

COUNTRY POLICY REVIEW AND ANALYSIS

France



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Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should [contact the Representative Board Member](#) for more details.

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Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities

As regards the objectives of implementation of inclusive education principles, France is in the process of transformation from a system of special education to a system of inclusive education.

The field of special education is itself divided into two parts:

- On the one hand, a number of medico-social (health and welfare) institutions made up of private non-profit establishments placed under the authority of the state (Ministry of Social Affairs) and funded by public money from our social security (national health insurance) system.
- On the other, special classes and schools of the public education system, under the authority of the Ministry of National Education (which have developed as of 1909).

Some special teachers, who had been working from the beginning in special schools which are part of the public education system, have also gradually been assigned to medico-social establishments, especially from the 1970s–1980s.

Two laws adopted on 30th June 1975 have shifted public policy towards ‘school integration’, taking a first step towards forms of schooling which are open to all children with disabilities, yet very uneven.

A break with this philosophy of integration resulted from the review process of these laws of 1975, which was undertaken as of 1999. It led to the law of 2nd January 2002 ‘renovating social and medico-social and social action’ and especially in the law of 11th February 2005 ‘on equal rights and equality of opportunity, participation and citizenship of persons with disabilities’. The UN Convention on the Rights of Persons with Disabilities (2006), ratified by France in 2010, will speed up this process of transformation from a model of integration to a model of inclusive education.

In the field of education, it was the law of 9th July 2013 ‘of orientation and programming for the reshaping of the schools of the Republic’ that formally inscribed educational inclusion among the main principles of education. More broadly, this notion also made it possible to break away from a typically French separation which had prevailed up until then between the category of *disability* (calling mainly for a medical approach) and the category of *educational difficulty* (calling for a pedagogical response). From that time on the priorities of French policy were to be:

1. The recognition of the right to education as a right to equal opportunity to succeed and equal continuity in the path to secondary, higher and vocational education.
2. The translation of this development into the training and practices of professionals in the field of education.
3. A standardisation and harmonisation of systems and procedures.



Country priorities

4. Search for greater territorial equity in dealing with situations.
5. The strengthening of co-operation between all persons involved in education (teachers, professionals in medical and social support, families).

The repositioning of the notion of educational inclusion of disabled pupils in a political vision of education, as a tool of the Republic for non-discrimination, education in diversity and citizenship.



Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
<p>1.1 There is a clearly stated policy for the promotion of quality in inclusive education.</p> <p><i>(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)</i></p>	<p>1.1.1 Article 19 of the Law of 11 February 2005 states that ‘Any child or adolescent with a disability or a disabling health disorder shall be enrolled in the school, college – lower secondary school – or ‘lycée’, upper secondary school closest to home, which shall be considered the reference institution’ (OoP, pp. 1-2)</p> <p>This policy is embodied in law No. 2005-102 of 11th February 2005 for equal rights and opportunities, participation and citizenship of disabled people, which notably defines a set of measures aiming to make school attendance an enforceable right in public and private pre-school, primary, secondary and higher education establishments.</p> <p>1.1.2 Circular of 17 August 2006 gives explicit priority to enrolment in the student’s reference school: the learner with disabilities is enrolled solely in a mainstream school (the ‘reference’ school or another) (OoP, p. 2)</p> <p>1.1.3 Law No 2013-595 dated 8 July 2013 for public school reform specifies these provisions in terms of educational inclusion: ‘The public education service is designed and organised in relation to pupils and students’ needs. It contributes to equality of opportunity, and to fighting social and geographical inequalities in terms of educational achievements. It acknowledges that all children share the capacity to learn and improve. It ensures educational inclusion indiscriminately for all children. It also ensures social diversity among students. (...) Everyone is guaranteed the right to education so as to develop their personality, to increase their initial and ongoing training level, to fit into social and professional life and to exercise citizenship. (article L111-1 of the Code of Education)</p> <p>To foster equality of opportunity, adequate provisions make it possible for everyone to have access to different types or levels of school training, in accordance with their abilities and specific needs. (article</p>



Agency recommendation	Findings
	L111-2)
<p>1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD.</p> <p><i>(Legislation and policy upholds the right of all learners to full participation in school with their own local peer group.)</i></p>	<p>1.2.1 The French National Assembly and Senate adopted a law (No 2009-1791 dated 31st December 2009) allowing for the ratification of the UN Convention on the Rights of Persons with Disabilities – a ratification which took place on 18 February, 2010 (cf. Decree No 2010-356 of 1 April, 2010)</p> <p>Indeed, the Code of Education allows parents to exercise their right to have their disabled child attend the mainstream school closest to their home.</p> <p>1.2.2 Among the several aspects of the document Ten Skills (for teachers) most relevant for the development of Inclusive Practice, the professor knows (among others) the Convention on the Rights of the Child. (TE4I example, p. 15)</p>
<p>1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners.</p> <p><i>(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)</i></p>	<p>1.3.1 The French education system offers a range of provisions covered by this inclusive policy:</p> <ul style="list-style-type: none"> - Individual attendance at all school levels with human, technical and medico-social help. (Décret no. 2014-1485, 11 December 2014) - Educational inclusion units (ULIS) in primary, secondary and vocational schools. (Circulaire no. 2015-129, 21/8/2015) - Special need classes for general and vocational education (SEGPA) in middle schools for students with severe learning difficulties. (Circulaire no. 2015-176, 28 October 2015) - Possibility to benefit from special arrangements when taking exams. (Article L 112- and D 351-27 to 31 Code of Education (Code de l'éducation)) <p>1.3.2 The principles of non-discrimination, fairness, equality of opportunity, and secularism are enshrined in the constitution and all regulations. (TE4I, p. 3)</p> <p>1.3.3 The public educational sector has evolved following the school integration policy laid down in 1975 on Policy for People with Disabilities and was reinforced by Framework Law of 1989 on</p>



