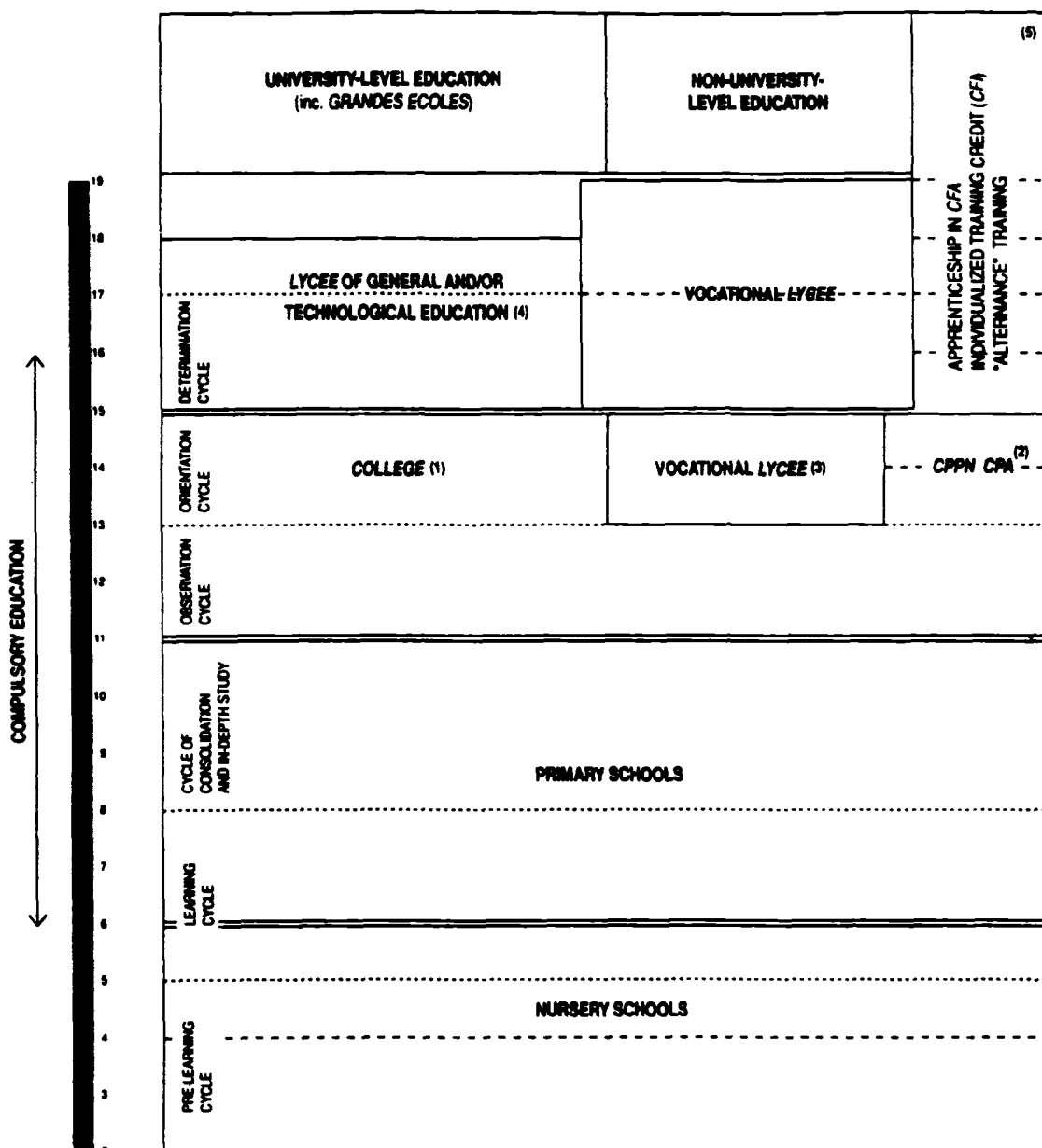
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SPAIN (POST-REFORM)



1. *Bachillerato* comprises general education at upper secondary level providing access to higher education and to employment.
2. Intermediate and Higher Vocational Training comprises specific vocational training for employment. The diploma obtained at the end of Higher Vocational Training will also give direct access to certain related university courses.
3. These training courses can be entered at any age between 16 and 25. The occupational training programmes (FPO) last 800 hours, training in the workshop schools lasts 1 to 3 years, and in skilled craft centres 6 to 12 months.

