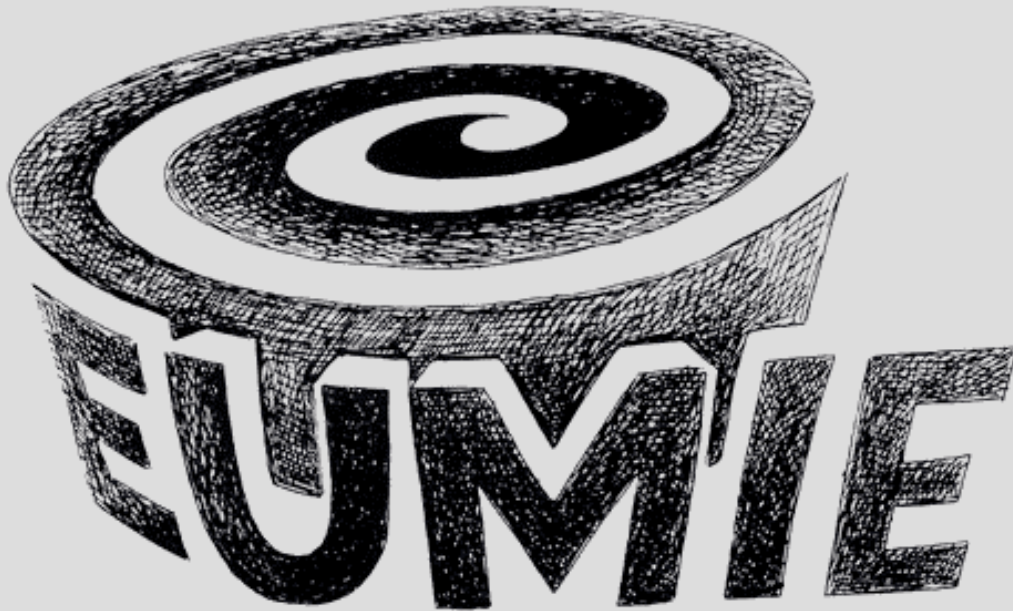


Inclusive Education For All



EUropean Masters in Inclusive Education

A curriculum development programme



within the framework of SOKRATES ERASMUS
July 2001 – August 2005,



supported by the European Commission



and the Austrian Ministry of Education,



coordinated by the
Institute of Inclusive Education, Linz



at the State College of Teacher Education
in Upper Austria.



European Masters in Inclusive Education

Inclusive education

“Lo normal es ser diferente.”

“Det er normalt å være forskjellig.”

“It’s normal to be different.”

“Het is normaal anders te zyn.”

“Màsnak lenni termèszetes.”

“Es ist normal, verschieden zu sein.”



Inclusive education

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“Det er normalt å være forskjellig.”

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“Es ist normal, verschieden zu sein.”



Inclusive education means that

... schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

This should include disabled and gifted children, street and working children, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.

(The Salamanca Statement and Framework for Action on Special Needs Education.
para 3. UNESCO 1994)

“Det er normalt å være forskjellig.”



Inclusive education

is concerned with

*... providing appropriate response to the broad spectrum of learning needs in formal and informal educational settings. Rather than being a marginal theme on how some learners can be integrated in the mainstream education, **inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners.** It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.*

(Overcoming Exclusion through inclusive Approaches in Education. A challenge and a vision. Conceptual Paper for the Education Sector, UNESCO 2001)

“Det er normalt å være forskjellig.”



UNESCO Salamanca-Statement (1994)

„We call upon all governments and urge them to, [...] adopt as a matter of law or policy the principle of inclusive education ...“

(item 3)



Aims / objectives

Postgraduate study programme

modular masters programme

European Masters

Consistent with the Bologna Declaration

Professional focus

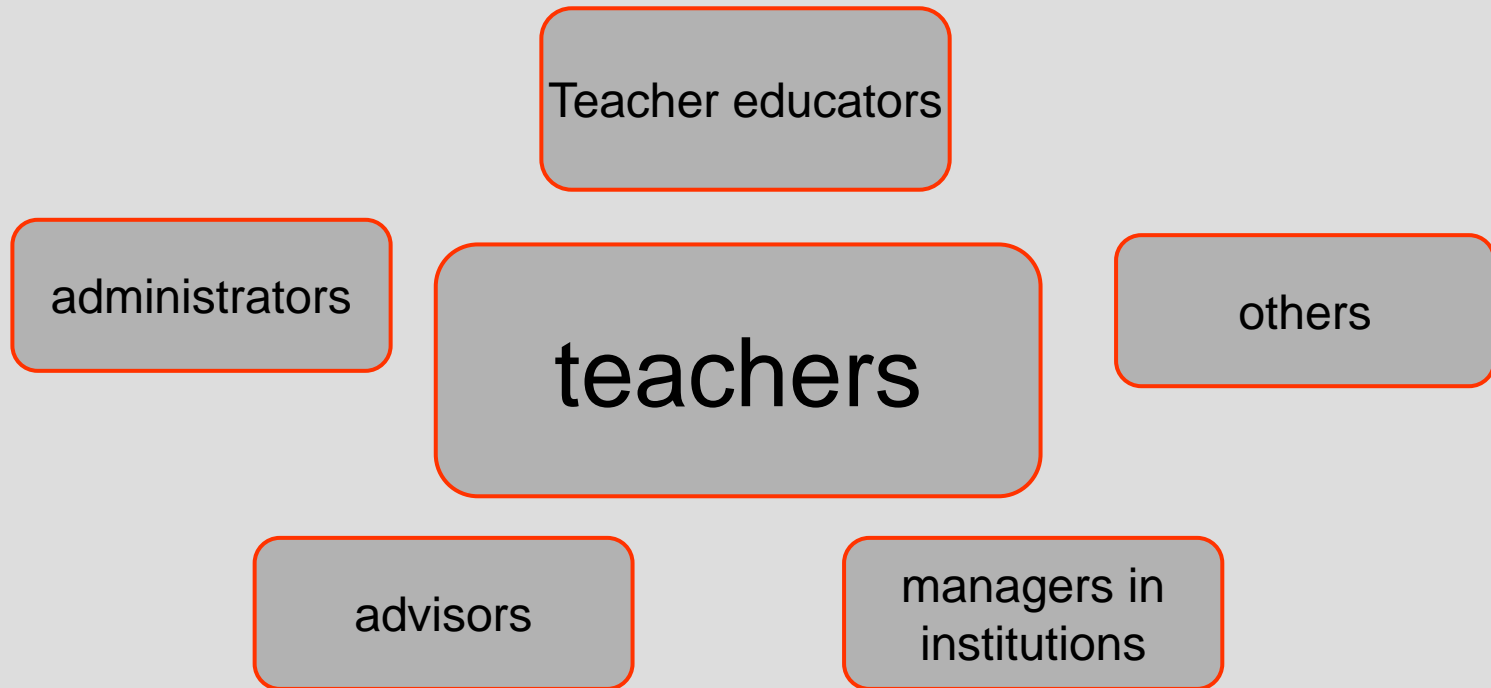
foster inclusive processes in education

Academic qualification

Masters Degree in Inclusive Education



Target groups



Target groups

Entrance requirements

First Degree in Education
(at least 180 EC)

or an equivalent degree

or an equivalent higher qualification and at least two years relevant professional experience