Agency recommendation	Findings
	<p>Education. Actions for the schooling of children with disabilities undertaken by the Ministry of education were reinforced by the Law of 2005 on the Equity of Rights and Opportunities; the law affirms the right of children with disabilities to education (OoP, p. 11)</p> <p>1.3.4 The law of 11 February 2005 creates the obligation to ensure that the student is offered a school place in a mainstream school environment close to home whenever possible (OoP, p. 7)</p> <p>1.3.5 The consortium of universities around the affiliated IUFM in Paris also offers a course called ‘multi-reference approaches to the diversity of the public’, which is entirely focused on people with SEN and, depending on options chosen, on children as students. The total hours specific to this course is 80 hours in two years. It offers candidates eligible for the school teacher exam an opportunity to improve their knowledge about the diversity of students they face and various educational settings, reflect on teaching and learning adjustments according to the disabilities difficulties encountered (TE4I example, p. 6)</p>
<p>1.4 Legislation and policy for inclusive education is cross-sectoral.</p> <p><i>(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)</i></p>	<p>1.4.1 Legislation defines conventional procedures for organising co-operation between schools and health and welfare services. (Decree No 2009-378 dated April 2nd, 2009 about the education of children, teenagers, and young disabled adults, and co-operation between schools and health and welfare services)</p> <p>Departmental Homes for Disabled People (MDPH) are a ‘single window’ for disabled people, gathering in one single place the personnel of all public services involved.</p> <p>1.4.1 A multi-disciplinary team develops the personalised schooling project (PPS), based on the information gathered during the assessment, particularly from the educational team or the schooling monitoring team. Once developed, the project is submitted to the Commission for the Rights and Autonomy of People with Disabilities (CDAPH). The PPS is an aspect of the Personalised Compensation Plan. The PPS ‘proposes methods for educational pursuit, co-ordinated with measures to support it shown in the compensation plan’ (Article L 112-2 of the Code of Education). It ‘defines how the schooling takes place, along with pedagogical, psychological, educational, social, medical and</p>



Agency recommendation	Findings
	paramedical actions to meet the special needs of students with disabilities’. (Article D 351-5 of the Code of Education) (OoP, p. 13)
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	<p>1.5.1 Since 2009, a technical advisor has been appointed to the Rector of each educational district (30 all over France) to define the implementation of the national inclusive education policy at a regional scale. (www.education.gouv.fr/cid51308/mend1000325v.html; this link to the official ministry website shows the way they are recruited and describes their job)</p> <p>1.5.2 Under the Modernisation of Public Action policy (MAP), an interdepartmental action plan was launched in 2013 to: improve territorial equity; develop inclusive systems; and, reform teacher training (www.modernisation.gouv.fr/sites/default/files/fichiers-attaches/3-enfantshandicaprapport.pdf)</p>
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	1.6.1 The Law of 11 February 2005, on the Equality of Rights and Opportunities, Participation and Citizenship of people with Disabilities, states the right of learners with disabilities to education and the responsibility of the educational system in guaranteeing the continuity of their individual school careers (OoP, p. 1)
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	1.7.1 Every year, in June, the ministry sends to all primary and secondary schools operating rules for the current school year, including a description of resources. The purpose is to support each school to accommodate students with special educational needs and training proposals. (Circulaire no. 2015-085, 3/6/2015)
1.8 Policy requires learning material to be accessible.	1.8.1 Decree No 2014-1485 of December 11th, 2014 containing various provisions relating to the education of students with disabilities especially provides for free individual pedagogical material tailored to the needs of students with disabilities to be made available.
1.9 Policy describes an effective	1.9.1 Law of 11 February 2005 states that no child or adolescent with disabilities may be a priori



Agency recommendation	Findings
<p>framework of support for schools to implement inclusive education.</p> <p><i>(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)</i></p>	<p>excluded from the mainstream school reference track for their school career. In the event that it appears necessary to enrol a learner with disabilities in a special school, they shall retain the right to be enrolled in a mainstream school close to the special institution and to spend some or all of their school career in the mainstream school. (OoP, p. 2)</p> <p>1.9.2 Decree No 2014-1377 dated November 18th, 2014 about support and pedagogical assistance for students created the ‘Individual Support Plan’ listing the procedures for organising classes, which students with learning difficulties may need even when they are not considered as disabled.</p> <p>1.9.3 Several national organisations offer resources for supporting schools in their initiatives in favour or inclusive education, among them:</p> <ul style="list-style-type: none"> - CNSA (Caisse Nationale de Solidarité pour l’Autonomie), a national funding agency, one of whose missions is to help MDPHs develop all over the national territory: www.cnsa.fr - The Ministry of National Education offers teachers a specialised resource website: www.eduscol.education.fr - INS HEA, a national public institution, created in 2005, has a permanent mission in training, research and dissemination of resources for all persons involved in support to children and adolescents with special educational needs, in particular in their schooling: www.inshea.fr - Several public establishments disseminate tools and resources for inclusion: INS HEA (training and research, Integrascal website for sick children: www.integrascal.fr; ORNA: Observatory of adapted digital resources) - L’École pour Tous (School for all): www.ecolepourtous.education.fr - The CNED (distance learning centre: www.cned.fr)
<p>1.10 Policies outline a continuum of support for children and young people in</p>	<p>–</p>



