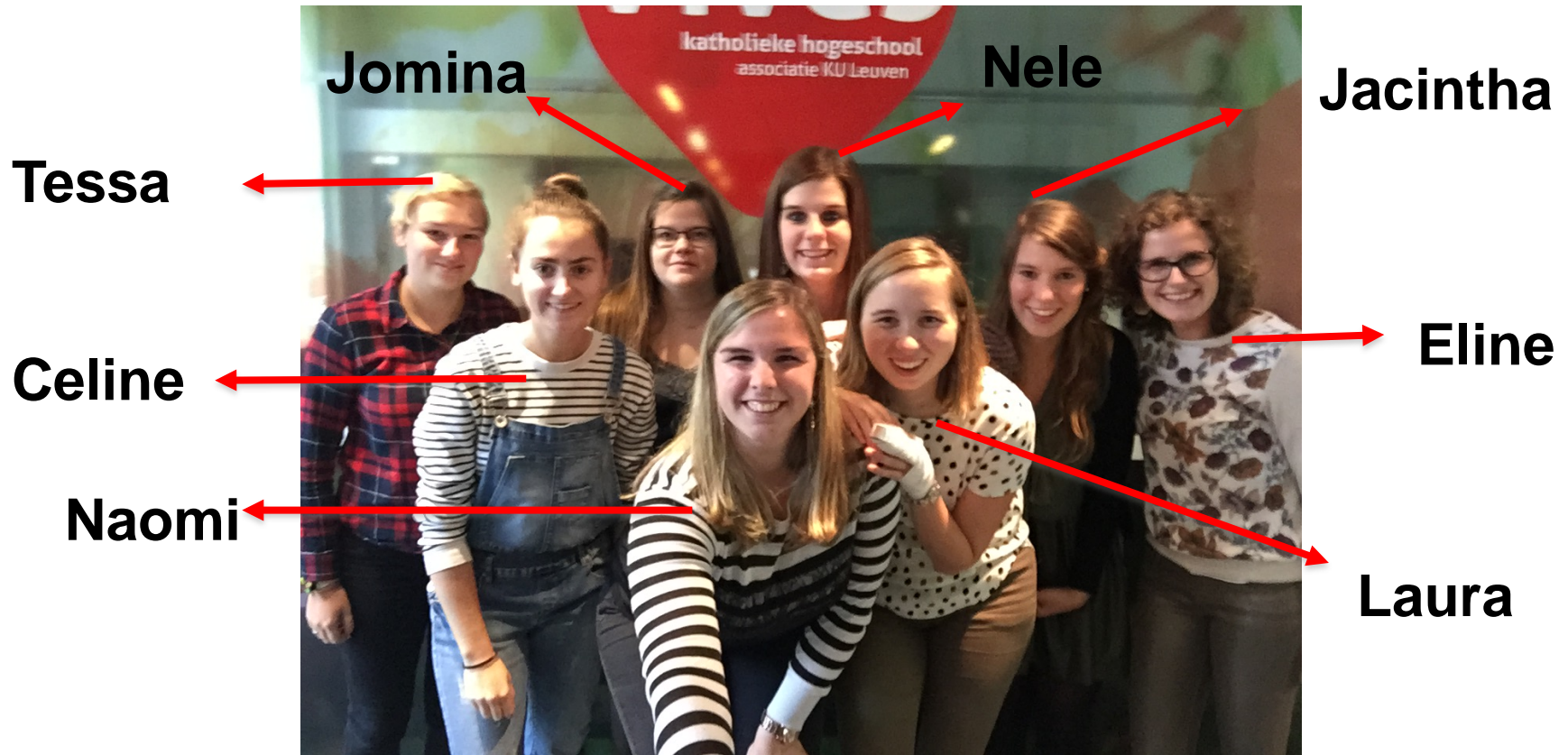


Inclusive education in Belgium (Flanders)



Who are we and what do we study?