Professional Contexts

Educational facilities

early years centres, schools, universities, ...

Voluntary sector (NPO, NGO)

residential care, work, leisure time, technical support, ...

Social work, health service

Research projects



Curriculum

Understanding ideas <i>min. 30 EC</i>	CORE	C1 Education for all <i>min. 7.5 EC</i>	C2 Teaching and learning <i>min. 7.5 EC</i>	C3 Investigating education for all <i>min. 7.5 EC</i>	C4 International perspectives on education for all <i>min. 7.5 EC</i>
		O1 Leadership and management O2 Inclusion and social-emotional development O3 / O4 Developing and evaluating inclusion – Part I / II O5 Intercultural learning O6 / O7 Information and Communication Technology (ICT) and Assistive Technology (AT) – Part I / II O8 Negotiated module O9 ... Additional optional modules	APP ADVANCED PROFESSIONAL PRACTICE From observation and description ... to a data based analysis and synthesis (<i>workplace study, preferably abroad</i>)	<i>min. 15 EC</i>	
Living ideas <i>min. 30 EC</i>	OPTIONAL				
Contributing to ideas	MT	MASTERS THESIS			<i>min. 30 EC</i>



Optional module O1

Leadership and management (min. 7.5 EC)

General organisational and management theory

- ↪ history / recent development of management concepts
- ↪ strategic thinking, marketing
- ↪ organisational behaviour

Change processes

- ↪ concepts of quality
- ↪ people orientation
- ↪ establishing progress : discernment or measurement?
- ↪ building teams and individuals
- ↪ leadership
- ↪ learning organisations



Optional module O3 / O4

Developing and evaluating inclusion

Part I: Childhood and school years (min. 7.5 EC)

Part II: Youth and adult years (min. 7.5 EC)

- ↪ early inclusive education, kindergarten
- ↪ the inclusive school
- ↪ inclusive models and concepts
- ↪ teamwork
- ↪ people with disabilities and profession
- ↪ from the young person to the adult
- ↪ lifelong learning for people with disabilities



Optional module O8

Negotiated module (min. 7.5 EC)

- ↪ arranged by agreement between student and lecturer
- ↪ designed to identify relevant themes related to the individual professional situation of the student
- ↪ learning agreement (goals, assessment, literature, working plan)



Advanced Professional Practice APP

Advanced Professional Practice (min. 15 EC)

Living ideas in a workplace study should involve

- ↪ participation in inclusive or exclusive settings, preferably in another country (minimally in international cooperation)
- ↪ critical reflection on the process
- ↪ observation and description
- ↪ data based analysis and synthesis
- ↪ critical evaluation of the experience

Learning agreement (university, student(s) and workplace)



Masters thesis MT

Masters thesis (min. 30 EC)

The thesis should offer evidence to demonstrate that students

- ↪ have developed a detailed knowledge in and deep understanding of an area of inclusive education
- ↪ are able to research independently and critically
- ↪ are able to synthesise different perspectives on inclusive education from research, policy and practice
- ↪ are able to track developments in their own understandings of inclusive education



Partners

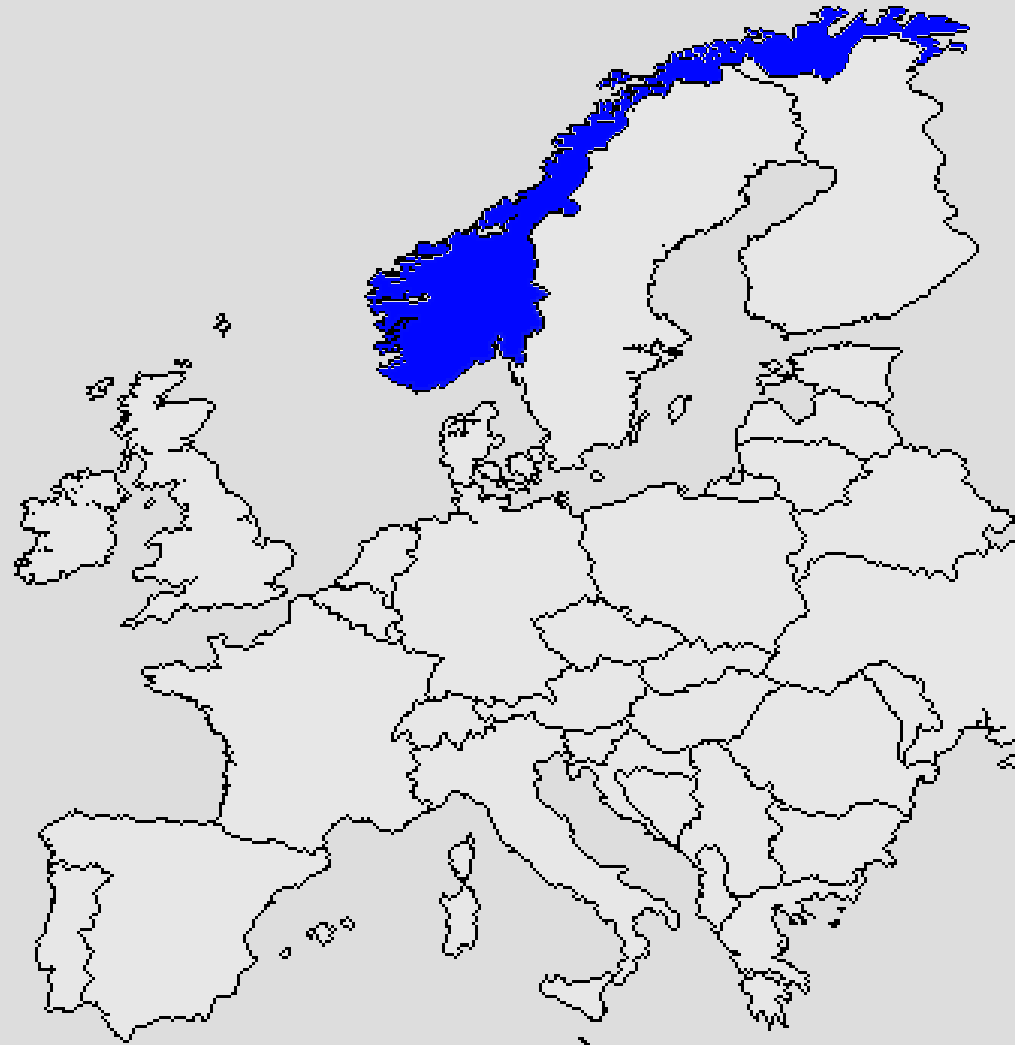
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Kari Nes