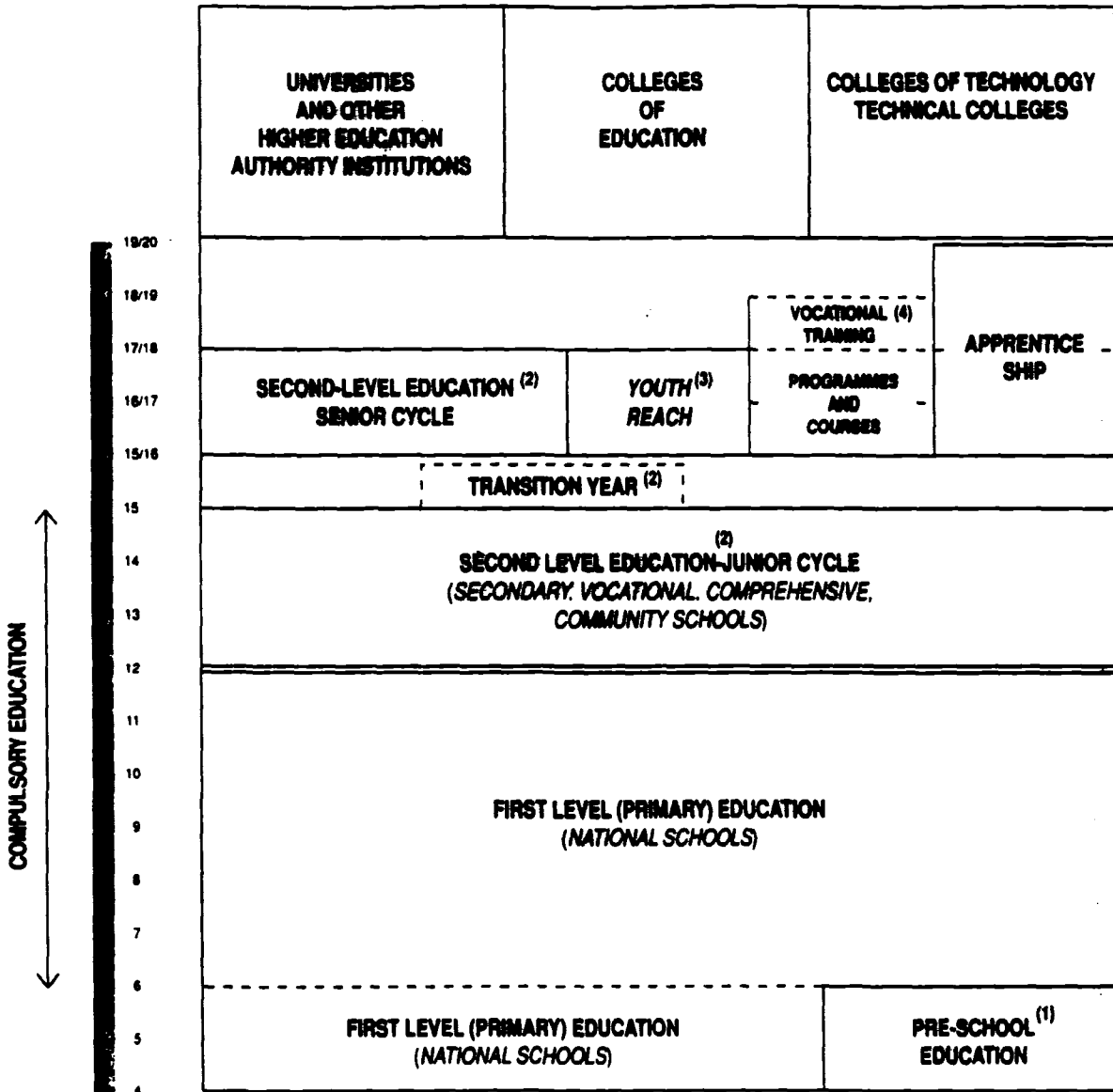
FRANCE



1. The *Collège* provides general education at lower secondary level leading after 4 years to the national certificate (*Brevet*). After 2 years (5th class) pupils can choose another form of training: the *CPPN*, *CPA* or the 4th class of the *Vocational Lycée* (see below).
2. *CPPN* (*Classes Préprofessionnelles de Niveau*) - pre-vocational classes - accept pupils of 14 years of age who cannot enter the first year of the 3-year Vocational Aptitude Certificate (*CAP*) for 1 or 2 years.
CPA (*Classes Préparatoires à l'Apprentissage*) - preparatory apprenticeship classes - accept pupils of 15 years of age who cannot enter the first year of the 3-year Vocational Aptitude Certificate (*CAP*) for 1 or 2 years.
3. The *Vocational Lycée* is an institution of secondary education providing vocational training at different levels. It accepts pupils who have completed 2 years (5th class) or 4 years (3rd class) at a *Collège* or who are at least 14 years of age, or who come from the *CPPN* or *CPA*. Pupils prepare for the Vocational Aptitude Certificate (*CAP*) or the Vocational Studies Certificate (*BEP*), both of which lead to skilled jobs.
4. The General and/or Technological *Lycée* provides upper secondary education leading to higher education or employment. Pupils prepare for the General *Baccalauréat* which usually leads to higher education, the Technological *Baccalauréat* (*B.T.N*) which leads either to employment or higher education, or the Technical Certificate (*BT*) which usually leads to employment.
5. These courses can be entered at any age between 16 and 25.
Apprenticeship training lasts 2 to 3 years.
Individualized training credit (*CFA*) is available to young people who have left school without a vocational qualification. The content and duration of the course vary according to the chosen target certificate.
Alternance training: qualification contracts last 6 months minimum, 24 months maximum, adaptation contracts last 6 months minimum, and introduction to working life (*SIVP*) lasts 3 to 6 months.