Agency recommendation	Findings
schools, to meet the full diversity of learners' needs.	
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	1.11.1 Since 2015, training programmes for co-operation between education stakeholders (teachers, health and welfare establishments and services, civil servants working in MDPHs and regional health agencies) have been offered in all French counties. (www.inshea.fr)
<p>1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners.</p> <p><i>(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)</i></p>	<p>1.12.1 Order of 2 April 2009 specifies the procedures for setting up and organising teaching units in medico-social or health care establishments (special centres). These teaching units are new in special education and have a strongly inclusive significance (OoP, p. 3)</p> <p>1.12.2 While the capacity of health and welfare services has decreased (25,000 fewer students in about 30 years), special education and home care services, which allow to support children who attend mainstream schools, have been booming over the same time period. They were 4 times more numerous in 2010 than in 1980 and they increased by 30% between 2006 and 2010 (current capacity of 44,000 spaces).</p> <p>As part of the 3rd national plan for autism (2013-2017), 300 more spaces in specialised services for children are being created as well as 100 teaching units in pre-schools (about 700 spaces).</p> <p>Besides, in every region there is a resource centre on autism (CRA), a reference centre on speech and learning impairments (CRTLA) and a centre supporting young deaf people throughout their studies (PASS).</p> <p>Various other national centres offer information and resources: CRESAM (for deaf and blind people); CNRH (resource centres on rare disabilities); FAHRES (epilepsy).</p>



Measure 1 evaluative comments

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Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
<p>2.1 The full involvement of families in all educational processes is outlined in legislation and policy.</p>	<p>2.1.1 Several legal and regulatory provisions make it compulsory to give families a role at every stage of the educational and schooling in compliance with the principles of the Universal Declaration of Human Rights of 10th December 1948. The code of education provides for the real participation of the parents of disabled children and adolescents at every stage of their schooling and educational path, and in all of the institutions whose role is to take decisions concerning these children and adolescents. Representatives of the families sit on the Commissions of the départements (CDAPH) dealing with the rights of disabled persons.</p> <p>2.1.2 Law of February 2005 institutes the obligation to closely involve parents in the decision process of orienting their child and in all phases of defining the child’s personalised schooling project (OoP, p. 11)</p> <p>2.1.3 The Commission for the Rights and Autonomy of People with Disabilities of December 2005, decides on orientation in the fields of schooling and education and proposes conciliatory procedures in case of disagreement. It closely involves parents in the orientation decision process concerning their child and in all phases of defining the child’s personalised schooling project. (OoP, p. 11)</p> <p>2.1.4 The Departmental Centre for people with Disabilities of December 2005 is an office that improves efficiency of reception, information and assistance to learners with disabilities and their families. (OoP, p. 11)</p>
<p>2.2 Policy for inclusive education places learners and their families at the centre of</p>	<p>2.2.1 For a long time, the CAMSPs (Young Children’s Social and Medical Centre) have developed joint parent/child approaches as part of working on the bonds of attachment and fine-tuning early</p>



Agency recommendation	Findings
all actions.	childhood interactions and implementing aid for parenting. The construction of a process with parents that combines education and therapy is becoming an essential and determining component in the development of child care project. (ECI example, p. 32)
2.3 Sharing information among professionals and families is a policy priority.	2.3.1 The Ten Skills for teachers document states that teachers are able to communicate with parents: by contributing to the establishment of a constructive dialogue in order to inform them about teaching or activity goals, summarise evaluations in appropriate language, examine the results and aptitude of their children, the difficulties observed and possibilities of remedying them (TE4I, p. 23)
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	2.4.1 CAMSPs (Young Children’s Social and Medical Centre) offer discussion groups for families so that families can be supported no matter what questions they have. These discussion periods, which are led by professionals, allow parents to meet each other outside the programmes set up for children. They are open groups where anyone may volunteer to speak and where parents may help each other and offer mutual support and take time for themselves. (ECI example, p. 32)
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 The document Ten Skills for teachers states that: In the exercise of their profession, teachers observe behaviour that encourages teamwork, dialogue with parents, and partnership. (TE4I, p. 23) 2.5.2 The same document states that teachers are able to contribute, through co-operation with partners inside and outside the institution, to the resolution of specific difficulties of pupils. (TE4I, p. 16)

Measure 2 evaluative comments

In the event of disagreement of families with the decisions proposed for the schooling of disabled children, procedures of administrative and contentious appeals are provided for: defenders of rights, administrative courts, courts of disputes related to inability (TCI), Courts of Social Security cases (TASS).

Dialogue with parents is systematic. It is up to the parents to take the initiative to make a request concerning the type of schooling they desire for



their children and the type of help and support they believe necessary (decree of 12th November 2014, Code of Education and Code of Social Action and Families).

All educational, psychological, social, and medical information collected by professionals to constitute personal files of pupils must be made available to families (law of 2 January 2002, 2 February 2005, and 9 July 2013).

Many associations of parents sit on the National Consultative Council of Disabled Persons (CNCPH), which formulates questions on all new laws and decrees, in particular in the field of inclusive education.

Special paid leaves can be given to parents who wish to interrupt their professional activity to devote themselves to the education of their disabled children, and financial allowances can be granted to them.

Training programmes for parents of disabled pupils, called 'Inclusive Education, instructions for use' are held every year by INS HEA.