Harald Smedstad

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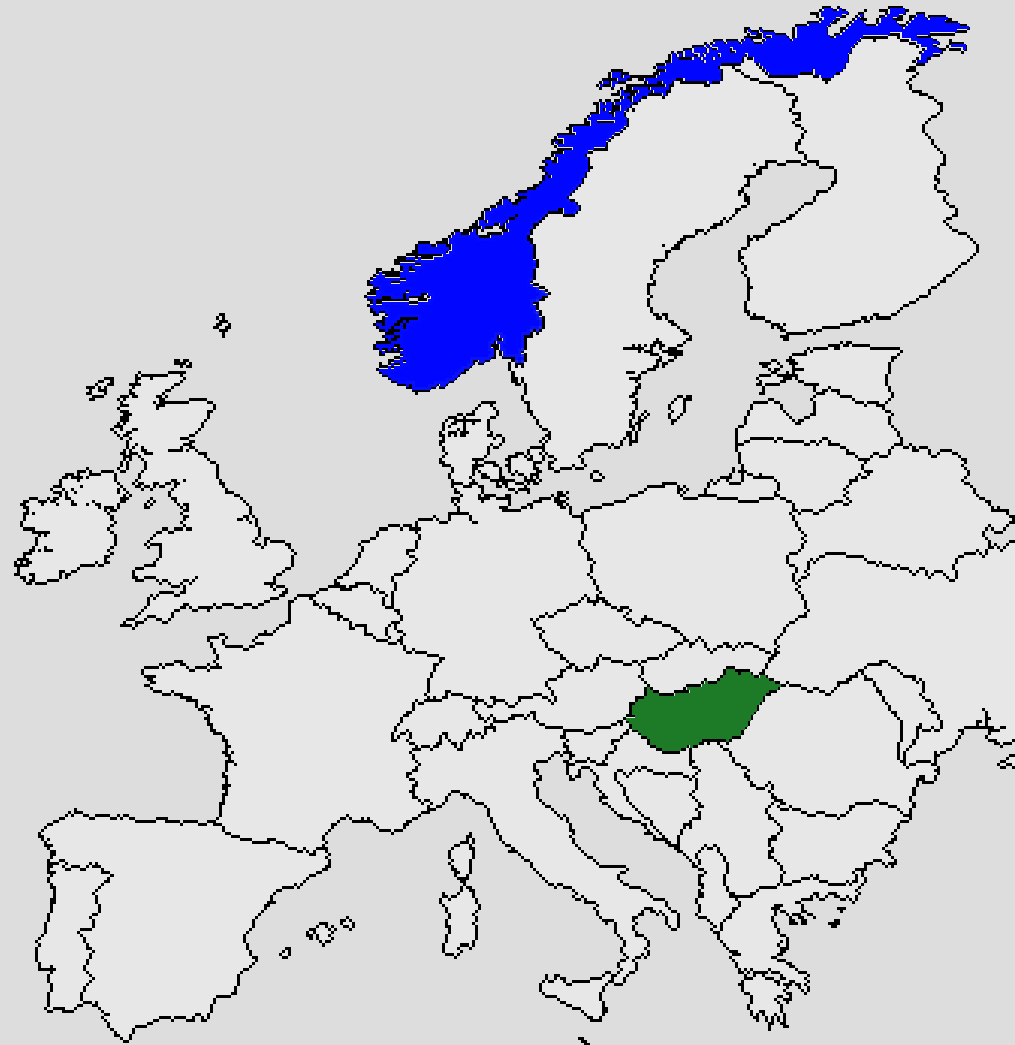
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Ungarn

