

Austrias steps toward **INCLUSION**

Strategies of the Austrian Ministry of
Education for the implementation of the
UN-convention on the rights of people with
special needs in schools

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RA4A-Conference Odense 13.-15.6.2012

What happened the last years?

- A process called “QSP” - quality in the field of special education - started 2006. This process led to regulations concerning standards in the inclusive educational system. <http://www.cisonline.at>
- National educational report (2009) outlines strategies for an inclusive system.
- Austria ratified the UN-convention on the rights of people with special needs together with the “Facultative Protocol” in the year 2008
- Austria's State report says that Austria has already fulfilled this UN-convention on a large scale.

Segregationsquotient Austria

Schoolyear	1990/91	1995/96	2000/01	2009/10	2010/11
All students	648.719	685.992	690.328	579.314	552.318
Secondary school – (level 1) AHS Unterstufe	92.878	103.359	106.925	114.693	112.330
NMS – Hauptschule	0	0	0	16.848	34.324
	741.597	789.351	797.253	710.855	698.972
Students with SEN	18.322	18.524	13.602	13.221	13.198

Schuljahr	1990/91	1995/96	2000/01	2009/10	2010/11
Segregationsquotient	2,47	2,35	1,71	1,86	1,89

Segregationsquotient Österreich



Pupils with SEN in Austria's general school system 2010/11

Schultyp	Öster- reich	Bur- gen- land	Kärn- ten	Nieder- öster- reich	Ober- öster- reich	Salz- burg	Steier- mark	Tirol	Vor- arl- berg	Wien
Total number of compulsory school aged pupils										
Schultypen insgesamt	552.318	15.746	34.562	108.882	107.136	39.341	73.657	52.667	25.168	95.159
Volksschulen	327.663	10.104	20.998	63.311	59.262	22.083	43.659	28.567	16.864	62.815
Hauptschulen	192.616	4.886	12.065	38.044	42.276	15.019	27.002	20.715	5.831	26.778
Sonderschulen	13.198	316	625	4.003	1.433	977	623	1.316	1.083	2.822
Polytechnische Schulen	18.841	440	874	3.524	4.165	1.262	2.373	2.069	1.390	2.744
Number of compulsory school aged pupils with SEN										
Schultypen zusammen	27.660	718	1.916	5.626	4.762	1.885	2.786	2.037	1.566	6.364
Volksschulen	6.477	154	576	773	1.280	408	956	376	333	1.621
Hauptschulen	7.309	206	647	764	1.879	463	1.125	329	148	1.748
Sonderschulen	13.198	316	625	4.003	1.433	977	623	1.316	1.083	2.822
Polytechnische Schulen	676	42	68	86	170	37	82	16	2	173
Percentage of compulsory school aged pupils with SEN										
Schultypen zusammen	5,0	4,6	5,5	5,2	4,4	4,8	3,8	3,9	6,2	6,7
Volksschulen	2,0	1,5	2,7	1,2	2,2	1,8	2,2	1,3	2,0	2,6
Hauptschulen	3,8	4,2	5,4	2,0	4,4	3,1	4,2	1,6	2,5	6,5
Sonderschulen	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0
Polytechnische Schulen	3,6	9,5	7,8	2,4	4,1	2,9	3,5	0,8	0,1	6,3

Q: STATISTIK AUSTRIA, Schulstatistik. Erstellt am: 13.12.2011.

Current process – implementation strategy

The Austrian Ministry of Education, Art and Culture, which took over the general coordination of the implementation of the convention in Austria in Spring 2011 in cooperation with the Austrian Ministry of Labour, Social Affairs and Consumer Protection has started with an implementation strategy in the field of “Education” (article 24).

Round tables

under the management of the ministry of education held in
2011, 2012

In a scientifically supported, participative process, representatives of the whole society (community-based organisations, NGOs, etc.) are heard, as well as experts from the ministry, the school authorities, universities involved in teacher training and representatives of schools. The goal is to portray the complex situation with its many diverse views and interests, to find ways and define measures for a successful implementation and thereby achieve a basis for further political decisions.

Strategies for the future

Approximately 200 experts took part in the roundtable discussions in June and October 2011 and March 2012. Additionally numerous conferences, information and discussion events have taken place on the topic of a general school for everybody.

Until now the following most important measures and fields of action are:

- the pedagogical and organisational development of schools and teaching processes*
- the improvement of regional support structures (Competence Centres, etc.)*
- that children get the adequate support concerning their needs*
- the training of education personnel*
- the scientific support*

Additionally scenarios for a **step-by-step realisation** of an “inclusive school” have been discussed and work on the following measures has started:

- Integration in the 9th grade of the Austrian school (this is a special year for children who don't go on to secondary 2 level before they join the dual vocational training system) – the respective law for the so called “Polytechnical Schools” and “one year vocational school program for domestic affairs” had passed parliament.
- In all areas of the secondary 2 level, experimental classes for a realisation of an inclusive school for all should be started
- The implementation of so called “competence centres for SEN” shall be intensified on locations with special needs schools

Example of a NGO - Strategie

Step toward INCLUSION 2012 – 2020 – **A strategic concept from „Lebenshilfe Austria“**

(These text is only available in german: „Gemeinsam Lernen – Eine Schule für alle!“, September 2010, www.lebenshilfe.at)

Steps toward INCLUSION 2012 – 2020

Immediately

Φ No more new special schools were built

From 2013

- Φ Special-educational centers become educational centers for all children
- Φ Teacher Training: The up to now separate education branches for SEN and for all other teachers are folded up.
- Φ Special fields to certain interferences are offered, in addition.

NGO Strategie (II)

2014 – 2015

- School assistants are trained and used as a supplement for the all teachers
- The first special schools (under the present management) are opened and become a school for all children. SEN teachers remain in the same location or are engaged in teams in primary or secondary schools in different locations

2016 – 2019

- The remained special schools of old system are successive converted in new ones
- Schools for everybody
- The know-how of the educational centers – maybe there were now called: Center for Inclusion - is used by every type of school.
- Differentiation, which means informing in the same teaching object in a
- Inclusive class, but with different , individualized curricula) becomes
- standard of the new school for everybody

NGO Strategie (III) – final vision

2020: An inclusive school system is reality in Austria !?

- Special-educational experts are to be found at all new schools, where they are engaged
- All children with and without handicap, impairment or disability up to the 18th year visit now the school for every child.
- More and more people with handicaps, impairment or disabilities have access to the whole system of education including university education and vocational training

As an output of the discussions at the round tables many of the participants recommended

The outcomes should lead in a clear and concrete political strategy, which is also supported by the government

- Implementation of “inclusive regions”
- Greater efforts to the ideas of Austrians NGOs (e.g. “Lebenshilfe Österreich”) concerning the implementation of an inclusive system
- Centers of special educational need should not longer be “special schools”! – The perspective for those schools must be an idea of a school for all or a center of competences
- Teacher Education for Inclusion - Key policy messages should legally consolidated in the current legislative period
- Evidence based development and improving the quality of inclusive education

literature sources

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- See also the Agency publications in particular Austria's country data (<http://www.european-agency.org/country-information/austria>)