Preschool (nursery) teachers BACHELOR (3 years study)

Primary school teachers BACHELOR (3 years study)

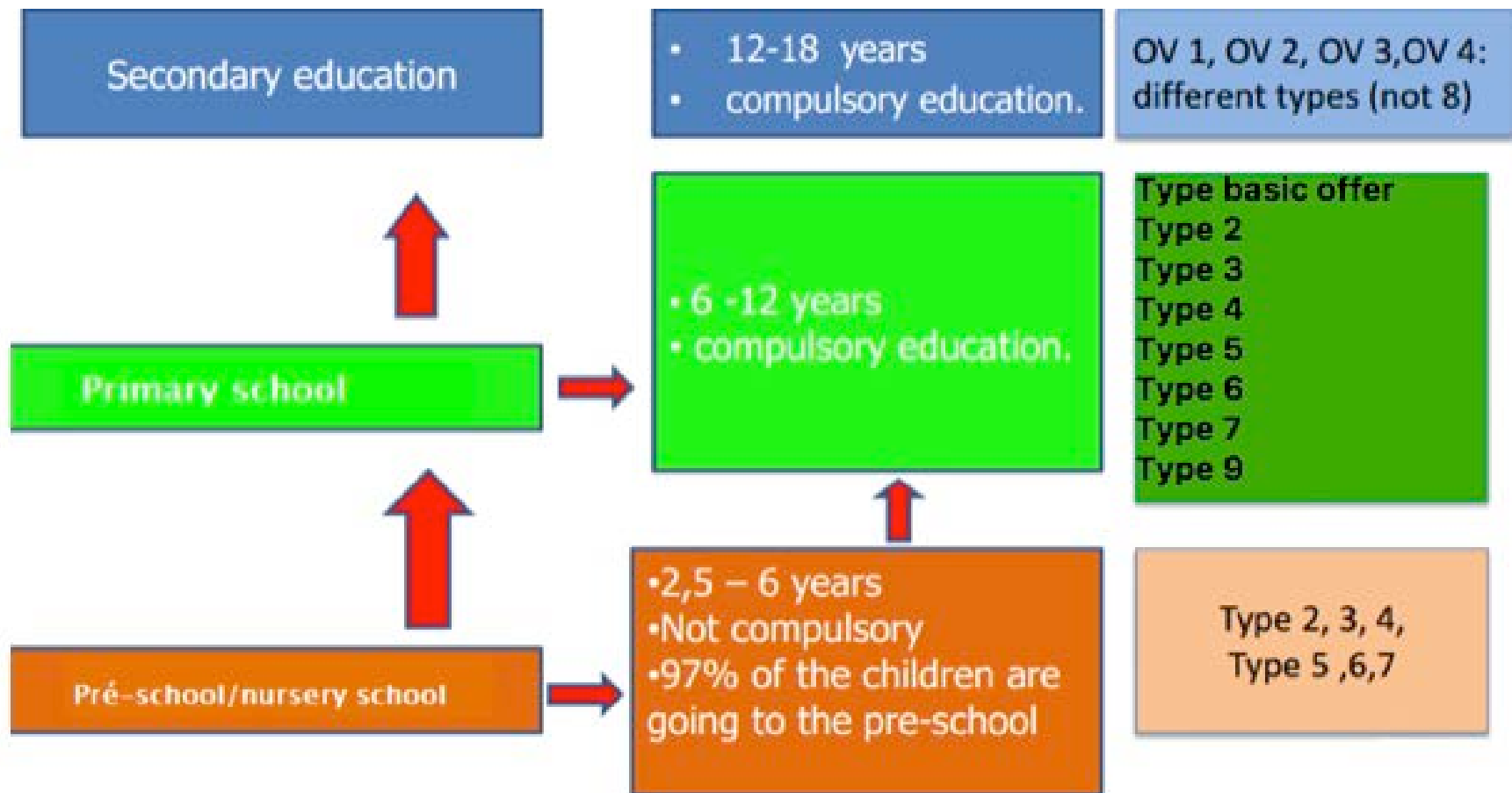
Physical Education and Movement BACHELOR (3 years study)

<https://www.vives.be/campus/tielt>

Inclusive education

- The right to receive qualitative education
- focus on the development of the child whatever his possibilities or disabilities are
- Structure, form or level of education doesn't matter
- Every parent has an equal choice for a meaningful curriculum of his own child