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Csilla Schiffer

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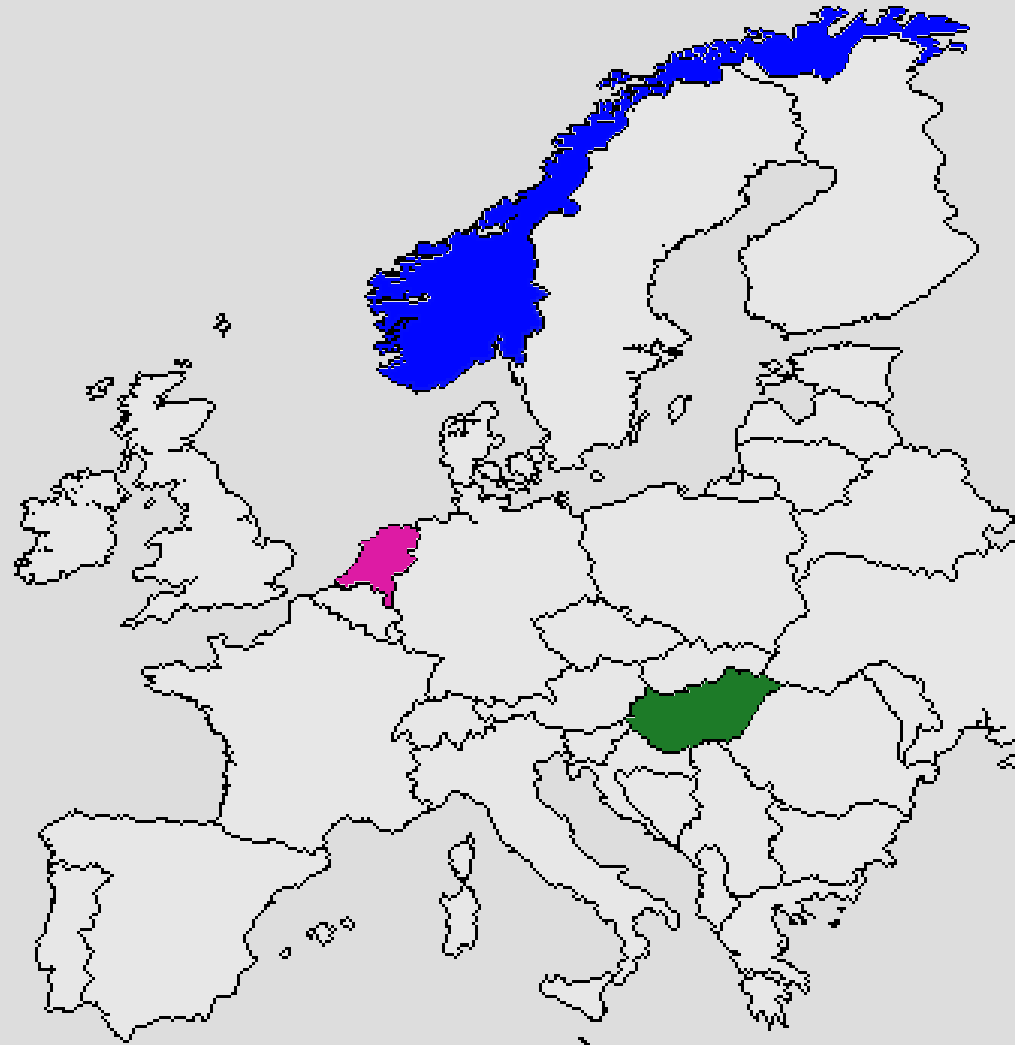
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