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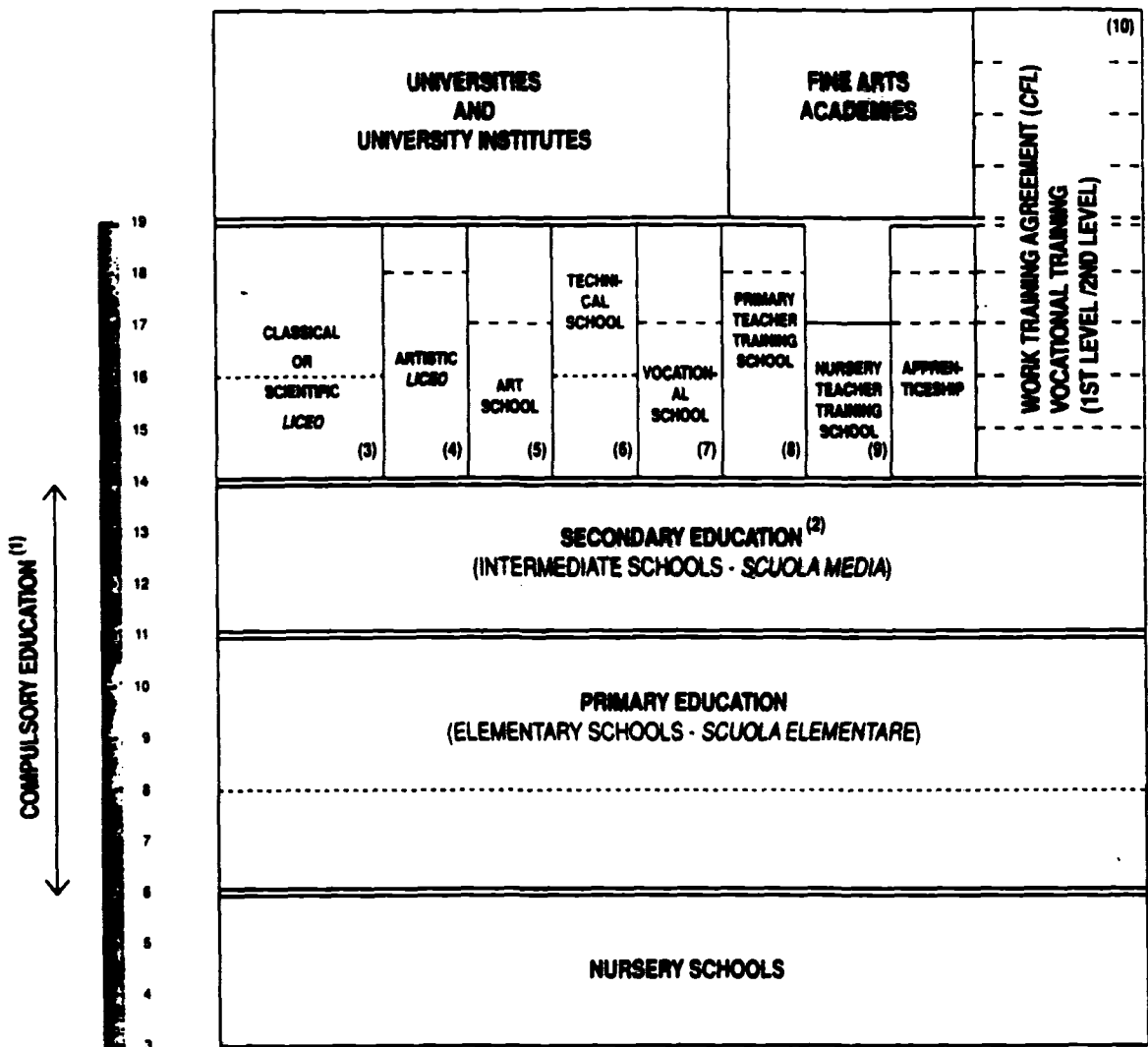
IRELAND



1. There is no national system of pre-school education in Ireland. However primary (National) schools may accept pupils on or after their 4th birthday. Existing pre-school services are mainly private and not part of the formal education system. The average age for starting school is five years.
2. Second-level schools cover lower and upper secondary education - Junior and Senior Cycles. The four main types - Secondary, Vocational, Comprehensive and Community - all now offer a comprehensive curriculum combining academic and vocational subjects. The Transition Year, a one-year interdisciplinary programme, either at the end of full-time schooling or in preparation for the Senior Cycle, is offered in a limited number of schools. The Junior Cycle leads to the new Junior Certificate providing access to the Senior Cycle.
At Senior Cycle the main courses are the 2-year Leaving Certificate leading to higher education or employment, and the Vocational Preparation and Training Programmes which prepare for working life.
3. *Youthreach* is an education and training programme available to young people who have left school with no formal qualification. It lasts 2 years (A Foundation year and a Progression year).
It is run jointly by the education authorities (Vocational Education Committees - VEC) and the Vocational Training and Employment Authority (FAS).
4. Training courses of various lengths are provided by FAS for unemployed young people: Skills Foundation, Community Youth Training, Local Training Initiatives.

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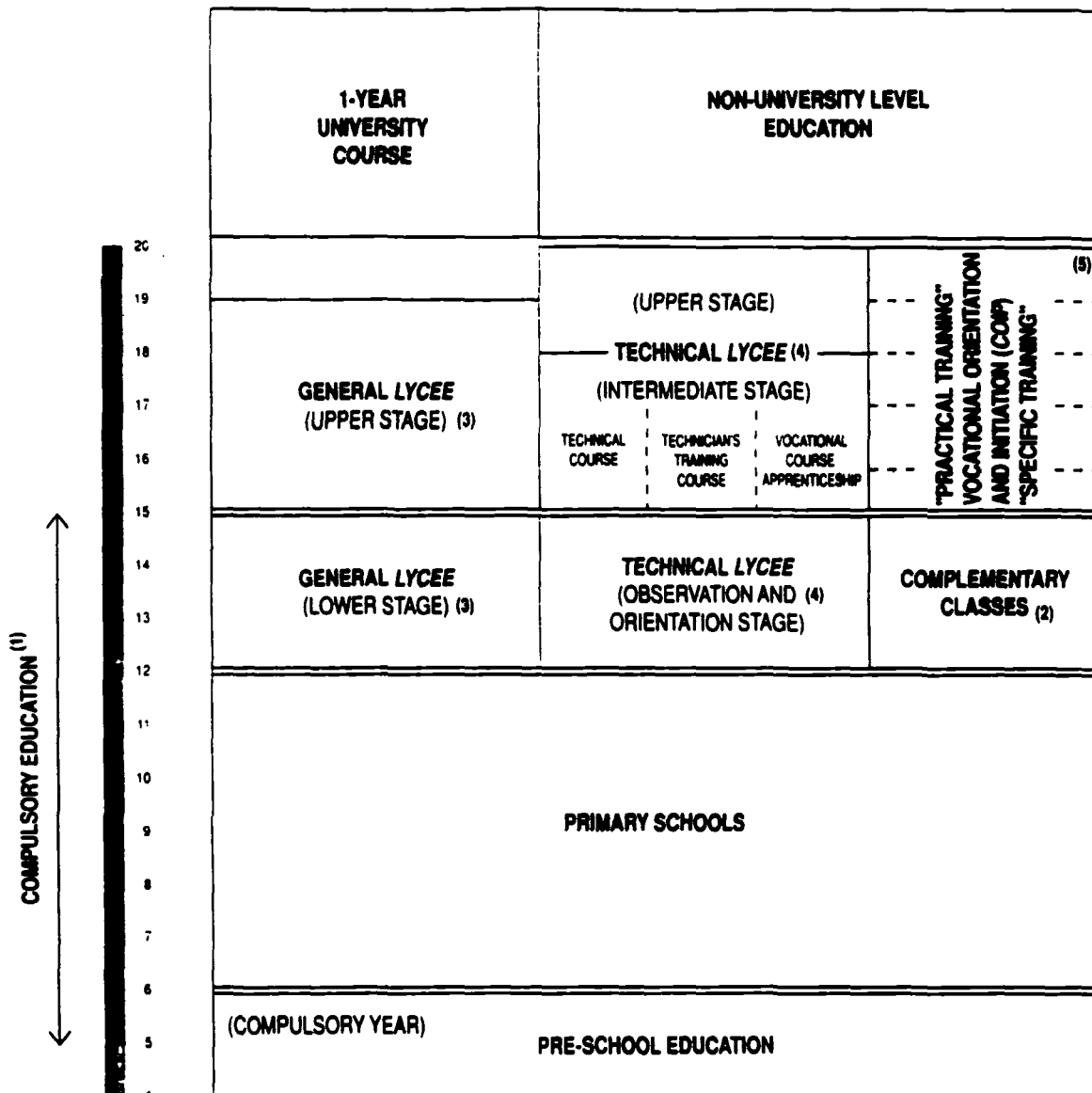
ITALY