Structure of education Flanders

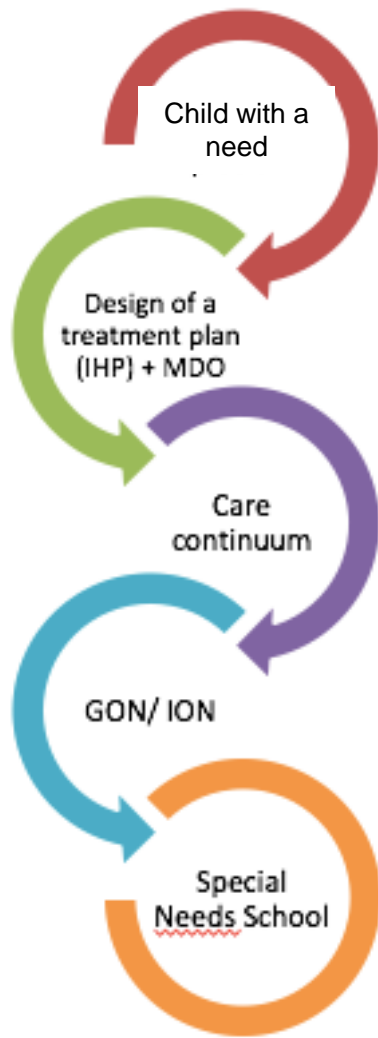


Special needs education (5%)

Child goes to Special Needs School with a motivated report of the CLB
(= child guidance center)

- Type basic offer
- Type 2: children with a **mental disorder**
- Type 3: children with an **emotional or behavioural disorder**
- Type 4: children with a **motor impairment**
- Type 5: children with a **long-term illness** (who are hospitalised or in a residential setting or in a preventorium)
- Type 6: children with a **visual impairment**
- Type 7: children with a **hearing impairment or speech or language disorder**
- Type 9: children with **autism spectrum disorder**

S.O.S!



WISH: To keep more children in a mainstream school

The needs can be different:

- Poverty
- Speaking different mothertongue
- ...

MDO

= multidisciplinary consultation (teacher, care team and CLB)

GON = integrated education

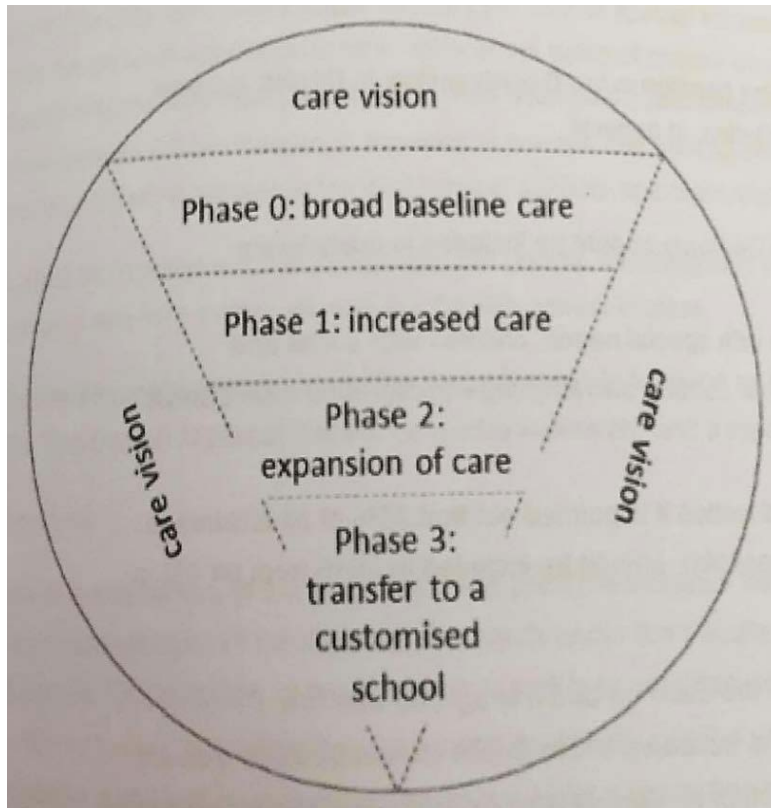
Specials Needs School?

Only if reasonable adjustments are not enough!