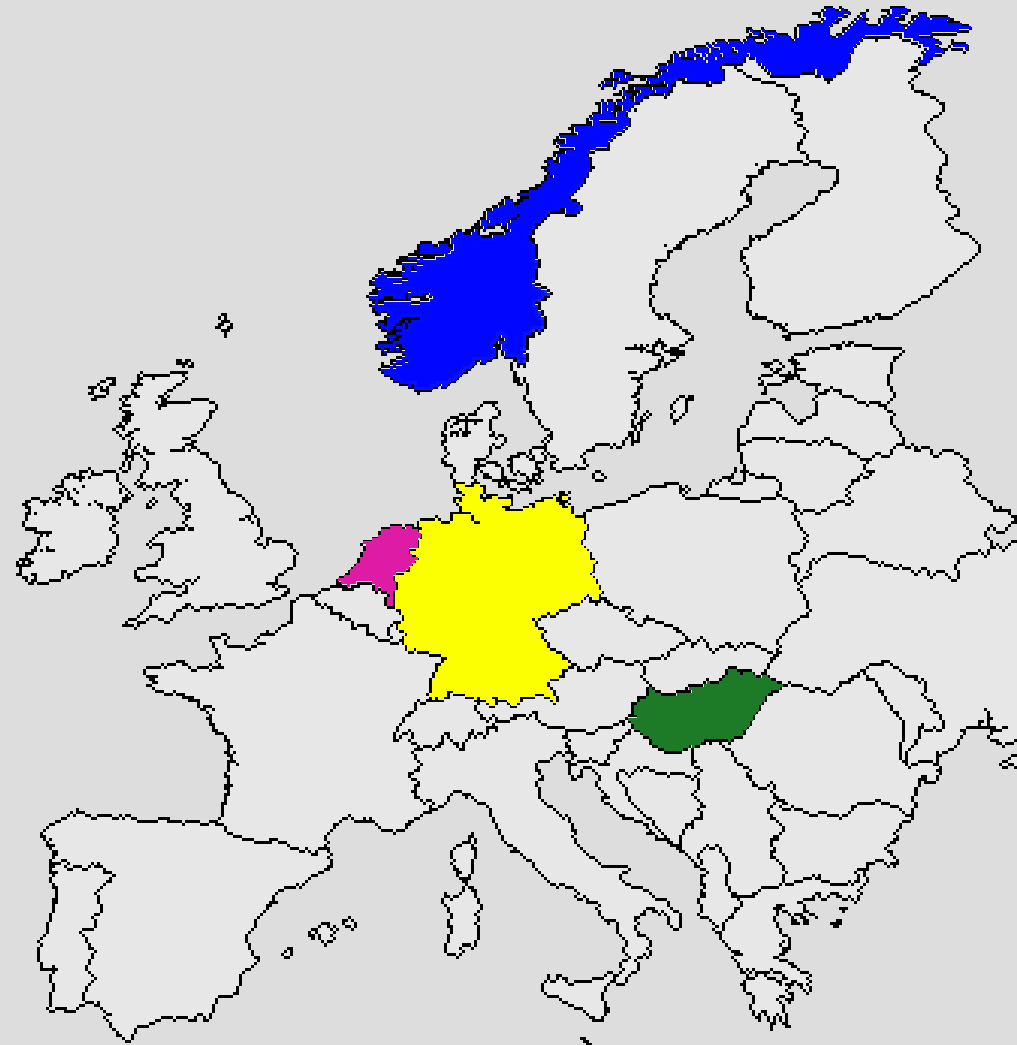
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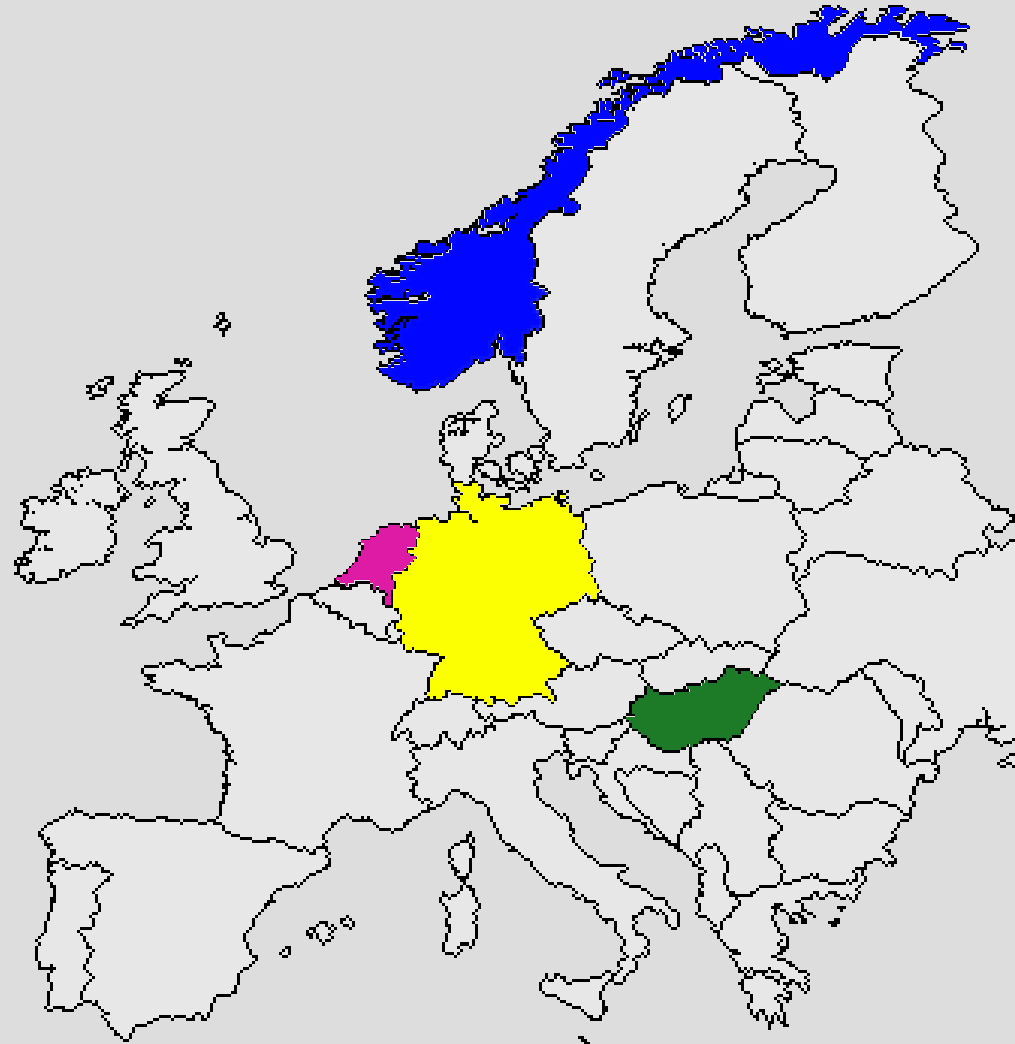
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Georg Feuser