1. The Government has proposed to extend compulsory education from 8 to 10 years, that is, until 16.
2. *Scuola Media* (intermediate schools) provide comprehensive general lower secondary education with the school leaving certificate providing access to upper secondary schools.
3. 5-year upper secondary general and classical or scientific course with the school leaving certificate (*Maturità*) providing access to all university education.
4. 4-year general and artistic course leading to higher level courses. 5th complementary year leads to the upper secondary school leaving certificate providing access to all university education.
5. 3-year general and artistic courses leading to employment. A further 2-year course has been established experimentally in certain schools leading to the applied arts upper secondary school leaving certificate which provides access to higher level artistic schools.
6. 5-year general and technical course leading to technical school leaving certificate providing access to employment or higher or university education.
7. 3-year general and vocational course leading to a "qualification certificate" and employment. 5-year experimental courses lead to the vocational school leaving certificate which is equivalent to the technical school leaving certificate.
8. 4-year course of general and teacher education for primary school teachers also providing access to further study at university faculties of education. 5th complementary year provides access to certain university faculties.
9. 3-year course of general and teacher education for nursery school teachers.
10. These courses can be entered at any age between 15 and 25 (and sometimes beyond).
The work training agreement (*CFL*) lasts 1 to 2 years, including 40 hours of technical/practical training and 40 to 100 hours of theoretical training.
Vocational training courses fall under the responsibility of the Regions. 1st level training lasts 2 years. 2nd level training varies from 100-300 hours (specialization) to 500-1000 hours (full course); it includes periods in firms.

- = not described in the text.
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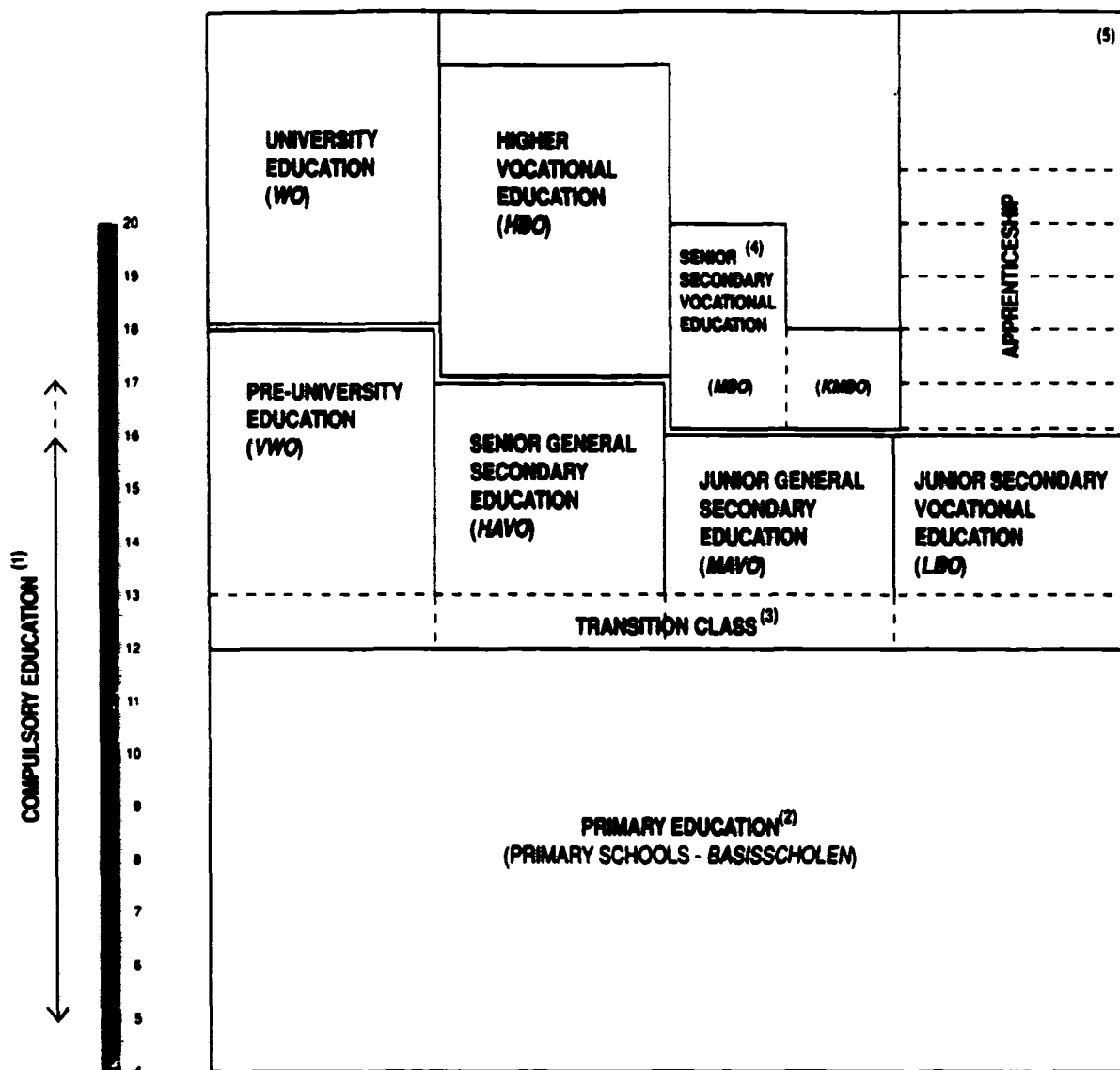
LUXEMBURG