Continuum of Care

Vision on care

Care
continuum



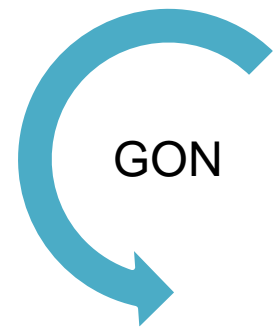
- = a description of the structure of care with which you can build a policy of care for a school
- Four phases
- *Continuous* and *holistic* approach
- To add more inclusive education in the mainstreams schools

From **M-decree** (2015): develop a continuum of care in the school = compulsory

GON

Integrated educational support

- Cooperation between mainstream and special needs education
- Support of a specialized teacher
 - Support for a child
 - Support to the parents
 - Support teacher(s)
 - Create special material
- Several times in a week



UDL – Universal Design for Learning

- Preventive way of dealing with diversity
 - Shared care policy in the school team
 - Involvement of the child and the parents
 - Care continuum and integrated care
-
- Memo activity



M-Decree – WHAT?

Reasonable measures for pupils with special educational needs

- We want more inclusive education in Flanders
- Since the first of September 2015
- Is based on the decree for Flemish equal chances and equal treatment policy (2008)
- Government agrees with the UN-convention related to the rights of persons with a handicap (2009)

M-decree = Measure - decree

M = Matter: invest more into fase 0 of the care continuum (broad baseline care), take appropriate measures and make reasonable adaptations

M-Decree – WISH?

Reasonable measures for pupils with special educational needs

WISH

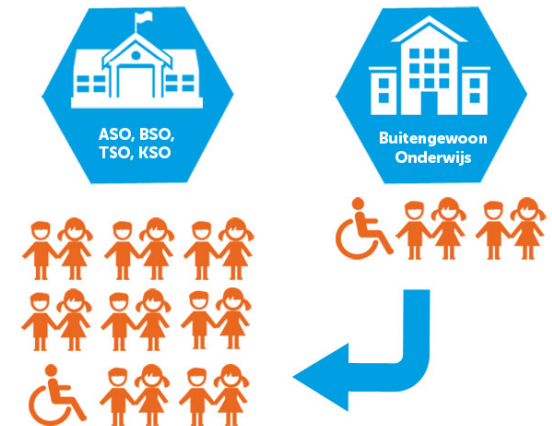
To keep more children
in a mainstream school



M-Decree

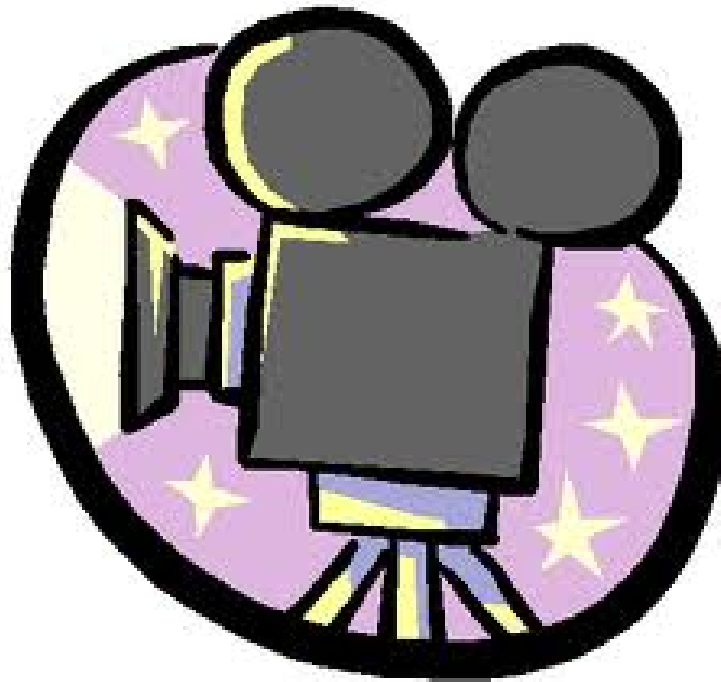
Reasonable measures for pupils with special educational needs

- To keep as much as possible children in the mainstream school
- Is meant for pupils in a mainstream school with:
 - A disability
 - A disorder
 - An impairment
- Every child has the right for reasonable adjustments



MOVIE!

- <https://www.youtube.com/watch?v=9ysrEm4ZwW0>





If you want more information, you can check this website:

http://www.ond.vlaanderen.be/overzichten/brede_kijk.htm

It is a brochure and ppt in English about Flemish education



We care for care



Everybody counts!



**“Diversity is
the mix.
Inclusion is
making the mix
work,” Andrés
Tapia**

www.RedShoeMovement.com