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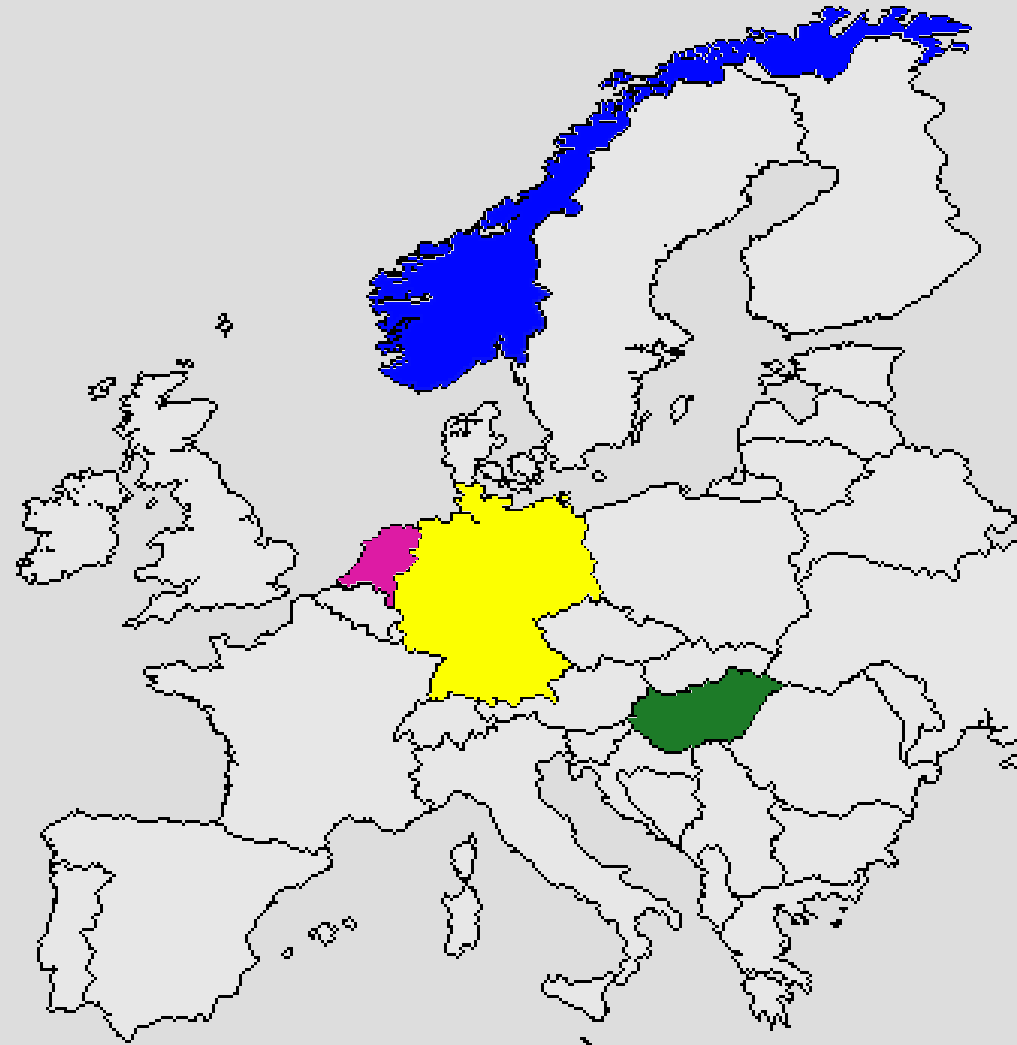
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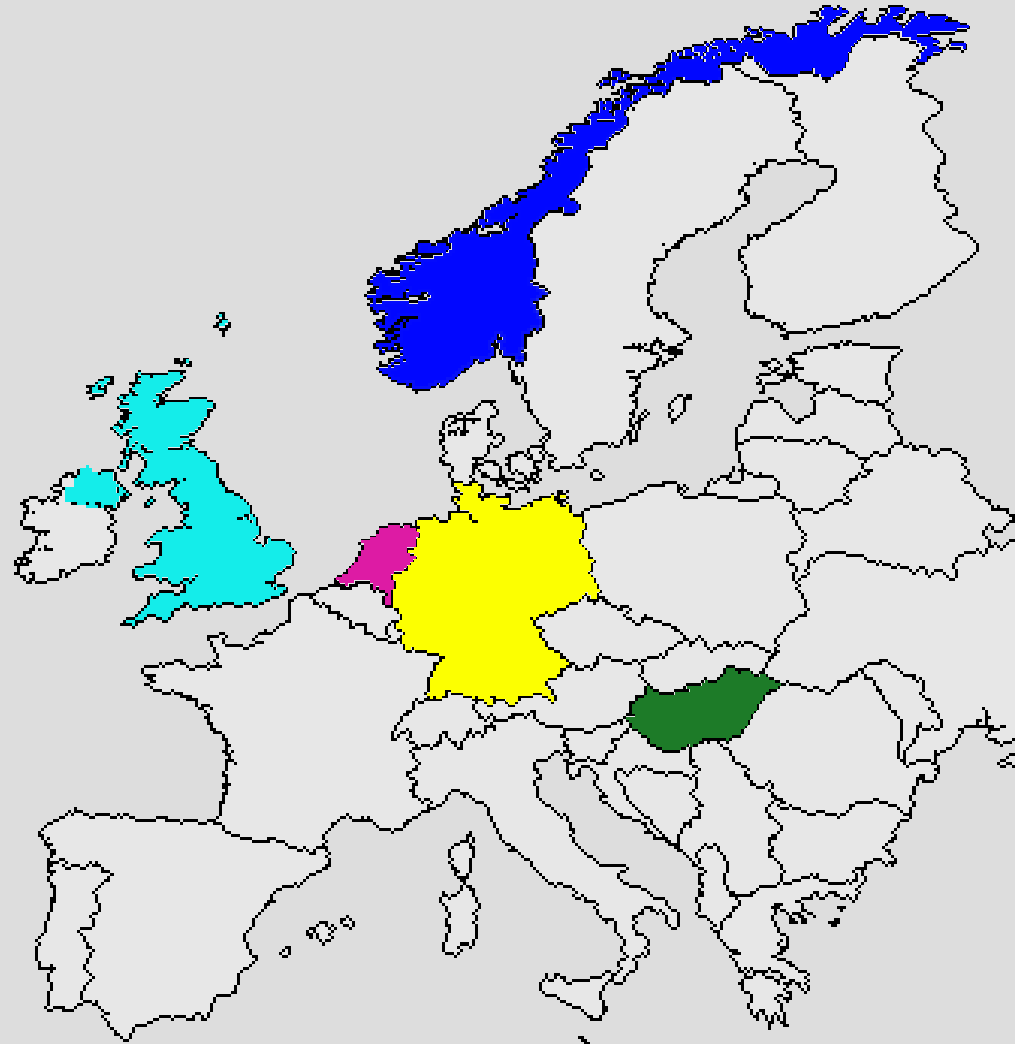
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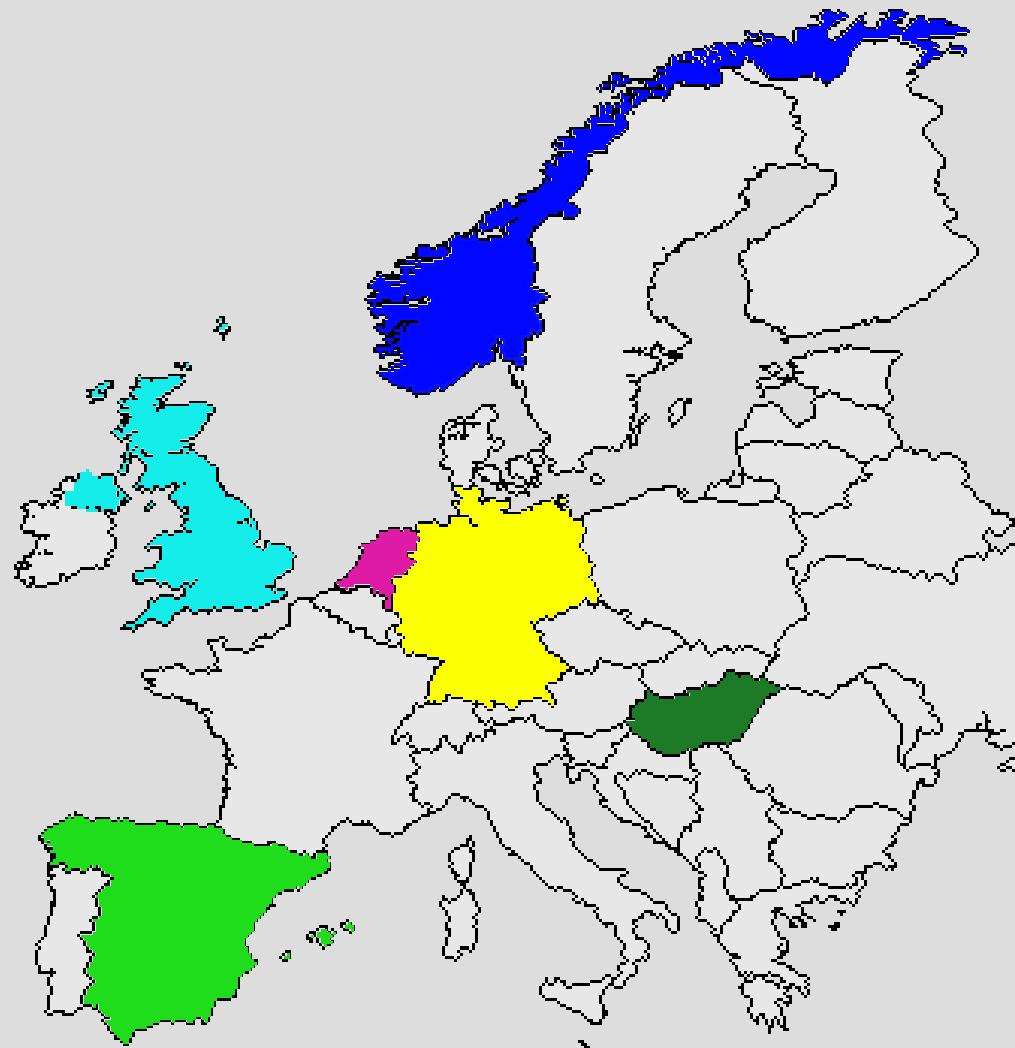
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Miguel López Melero