1. Compulsory education includes one year of pre-school education for pupils aged 5.
2. Complementary classes (*classes complémentaires*) provide a 3-year course in general and practically oriented subjects for pupils aged 12 to 15 who have completed 6 years at primary school but who are not allowed to transfer to secondary education (ie. they have not passed the entrance examination). The course leads to a diploma attesting completion of the complementary classes.
3. The General Lycée covers seven years of study divided into a lower stage (completing compulsory education) and an upper stage. The lower stage leads to a certificate attesting the completion of compulsory education. The upper stage leads to a secondary school leaving certificate which provides access to university education.
4. The Technical Lycée covers 8 years of study divided into an observation and orientation stage (completing compulsory education), an intermediate stage and an upper stage. The observation and orientation stage leads to a certificate attesting the completion of compulsory education. The intermediate stage comprises a technical section which leads to the upper stage or is completed by a practical apprenticeship leading to employment, a technician's training course, and a vocational section which includes parallel apprenticeship training in a firm leading to the certificate of technical and vocational proficiency providing access to employment. The upper stage leads either to a technical secondary education leaving certificate providing access to higher education or to a technician's certificate.
5. These courses are organized for unemployed young people. They last between 6 months and a year, sometimes on a part-time basis.

- = not described in the text.
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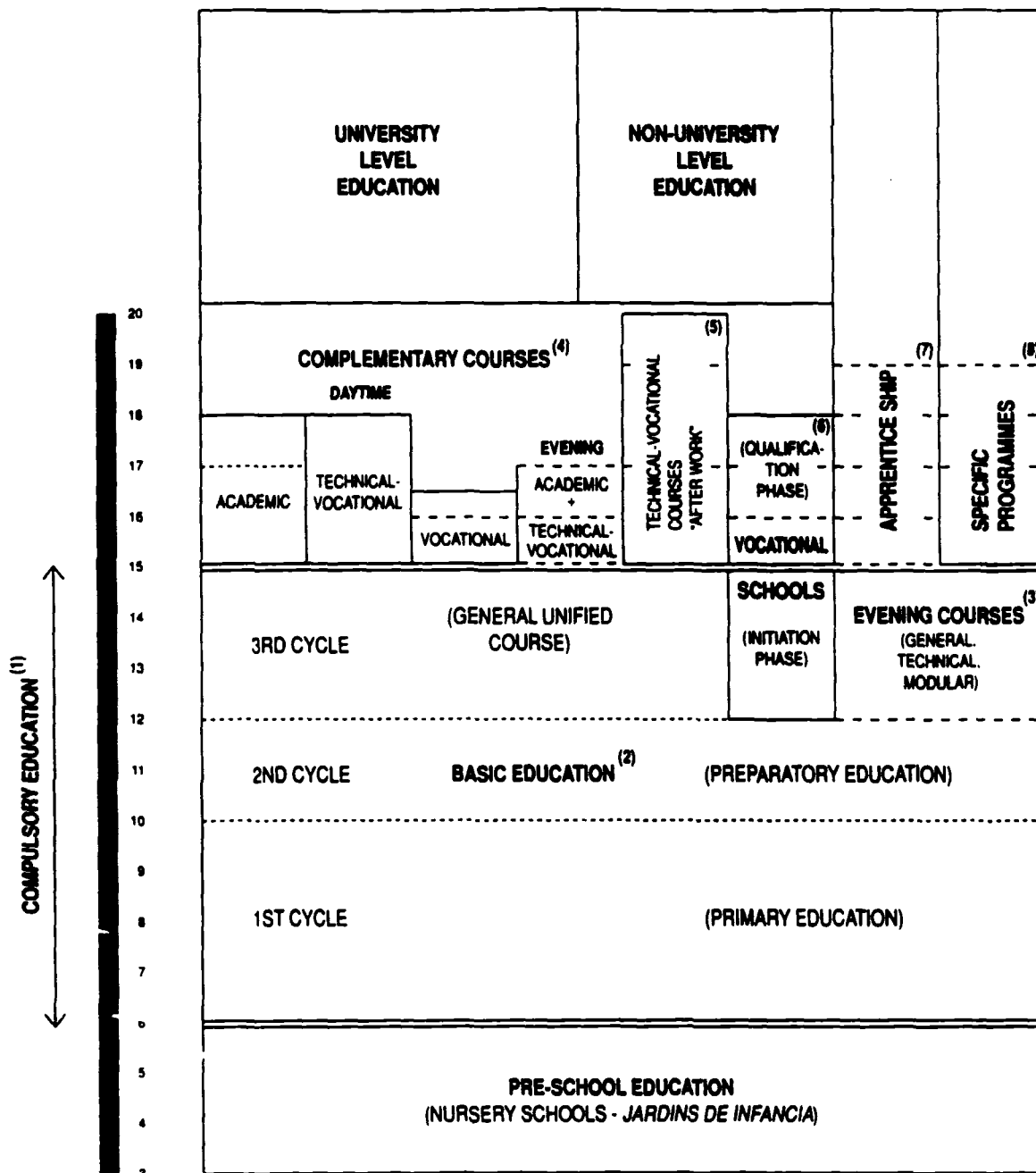
NETHERLANDS



