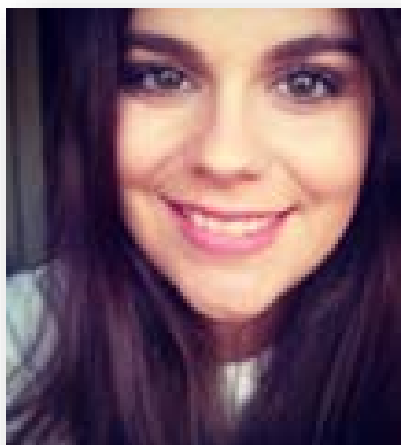




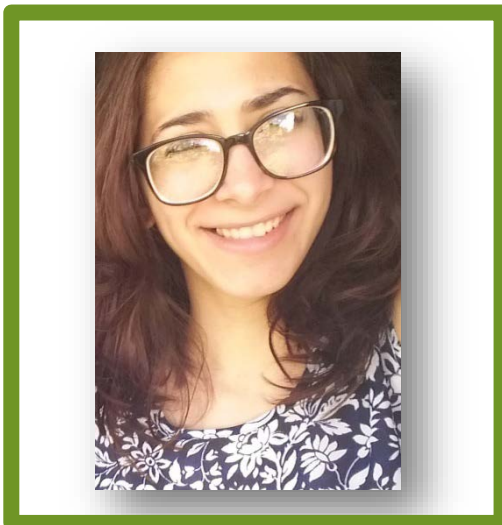
“A LOOK AT PORTUGUESE EDUCATION”

GOPRINCE PROJECT – Portugal 2016

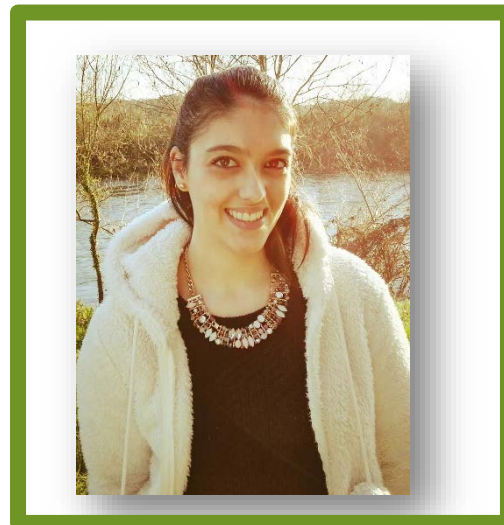
Adriana Santos
Daniela Pinto
Letícia Gonçalves
Margarida Rodrigues
Renata Costa
Rita Ferreira
Rita Machado
Susete Aguiar



Adriana Santos



Daniela Pinto



Letícia Gonçalves



Margarida Rodrigues



Renata Costa



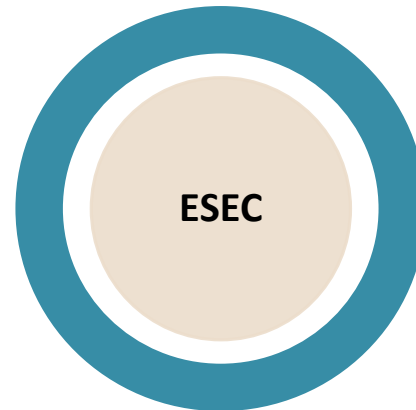
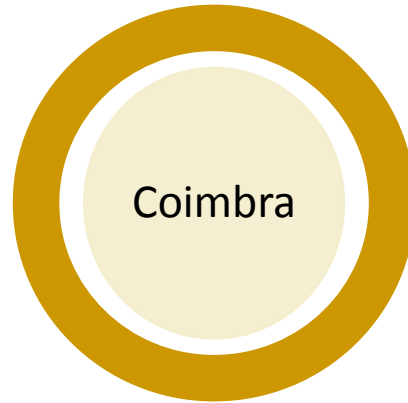
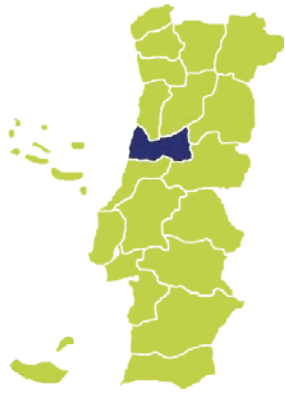
Rita Ferreira