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in inclusive education.	3.1.1 The education of a child must be monitored by National Education representatives, who guarantee the quality, conformity and continuity of the education provided. The necessary measures and adaptations for each child are decided by the Department for Disabled people (MDPH) level by the Commission for Rights and Autonomy (CDA). The Ministry of Education is obliged to put into place the material and human resources foreseen by the CDA (VET, p. 12)
3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.	3.2.1 An annual survey conducted by the Department of Teaching in Schools produces statistical data about the schooling of disabled children. In the framework of the Inter-ministerial Committee for the Assessment of Public Policies (2013) two priority themes were chosen: the fight against dropping out of school and the schooling of pupils with disabilities. The National Solidarity and Autonomy Fund (CNSA) conducts a permanent steering mission with the Departmental Homes for Disabled People with a view in particular to guaranteeing territorial equity in decisions taken by these commissions.



Agency recommendation	Findings
3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.	–
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	<p>3.4.1 A public institution, the ANESM (National Agency of Assessment of the quality of medico-social institutions and services), created in 2007, has the task of periodically assessing medico-social services and institutions (in the framework of the renewal of their authorisations to operate) and of publishing 'recommendations for good professional practices'.</p> <p>Since 2007 the ANESM has published more than 10 recommendations on subjects such as: early support for disabled children, the education of young people with autism, the quality of services provided in addition to schools, or child protection services.</p>
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	3.5.1 Since 2013, the Department of Assessment, Forecasting and Performance (DEPP) of the Ministry of National Education has conducted a longitudinal survey monitoring a panel of two groups of disabled pupils (7,000 pupils born in 2001 and 7,000 pupils born in 2005). This survey includes a major qualitative part that consists in collecting the opinion of families about the education of their children.
3.6 Policy describes mechanisms to evaluate demand for services.	3.6.1 A research report on the setting up of the GEVA Sco (Guide for the assessment of needs in the field of education) will be submitted by INS HEA to the CNSA (National Solidarity Fund for Autonomy) in 2016, which will make it possible to assess the effectiveness of this tool and the equity in its use in the different departments. This report can now be uploaded on both websites of INS HEA and CNSA. (www.cnsa.fr)
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and	3.7.1 Another action-research project on the schooling of young persons with multiple disabilities is underway at INS HEA, at the request of the CNSA. This project combines many professional teams



Agency recommendation	Findings
development activities.	from medico-educational institutions. This report will be published at the end of 2017.

Measure 3 evaluative comments

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Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial support.	4.1.1 This commitment is included in the programming appendix of law no. 2013 of 8th July 2013 on orientation and programming for the reshaping of the schools of the Republic. An annual review of the State budget devoted to this effort is conducted. In November 2015, a parliamentary report (Barbara Pompili, member of parliament for the Somme département) was prepared as part of the preparation of the law on funding inclusive education.
4.2 Funding policies and structures provide flexible resourcing systems that promote inclusion.	4.2.1 The State covers expenses relating to the schooling of children with disabilities from the pre-primary school level through to the <i>lycée</i> (upper-secondary school). The field of expenditures corresponding to this mission includes the salaries of specialised teachers, the cost of individual or collective school auxiliaries, and subsidised jobs assigned to support missions and the various expenses connected with receiving students (travel expenses of school auxiliaries, cost of adapted teaching materials, etc.) (OoP, p. 6)
4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams.	4.3.1 Thanks to the funding of the CNSA, an ongoing training programme aimed both at teachers and professionals in the medical social sector on the theme of co-operation to serve the education of disabled pupils was launched for the 2015-2016 period. The development of this project was entrusted to INS HEA (in co-operation with others involved in training).



Agency recommendation	Findings
	4.3.2 An inter-ministerial programme entitled ‘Zero with no solution’ was launched in 2014 to avoid the exclusion of disabled persons (adults and children) in extremely complex situations from support systems. State credits have been allocated in the 2016 budget for these initiatives.
4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues.	–

Measure 4 evaluative comments

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Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	<p>5.1.1 One of the main proposals of July 2008 Ministerial Report is that municipal and inter-municipal bodies become responsible for the gradual implementation of a right to child care for parents by 2012, then 2015 (ECI, p. 27)</p> <p>All of these legislative texts have been made to comply with the United Nations Convention on the Rights of Persons with Disabilities. (The first national report about this convention is expected for 2016)</p>
5.2 Support is available for families to recognise and understand the needs of	5.2.1 The mission of the CAMSP (Young Children’s Social and Medical Centre) is to help future parents prevent difficulties in children and care for children with disabilities. Its goal is to screen, provide outpatient care for, and rehabilitate children with sensory, motor, or mental deficiencies. Everything