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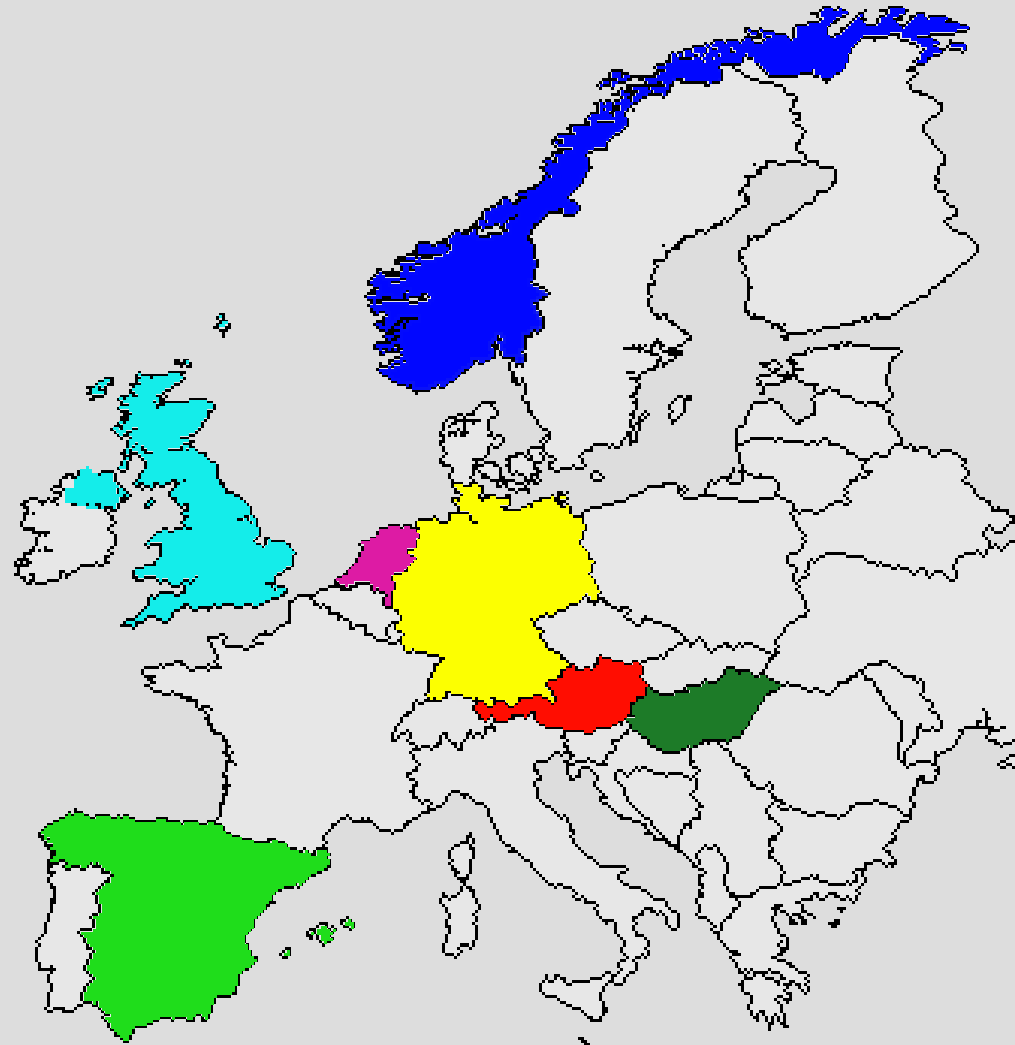
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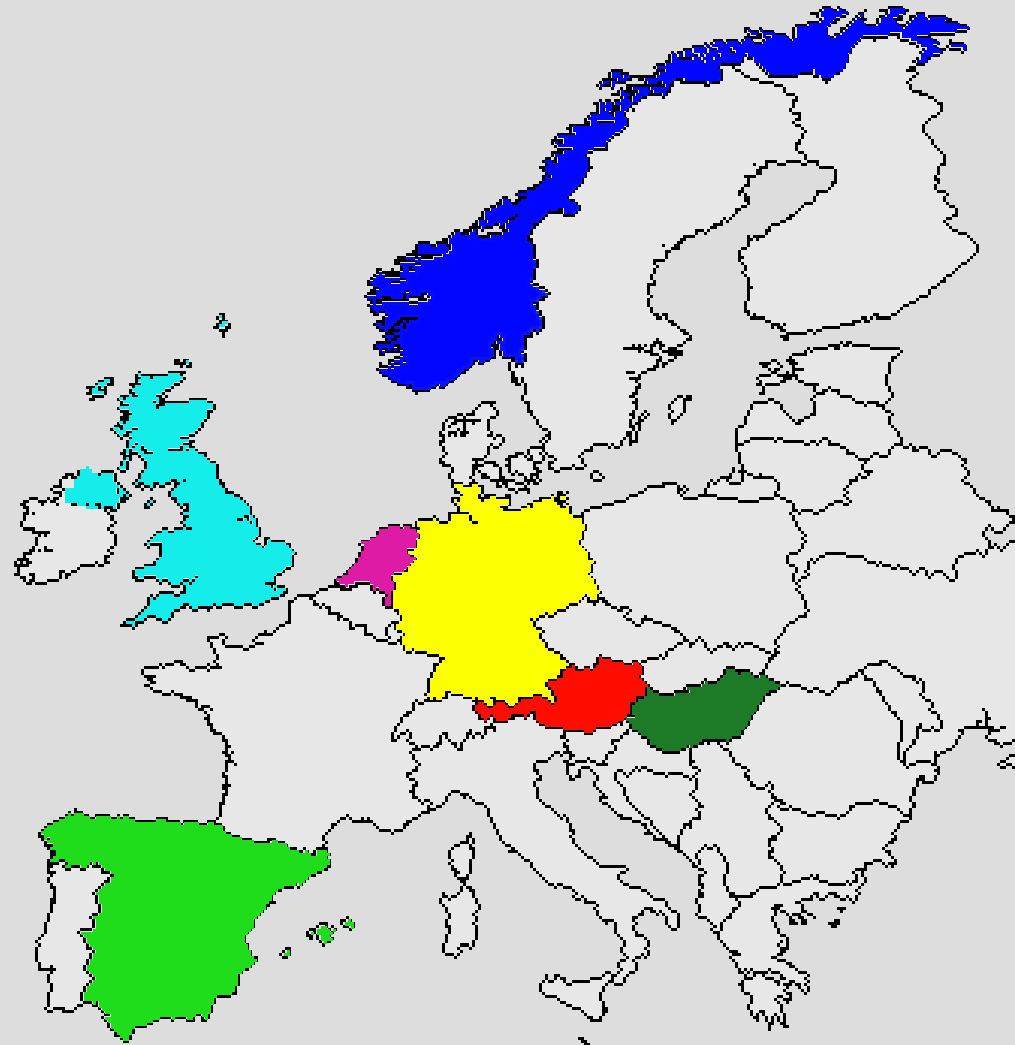
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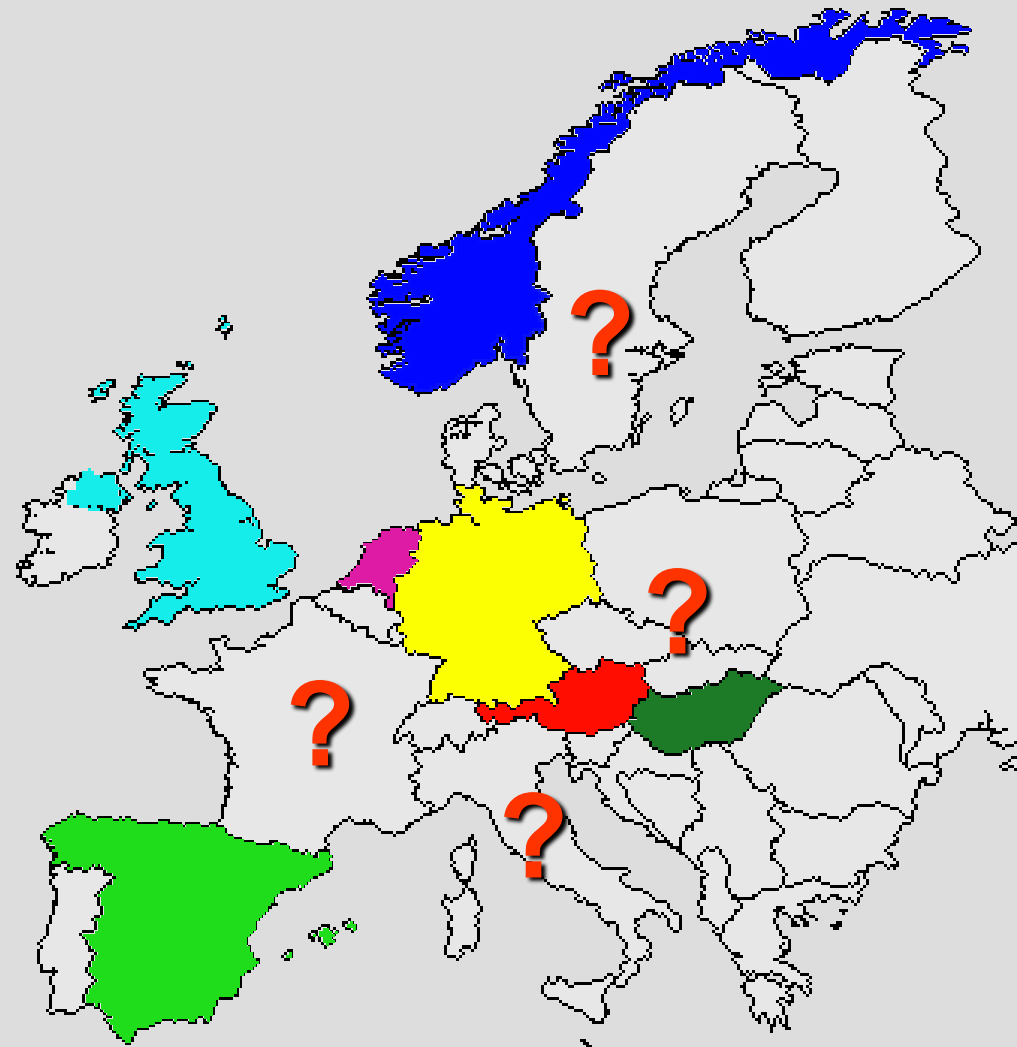
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Your country?