1. Compulsory education lasts either 12 years full-time (5 to 17) or full-time from 5 until the end of the school year in which the pupil has reached the age of 16 followed by one year of part-time compulsory education.
2. Separate pre-school education does not exist formally in the Netherlands. Primary education lasts for eight years - 4 to 12 (compulsory from 5). Provision for children below four is the responsibility of the Ministry of Welfare, Health and Cultural Affairs.
3. The transition class is the first year of secondary education and facilitates progression to the second year of more than one type of school.
4. Senior secondary vocational education provides 4-year courses (MBO) and 2-year courses (KMO) which can lead either to MBO or to advanced apprenticeship.
5. Apprenticeship training lasts 2 to 3 years and advanced apprenticeship 1 to 3 years.

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- = division in the level/type of education.
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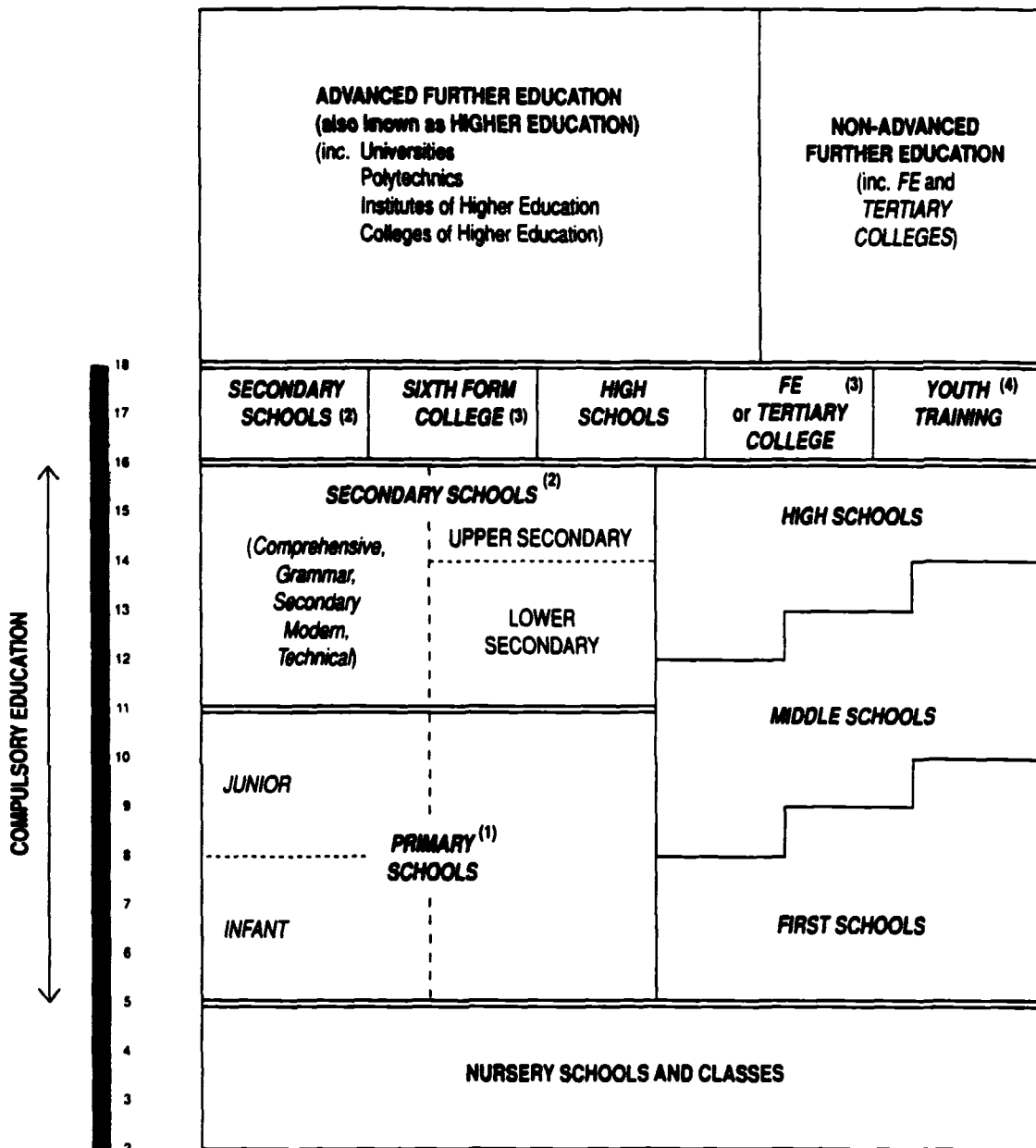
PORTUGAL