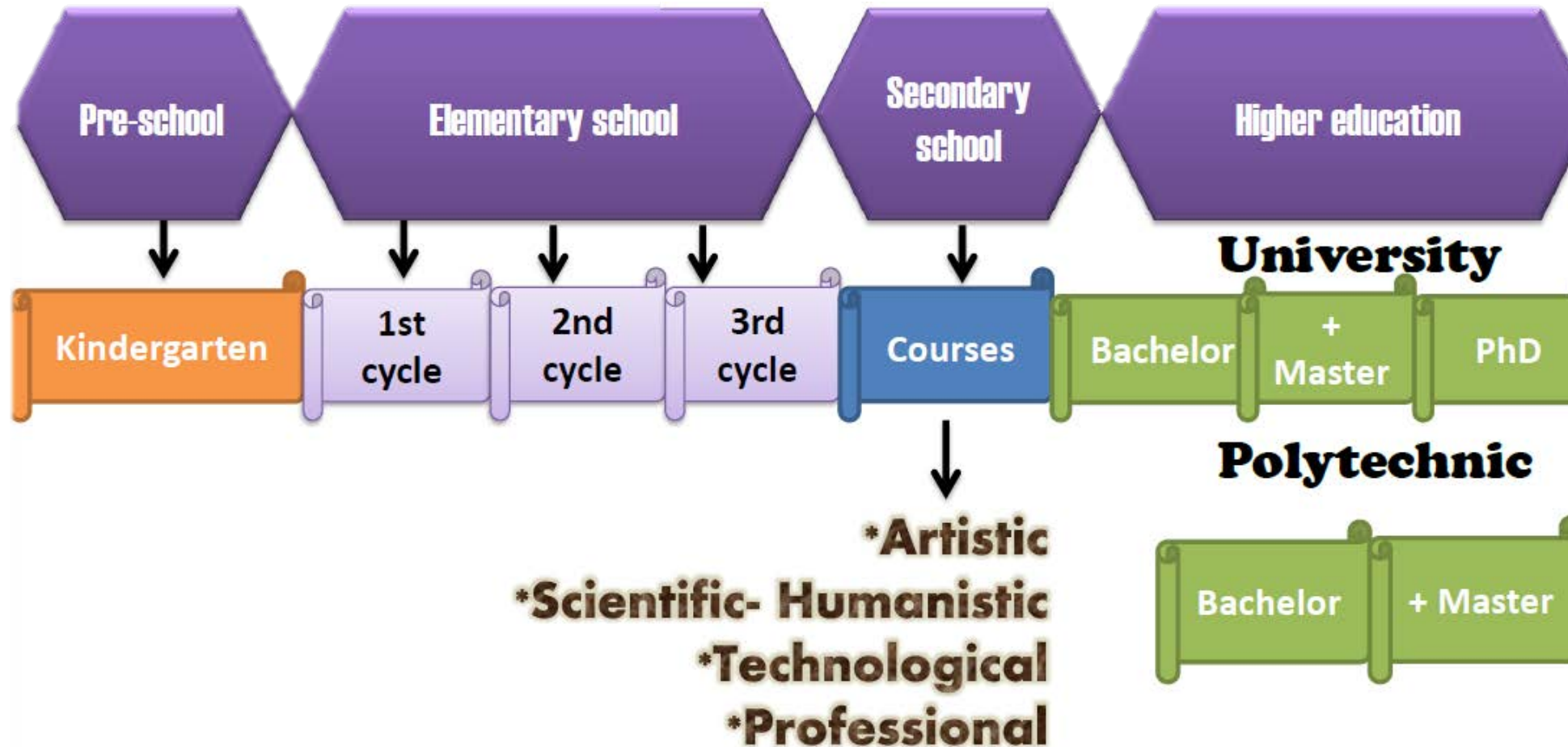
Rita Machado



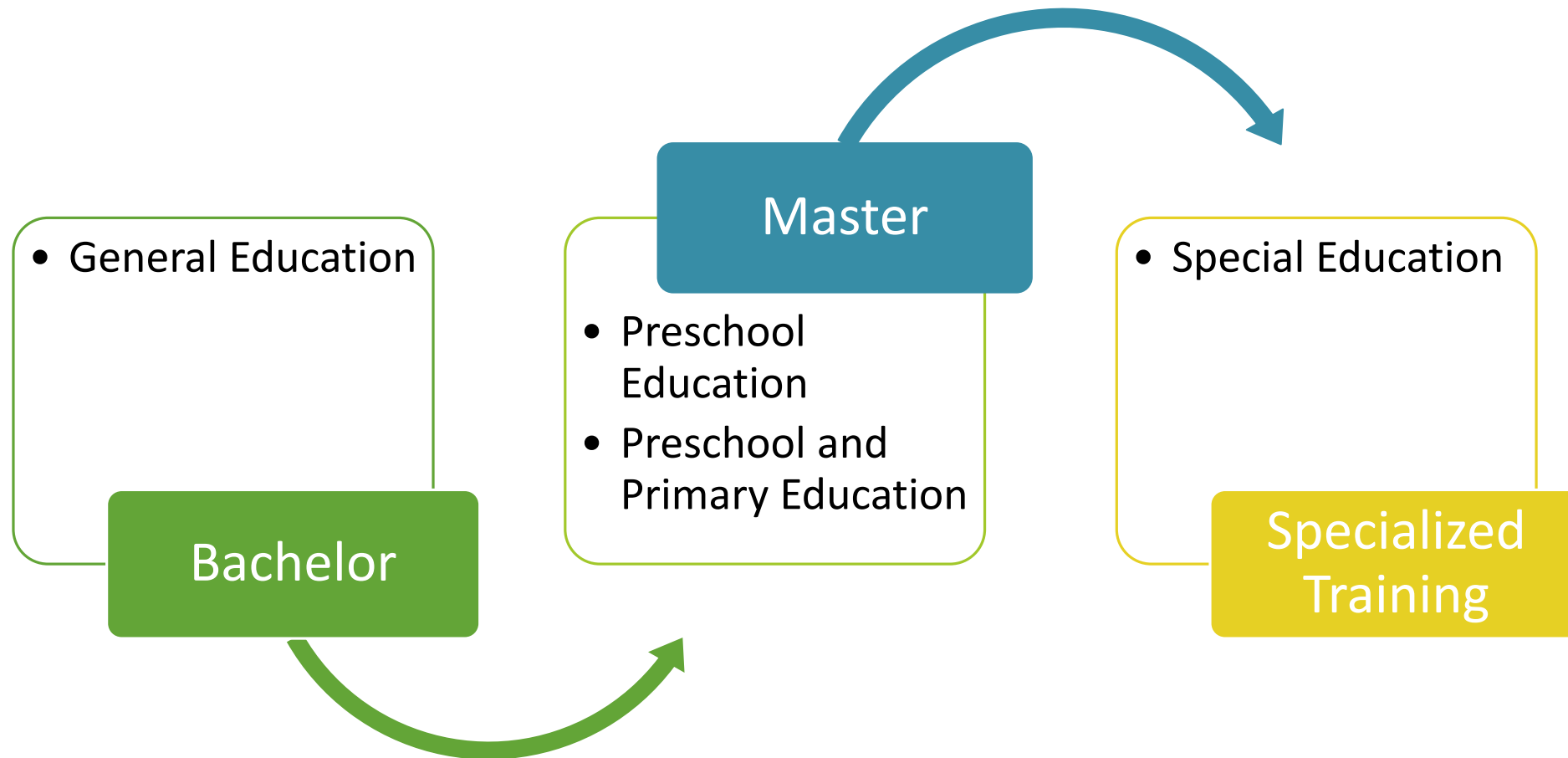
Susete Aguiar



PORTUGUESE EDUCATION SYSTEM



TEACHERS TRAINING IN ESEC



INCLUSIVE EDUCATION IN PORTUGAL

INTEGRATION



INCLUSION



INCLUSIVE EDUCATION IN PORTUGAL

The UNESCO/European Agency for Development in SEN

Full condition of citizenship for all

Social participation

Access to continuous learning

DGIDC, 2009

Participation as a keystone