Agency recommendation	Findings
<p>their child.</p> <p><i>(Support focuses upon and what is in the child's best interests.)</i></p>	<p>the CAMSP does is oriented toward integrating young children into their family and social environment and ensuring that their abilities develop in a harmonious manner (ECI, p. 7)</p> <p>5.2.2 In order for the family to benefit from financial assistance or other services, the child's degree of disability must be officially assessed on the basis of the reference scale created by Decree no. 93-1216 (04/11/1993) (OoP, p. 7)</p> <p>5.2.3 Within the framework of the sole access point that is the District Centre for Disabled Persons (MDPH), the law requires that a life plan be drawn up by the multi-disciplinary team of the MDPH with the family. A compensation plan will list the material and human aid and any possible financial services necessary for its implementation.</p> <p>The family may request that a child be put in school starting at the age of three. This schooling may take place full-time or part-time based on the Personalised Schooling Plan prepared by the same multi-disciplinary team. Implementation and follow-up will take place under the guidance of a 'gatekeeper teacher', who will do the follow-up and serve as the parents' contact person until the end of the child's schooling (ECI, p. 29)</p> <p>5.2.4 Specialised teachers, called 'educational advisors', are responsible for helping families in assessing the needs of their child. A normalised procedure (GEVA Sco) has been created throughout France in 2015 so as to achieve this objective in a dialogue between families and professionals.</p>
<p>5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.</p>	<p>5.3.1 PMI services (Maternal and Child Welfare) provide and guarantee an essential public service of infant medical care and protection of mothers. These services set up medical and social welfare consultations for pregnant women and children under 6 years of age. They organise preventive medical and social welfare services for children under 6 years of age who need special attention. These services are provided at the request or with the consent of the parents in collaboration with the attending physician and the hospital services involved (ECI, p. 5) Medico-social centres for early action provide care for children between birth and six years of age for prevention, screening and support for disabled children. In 2008, 308 centres provided this type of support for almost 59,000 children. Their</p>



Agency recommendation	Findings
	<p>action was most often conducted as of birth, in co-operation with neonatology services.</p> <p>5.3.2 All methods of day care offer an average of 46 places per 100 children under three. The bottom 25% of communities have fewer than 39 places. The top 25% of communities have between 57 and 77 places. The rate of coverage of the types of day care calculated was 48.1% in 2007. Care provided by child minders accounted for the greatest number of places because it alone provided care for one out of four children (25.2%), which corresponds to one place out of two offered. Group care is the second-largest contributor, covering 14.3% of children under three. Care provided by pre-elementary schools makes the national public education system the third-largest contributor, accounting for around 7.1% of children. Care providers employed in the home account for only a very small proportion of the rate of coverage (1.63%) (ECI, p. 15)</p>
5.4 Policy states that in risk situations, the child's rights should come first.	–
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	5.5.1 Many municipalities have created the position of early childhood co-ordinator, who is responsible for encouraging and organising early childhood policy. They guarantee co-ordination of funding, team training, and networking with external partners (ECI example, p. 13)
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	<p>5.6.1 CMPPs Guidance is given in co-ordination with schools and social welfare and medical personnel working with the child and the family. (ECI, p9)</p> <p>5.6.2 The mission of paediatric CMPPs is to arrange preventative care, diagnostics, and outpatient and home care. Mental health care and concerns play a predominant role (...) therapy is undertaken in collaboration with other institutions, in particular schools, maternal and child welfare services, social services, hospitals, etc. (ECI, p10)</p>
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary	5.7.1 In the framework of the national plan on autism, educational units for children with autism are created in each department. These units make possible close co-operation between nursery schools



Agency recommendation	Findings
working at regional and local levels.	and care-providing and re-education (rehabilitation) teams. 100 units of this type have been in operation since 2015. (social-sante.gouv.fr/IMG/pdf/plan-autism2013-2.pdf , p. 46)
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	<p>5.8.1 French nursery schools have a universal vocation to school all children, and they are a considered a way to guarantee success in school and compensate for social and cultural inequalities. Nursery school culture is based on the values and models of the new pedagogy: a global approach to children, respect for their development, pedagogy of situations based on play activity and active experimentation by children, validation of bodily, emotional, and linguistic expressions, and pedagogical differentiation that enables the reconciliation of necessary individualisation and gradual affiliation to the peer group (ECI, p. 20)</p> <p>5.8.2 CAMSP professionals work in close collaboration with early childhood structures and nursery schools to encourage the gradual integration of disabled children into a non-specialised mainstream environment at as young an age as possible (ECI example, p. 32)</p>
5.9 Policy outlines how cost-free services/provision are made available for families.	<p>5.9.1 The French government has signed a Goals and Management Convention (COG 2009-2012) with the Caisse Nationale d'Allocation Familiale that defines needs and financing to implement the right to child care for young children starting in 2012. This project involves the creation of at least 350,000 care places in the next five years, which corresponds to an estimate that varies from EUR 1 billion to over 4 billion depending on the estimate (ECI, p. 27)</p> <p>5.9.2 Free public services for families with young disabled children include:</p> <ul style="list-style-type: none"> - Services funded by the national health insurance fund: the paediatric departments of public hospitals, early medico-social support services, special education and home help services; - Services funded by the State budget: nursery school (age 2 to 6); - Services funded by local administrations: municipal social action centres, social support services for children;



Agency recommendation	Findings
	- Services funded by the Family Benefits Fund (CAF).
<p>5.10 Policy ensures the same quality of service irrespective of differences in geographical location. <i>(Such as isolated or rural areas).</i></p>	<p>5.10.1 Experiments with bridge classes and programmes conducted for about fifteen years in the most underprivileged areas have produced some interesting answers. Despite their different formulas, bridge programmes are defined by a certain number of common characteristics:</p> <p>They are part of a partnership (public education, regional and local governments, and the Family Allowances Fund) and are based on involvement by early childhood professionals, in particular early childhood educators and teachers.</p> <p>They set up the joint and co-ordinated working conditions between a young childhood institution and a nursery school, which are joined together.</p> <p>They implement a close two-way working relationship between the programme and families.</p> <p>The operating principles for these programmes are: respect for the child’s pace of learning; individualisation of the schooling process in each place, with the support and presence of parents, based on the child’s needs and his or her maturity and rate of adaptation (ECI example, p. 21).</p>