1. Until 1987, compulsory education in Portugal lasted 6 years, whilst compulsory attendance lasted until 14 years of age (ie. 8 years). The Basic Education System Law of October 1986 extended compulsory education to 9 years - applicable to pupils enrolled in the first year of basic education for the 1987-88 school year and for subsequent school years.
2. Basic Education comprises compulsory education of 9 years, consisting of three consecutive cycles of 4, 2 and 3 years respectively, and is roughly equivalent to primary and lower secondary level. The 3 cycles correspond to the former primary and preparatory education and general unified course.
3. 3-year evening courses of general or technical education for early school leavers and adults.
4. Complementary courses comprise upper secondary level 3-year daytime courses of academic or technical-vocational education for pupils no older than 18 years of age. Vocational courses within technical-vocational education comprise 1 school year and six months' work placement. 2-year evening courses of academic or technical-vocational education are provided for students older than 18.
5. Technical-vocational courses -after work- comprise evening courses equivalent to daytime technical-vocational courses extended over 5 years, leading to employment after the 4th year or higher education after the 5th year. Students may also enter employment after the 2nd year.
6. Vocational schools are run jointly by the education authorities and the social partners. They include an initiation phase of 3 years and a qualification phase of 1, 2 or 3 years, providing access to higher education.
7. Apprenticeship is accessible to young people aged 14 to 24. It lasts 1 to 4 years.
8. Specific programmes of various lengths include, amongst others, the temporary employment scheme (OTJ), the work-training subsidies and the integration programme (IJOVIP)

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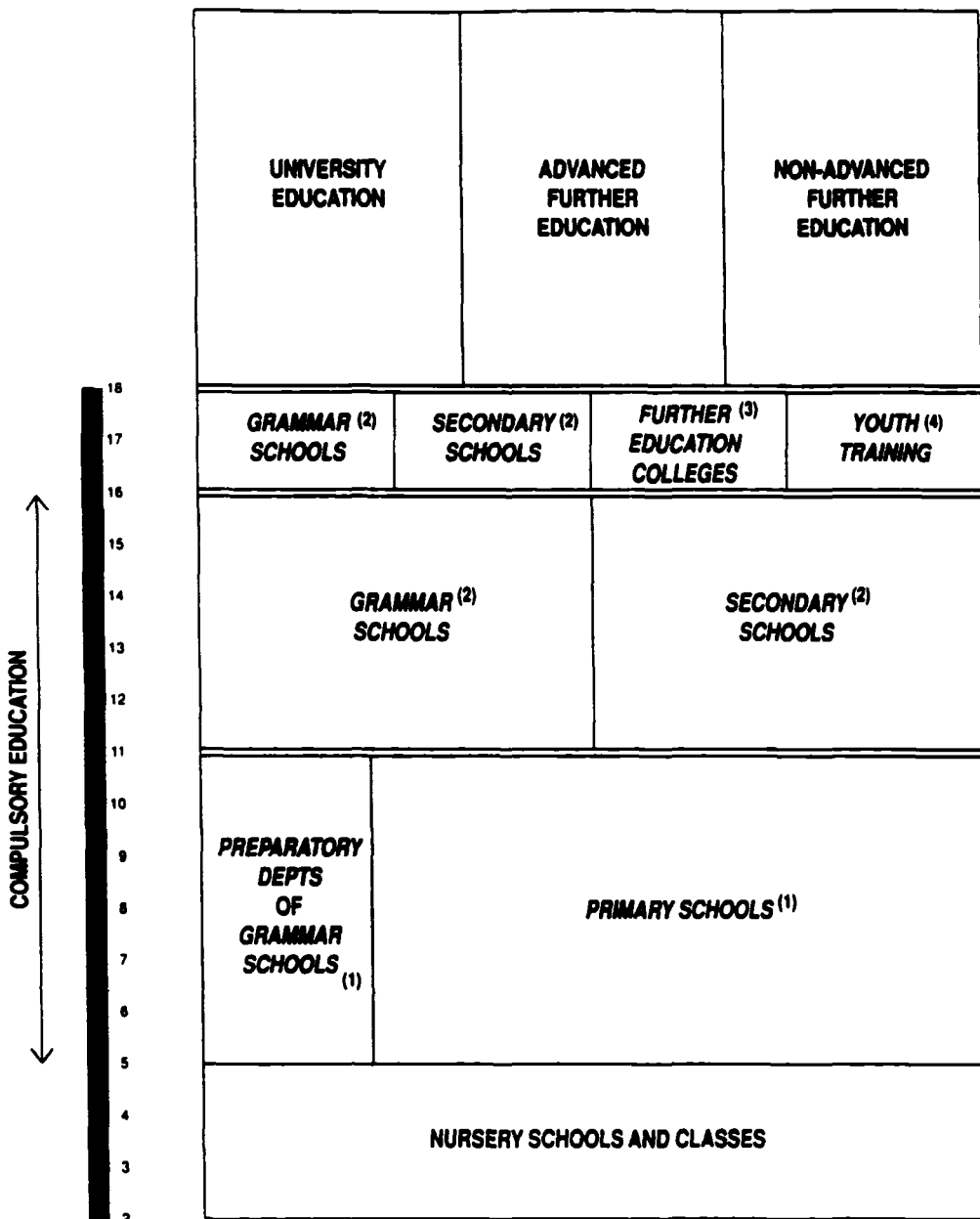
ENGLAND AND WALES



1. Two tier (*primary and secondary schools*) and three tier (*first, middle and high schools*) systems exist side by side according to the provision within each individual *LEA (local education authority)*.
2. 90% of secondary pupils attend non-selective *comprehensive schools* covering the 11 to 16 or 11 to 18 age group. Most other children attend *grammar schools* for the 11 to 18 age group or *secondary modern schools* for the 11 to 16 age group. A few *LEAs* still maintain *technical schools*.
3. Classes for pupils over 16 are known as the *Sixth Form*. 11 to 16 schools are combined with *Sixth Form* or *Tertiary Colleges* for pupils over 16. Pupils may also transfer to a *Further Education College*. The *Sixth Form College* caters exclusively for those aged 16 to 19 and is subject to *Schools Regulations*. The *Tertiary College* shares characteristics of both the *Sixth Form* and of the *Further Education College*, and is subject to *Further Education Regulations*. All three offer a range of academic and vocational courses.
4. *Youth Training* is delivered through contracts with independent training providers (often private employers). It lasts two years, and is organized in "units of competence".