Your university?

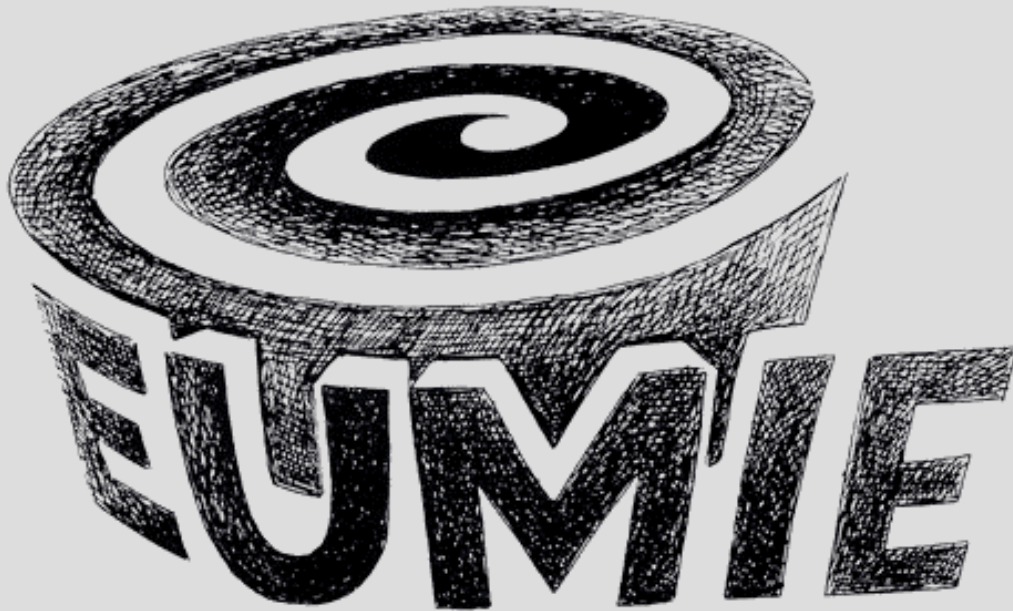
Join the EUMIE community!

<http://www.ph-ooe.at/iip/iip/iip/eumie/index.html>



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