Measure 5 evaluative comments

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Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
<p>6.1 High expectations for all learners’ achievements underpin policy for inclusive</p>	<p>6.1.1 The law no. 2005-380 of April 23rd, 2005, on orientation and programme for the future of the school with the objectives on: 100% of pupils attain a diploma or a recognised qualification, at the end of their compulsory education; 80% of an age group reach the level of the high school diploma (end of</p>



Agency recommendation	Findings
education.	upper secondary education). (VET example, p. 6)
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	–
6.3 Teaching, support and guidance has the goal of empowering all learners.	6.3.1 The needs of the student are identified priority by the Department of Disabled Persons. According to the law of 11 February 2005, disabled students must be in contact with this department, who then, in connection with the multi-team services, evaluate the needs of students according to their study plans. The multi team includes a professional in charge of employment issues (VET example, p. 11)
6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.	<p>6.4.1 Decree no. 2012-903 of 23 July 2012, relating to individual aid and mutual assistance to learners with disabilities, restructures and rationalises the organisation of individual compensation contributed by school auxiliaries to learners with disabilities in mainstream school environments (OoP, p. 3)</p> <p>6.4.2 Circular no. 2009-088 of 17 July 2009 established the functions of specialised personnel in special assistance networks for students in difficulty (RASED) in dealing with problems in primary school.</p> <p>The RASED, created in 1990, were initially systems to help students with difficulties in school and not learners with disabilities. Circular 2002-113 of 30 April 2002, authorised RASED teaching personnel to provide special assistance to learners with disabilities. The change was confirmed in 2009 and again in 2014: it gave rise to the idea of a continuum of educational needs outside of disabled vs. able-bodied categories (OoP, p. 4). It will be confirmed by a future reform of the curriculum for specialised teachers (2016-2017).</p> <p>6.4.3 Legally, students with SEN enrolled in lower secondary and upper secondary VET courses are entitled to support and arrangements if proposed by the CDAPH, whereas those enrolled in other types of VET opportunities (apprenticeship, etc.) have to be acknowledged as disabled workers by the 'Commission des droits et de l'autonomie des personnes handicapées' (CDAPH) in order to benefit</p>



Agency recommendation	Findings
	<p>from support and other arrangements. These arrangements may be individual or collective and consist of pedagogical support, part time or occasional school opportunities and changes to the length of training and examination arrangements (VET, p. 10)</p>
<p>6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and implementation of individual learning plans as necessary.</p>	<p>6.5.1 Order of April 2 2009, specifies the procedures for setting up and organising teaching units in medico-social or health care establishments. This system aims to develop and implement a pedagogical project, based on the personalised schooling project (PPS) of learners with disabilities, founded on ‘teaching they receive in a ‘reference’ school or other mainstream school’. This pedagogical project should make it possible ‘to achieve the learning objectives set forth in the student’s PPS as a complement to existing school programmes or in preparation for teaching received in schools’. (Article 2) (OoP, p. 3)</p> <p>6.5.2 In application of law no. 2013-595 of 8th July 2013 on the orientation and programming for the reshaping of the schools of the Republic, decree no. 2015-372 of 31st March 2015 redefines ‘a common foundation of skills and culture’ for all levels of basic schooling (6 to 16 years of age), which constitutes the objective of learning for all pupils, with no discrimination and in the spirit of inclusive education.</p> <p>6.5.3 The Ten Skills for Teachers document states that taking into account students diversity, teachers know how to differentiate their teaching to the needs and abilities of pupils so that each pupil progresses. They take into account the various rates of learning, accompany each pupil, including those with special needs. They know how to use school partners as needed’ (TE4I, p. 19). Teachers are able to ‘adapt their teaching to pupil diversity of (differentiated pedagogy, personalised assistance, individualised programme for educational success), relying in particular on digital tools available to them and their pupils; to participate in the design of a ‘personalised education project’, an ‘individualised inclusion project’ for pupils with special educational needs and disabled or ill pupils based on adapted approaches and tools and information and communication technology (TE4I, p. 20)</p>



Measure 6 evaluative comments

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Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	–
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	<p>7.2.1 Each school plan (nursery school, primary and secondary school) must take into account the principles of inclusive education and specify the organisational and pedagogical methods to be used in dealing with learning difficulties and to prevent dropping out of school. (Code de l'Éducation art. R 421-20 and Circulaire 90-039 of 15 February 1990)</p> <p>7.2.2 Each secondary school has to settle a committee for health and citizenship (Code de l'Éducation, art R 421-46 and 47)</p>
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	<p>7.3.1 Depending on their disability, teachers are eligible for human support, e.g. an assistant for blind teachers. If teachers become disabled when they are already employed, they sometimes have difficulties returning to work and may have to change direction. The situation is almost the same as for school teachers. (TE4I, p. 13)</p> <p>7.3.2 Teachers take a selective exam after which they have a medical examination. Disabled people can either pass the common exams with adaptations as provided for their disability, or take advantage of recent measures, following the Law of 2005, and be a student and the teacher without taking the exam. Their recruitment is done so through writer application, and they me be employed after an</p>