Achieve equal states

Portugal

Supports all groups of venerable and marginalized children

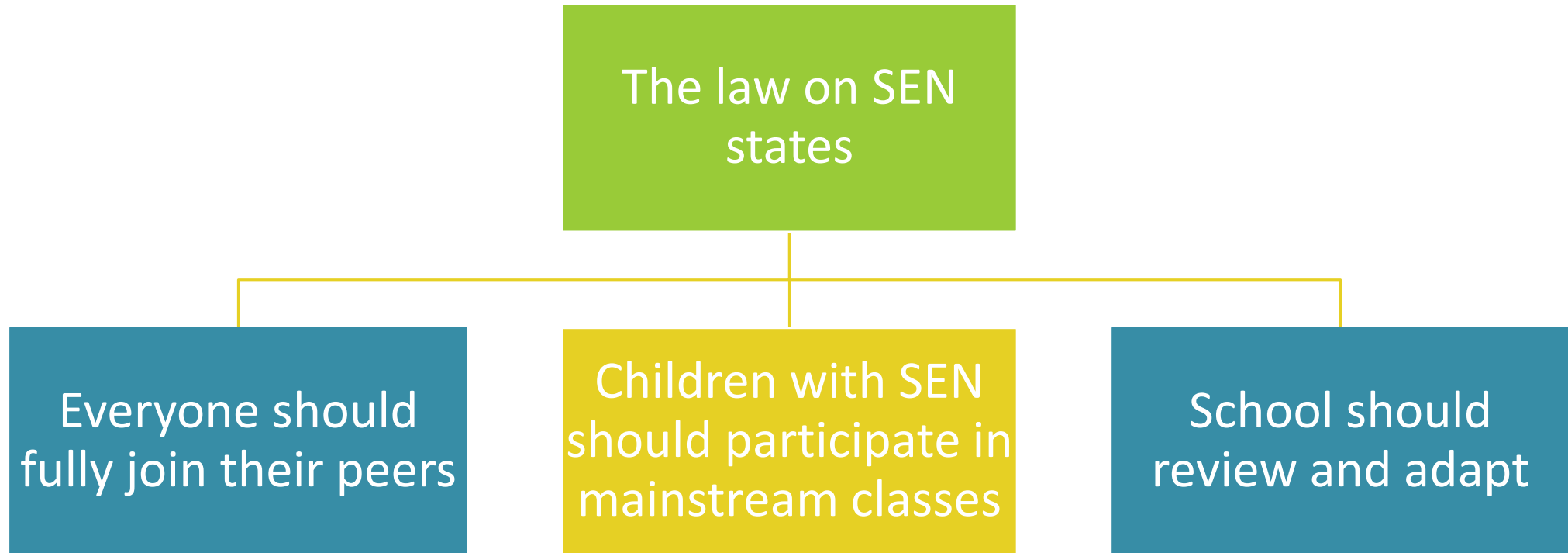
POLICIES – DECREE-LAW 3/2008

Portugal was one of the first countries to legislate for inclusion.

Covers children with difficulties on:

- Communication;
- Learning;
- Mobility;
- Autonomy;
- Interpersonal relationship;
- Social participation.

POLICIES – DECREE-LAW 3/2008



STRUCTURES CREATED IN MAINSTREAM SCHOOLS

Bilingual Education
of Deaf

Blind and Partially
Sighted


Autism

Multi-disability and
Congenital Problems

Children remain in those structures in part-time.

Promotion of the integration in regular classrooms and in school

Those structures imply specialized material and human resources – responsibility of schools



To get a quality Education we need more flexible and adaptive schools and include children with severe problems.