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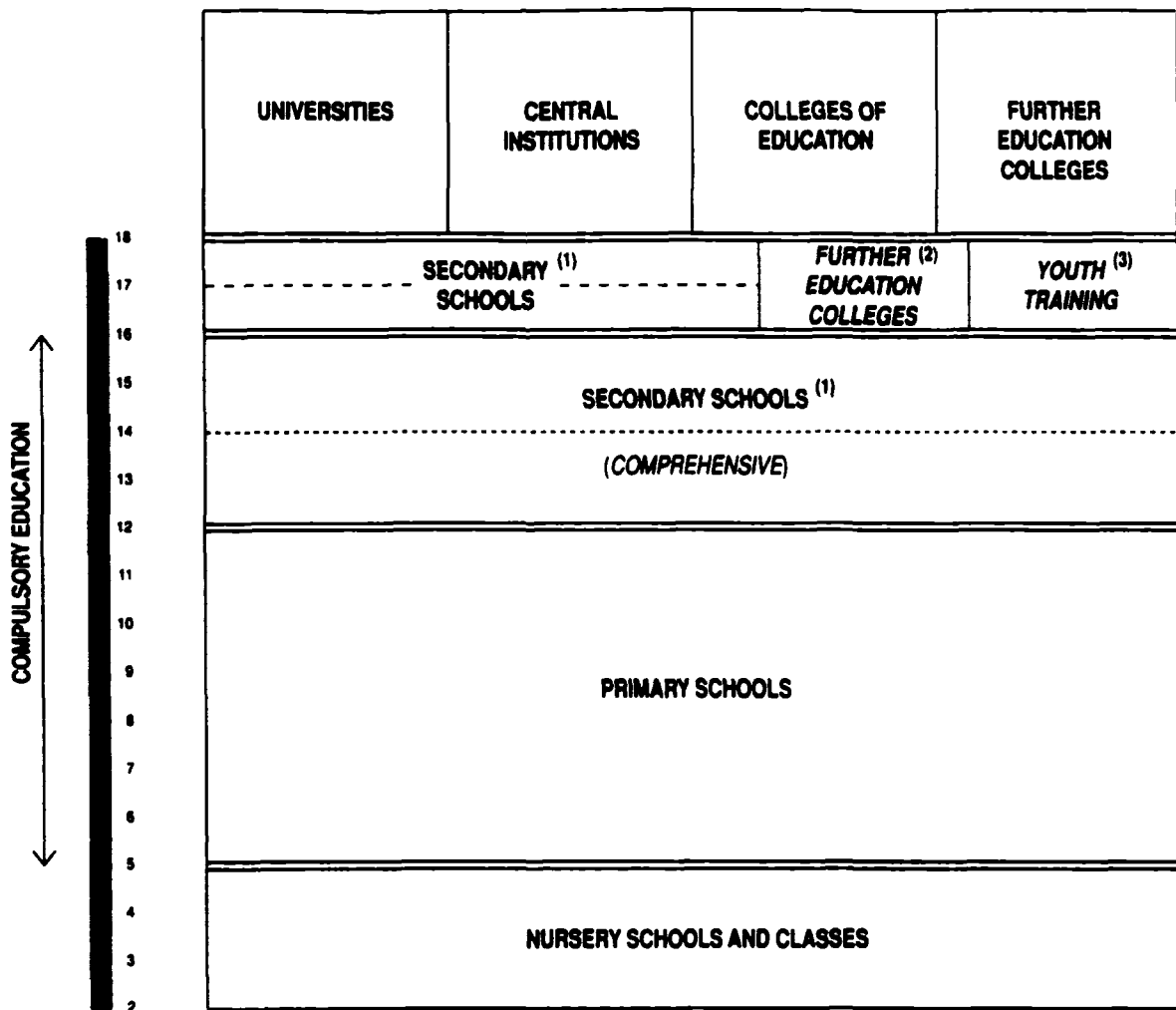
NORTHERN IRELAND



1. The majority of children up to 11-12 are educated in primary schools: some are educated in the *preparatory departments* in *grammar schools* - the latter charge fees.
2. Secondary education is at present selective. On the basis of tests, pupils go to either *grammar schools* or *secondary schools*. Both provide a similar range of courses. *grammar schools* for the 11 to 18 year olds, *secondary schools* for the 11 to 16 year olds (some *secondary schools* offer post-16 opportunities). The selective system will be phased out under the Education Reform (Northern Ireland) Order 1989.
3. *Further education colleges* provide a range of academic and vocational courses for persons over compulsory school age.
4. *Youth Training* is provided by *Training Centres*, *Community Workshops* and *FE Colleges*. It lasts 2 years.

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SCOTLAND



1. 99% of Scottish education authority secondary schools are *comprehensive schools* offering all types of courses to pupils of all abilities. 90% provide 6 years of education (4 years of compulsory and 2 years of optional secondary education). Pupils may leave at 16. Examinations usually taken at age 17 provide access to tertiary education.
2. *Further education colleges* offer courses in academic and vocational subjects from craft to degree level. They accept pupils currently attending secondary school for some courses. *FE colleges* also provide courses for the "off-the-job" component of the *Youth Training* scheme.
3. *Youth Training* is delivered through contracts with independent training providers (often private employers). It lasts two years, and is organized in "units of competence".

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APPENDIX 3

LIST OF MEMBERS OF THE HELIOS SCHOOL INTEGRATION GROUP

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