Agency recommendation	Findings
	<p>inspection. Since the Law of 2005, the number of disabled teachers recruited in this way has increased. For people from different ethnic, cultural, linguistic and/or religious groups, homosexuals and transsexuals, there is no special programme or statistics as that would be considered unlawful. (TE4I, p. 13)</p> <p>7.3.3 Since 2005, the law created for public administrations and thereby for the National Education ministry has made it compulsory to employ disabled persons. This obligation can be met by:</p> <ul style="list-style-type: none"> - hiring disabled persons directly to constitute 6% of personnel; - giving work to job-providing institutions and support services; - paying a contribution to a public fund financing support to disabled civil servants (FIPHFP). <p>Despite these provisions, only 4% of the employees of all State services are disabled. The National Education ministry set the objective of 3% in 2015. The competitive exam for recruiting teachers was adjusted to facilitate the hiring of disabled persons: about 1,200 disabled teachers now work at different levels of education.</p>
<p>7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs.</p> <p><i>(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)</i></p>	<p>7.4.1 The Digital and Adapted Resources Observatory and the Lecolepourtous website (www.ecolepourtous.education.fr) aim to connect teachers who use ICT with students with disabilities in inclusive settings (ICT4I example, p. 2)</p> <p>7.4.2 Various memos specifying educational inclusion procedures are regularly disseminated to all teachers, in particular at the opening of every school year. Initial training of all new teachers includes this theme. National academic and ongoing training programmes also make this a priority. Many online resources are made available to teachers. (www.education.gouv.fr/cid73569/le-numerique-au-service-de-l-ecole.html)</p>
<p>7.5 The school ethos and culture is guided by school strategic plans that have high</p>	<p>Cf. 7.2</p>



Agency recommendation	Findings
expectations for the academic and social achievements of all learners.	
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	7.6.1 Under the law of 11 February 2005, all public educational institutions (primary, secondary, and higher) must comply as of 2015 with standards of accessibility for persons with reduced mobility. The principles of ‘design for all’ are beginning to be taken into account in pedagogical documents and resources.
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	–
7.8 School strategic plans have clear statements on the value of diversity.	7.8.1 These points are strongly emphasised in the law. They constitute one element of the common foundation skills and culture (Law on education of 2013 and decisions of March 2015: measures for respect of diversity and tolerance, against racism and anti-Semitism).
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	–

Measure 7 evaluative comments

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Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention¹

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	–
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. <i>(Support structures prevent early tracking and streaming of pupils at an early age).</i>	8.2.1 Support networks for children and difficulty (primary school) were included in a reform in 2014: their action seeks to deal with educational difficulties. The RASED (specialised support networks composed of school psychologists and specialised teachers) observe pupils in the classroom and co-operate with teachers in order to provide additional help. Their action is limited in time, and it privileges joint action in the classroom so as to avoid producing a negative impact in terms of stigmatising pupils and predicting difficulties. 8.2.2 The National Digital and Adapted Resources Observatory was created in November 2007 by the Minister of National Education. Under the auspices of INS HEA, its mission is to identify, analyse and evaluate digital resources for use by non-specialist teachers involved in the education of students with disabilities. These resources can be software, hardware, websites, CD-ROMs, DVD-ROMs, digital libraries and so on. The Observatory’s intent is not to present an exhaustive list of products available on the market. Indeed, many products appear each week, while others are removed. The main selection criteria are that these products are actually used in the classroom and that their teaching quality is proven. (ICT4I example, p. 2)

¹ Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.



Agency recommendation	Findings
8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.	8.3.1 According to the 2005 Law, every child with disabilities is entitled to a needs evaluation. A multi-disciplinary evaluation team, appointed by the Commission for the Rights and Autonomy of People with Disabilities (CDAPH) of the Departmental Centre for People with Disabilities (MDPH), performs the evaluation and decides upon the applicable legal measure(s) for assistance. (OoP, p. 7)
8.4 Data is available relating to learners' rights to age appropriate education.	–

Measure 8 evaluative comments

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Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes. ²	9.1.1 A national Council for assessment of the school system (CNESCO) was created in 2013. This is a body, independent of the ministry, whose mission is to examine the entire educational system, to monitor the application of the principles contained in the law on the reshaping of the schools of the Republic, and to formulate proposals in view of international comparative surveys (of the PISA type). This Council has inscribed the theme of inclusive education in its work programme. In January 2016, it held a conference on international comparisons concerning 'inclusive education for pupils in a situation of disability'.

² This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.



Agency recommendation	Findings
<p>9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes.</p> <p><i>(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)</i></p>	<p>–</p>
<p>9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities.</p> <p><i>(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)</i></p>	<p>9.3.1 The document Ten Skills for teachers states that teachers are able to contribute, in co-operation with partners inside and outside the institution, to the resolution of specific pupil difficulties in the field of health, risky behaviours, and extreme poverty or mistreatment. (TE4I example, p. 23)</p>
<p>9.4 Policy outlines clear incentives for schools to take all learners from their local community.</p>	<p>9.4.1 Measures promoting social diversity in schools were taken by the Ministry in 2015 in the framework of the sectorisation of schools. (Code de l'Education, art L111-1)</p>
<p>9.5 Policy requires school strategic plans to outline preventive educational action against dropouts.</p> <p><i>(Including necessary measures so that learners who become disengaged find new</i></p>	<p>9.5.1 Initiatives to fight against school absenteeism are conducted in every department in view of quick action and the creation of alternative possibilities: second-chance schools, paths of mobility.</p> <p>After the publication of an important report from the National general inspectorate for education ('Agir contre le décrochage scolaire: alliance éducative et approche pédagogique repensée', Report no. 2013-059, June 2013), specific networks called FOQUALE have been set up in each employment</p>



Agency recommendation	Findings
<i>educational alternatives.)</i>	and training area to prevent early school leaving (www.education.gouv.fr/cid76190)

Measure 9 evaluative comments

This monitoring makes it possible to define a map of priority education. The least favoured schools are provided with additional resources so as to create smaller classes and easier access to pedagogical tools.

Socio-economic indicators are provided to heads of schools so as to enable them, in addition to observed results of pupils and data arising from inspection of classes, to define a strategic project for their school on the basis of a precise territorial diagnosis.

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional development, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners. <i>(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).</i>	10.1.1 The specifications for the previous training of teachers, which provided the national framework for training, repealed in July 2010, specified the list of the ten skills that all teachers must master. In this document, there are many skills to enable teachers to improve inclusion of students with SEN in their classes (TE4I, p. 4) 10.1.2 All masters teaching unit lessons are subject to evaluation, so those that refer to specific skills for inclusion are evaluated. The arrangements vary from university to university (textual analysis, student teacher report, written examination, etc.). The skills are also evaluated during visits to student teaching sites. (TE4I example, p. 12) 10.1.3 The problem of special needs is present in the school teachers training courses in core subjects, and it is sometimes expanded upon in the form of a specific course in the second year. The 'Académie' de Paris gives an example by offering everyone, starting in the first semester, a teaching unit called 'knowledge for teaching and transmitting knowledge', for which one of the course lessons is, 'child



Agency recommendation	Findings
	development and the learning process’, which addresses the issue of difficulty in its description: ‘we will examine the various dimensions of child development (cognitive, affective, social, psychomotor, and motor) and disorders that can affect learning.’ (TE4I example, p5)
<p>10.2 Policy supports the development of high quality and appropriately trained teacher educators.</p> <p><i>(With improvements in recruitment, induction and continuing professional development.)</i></p>	<p>10.2.1 In every school district, the law of 2013 has led to the creation of a Higher School for Educational Professionals (Espé) aimed at training all teachers at a high university level (Master's degree) and developing research in the sciences of education.</p> <p>The fact that educational inclusion is inscribed in the same law has led to recommending to the schools that they introduce a module on this theme in their training programmes for all teachers.</p> <p>In 2016 the Ministry will develop (with INS HEA) an e-learning platform, aimed at all trainers in the Espés, on the theme of inclusive education.</p>
<p>10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.</p> <p><i>(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)</i></p>	<p>–</p>
<p>10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies.</p>	<p>10.4.1 For content related to SEN and disability, challenging behaviour, diverse ethnic, cultural, linguistic and religious backgrounds, more able learners or other minority groups/learners vulnerable to underachievement, the trainers involved in the IUFM have experience of teaching pupils with SEN in</p>



Agency recommendation	Findings
<i>(Such as learning to learn and active learning approaches.)</i>	primary and secondary education or experience in training teachers. Affiliated IUFM also have a network of associated trainers (time shared between the classroom and training) (TE4I example, p. 12)
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	See evaluative comments
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.	–
10.7 Policy supports research into the effectiveness of different routes into teaching. <i>(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)</i>	–

Measure 10 evaluative comments

A reform of the training of specialised teachers (in primary and secondary schools) is underway. It seeks to make these teachers ‘resource people’ for other teachers. This reform is expected in 2017

In primary schools, the mission of teacher trainers, called ‘pedagogical advisors’, is to support teachers in their pedagogical practices, in particular beginning teachers. Attention to pupils with special educational needs constitutes a major theme in their programmes.



Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	11.1.1 The Ministry of National Education is responsible for making educational policy, governing vocational training in schools and through apprenticeship. The Ministry of Agriculture and Fisheries is similarly responsible for professional agricultural training. At local level 26 regional councils taking on a central role in vocational training, particularly for young people between the ages of 16 to 25, for vocational training interns, and for young people working under apprenticeship contracts. The regions elaborate a ‘plan for developing the vocational training’ (PRDFP) which concerns both initial and continual training. In order to promote the co-ordination of vocational training policy and action, French laws 2002-73, January 17 2002 and 2002-92 January 22 2002 instituted regional employment and vocational training co-ordination. (VET, p. 6)
11.2 Policy aims at matching labour market skill requirements and learners’ skills, wishes and expectations.	–
11.3 Policy outlines the development of partnerships and networking structures. <i>(Partnerships with a pool of local employers to ensure close co-operation with regard to learners’ supervised practical training and finding employment after graduation.)</i>	–
11.4 Policy outlines how transition from education to employment is supported by	11.4.1 France's situation for what concerns information, guidance and counselling is characterised by a great deal of variety and complexity in the services offered to its users. The ‘Law of 2004 arranges that



Agency recommendation	Findings
adequate provision.	<p>the region ‘defines the priorities relative to the information, guidance and counselling’. Since then, the Regions have been recognised to be invested with a mission of co-ordination of the information, guidance and counselling. Two of the Ministries are particularly involved, namely those in charge, respectively, of education and employment. The services of the Ministry of National Education are targeted mainly towards the school-aged population (students of lower and upper secondary schools as well as university students). Its activities take place inside schools, but also in information and guidance centres. (VET, p. 7)</p> <p>11.4.2 From October 2004, the ‘professionalisation contract’ is tailored to facilitate the integration of young people aged 16 to 25, without or with inadequate qualifications on the labour market. The aim is to help them to get a job. (VET, p. 4)</p>
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	<p>11.5.1 The apprenticeship system was modernised in 1987, and makes it possible for young people to sign a series of several contracts and thereby obtain a diploma above the professional certificate of capacity level (Level 2). The number of students has decreased from 2001 and the government has tried to boost it (17% increment from 2002 to 2007) through hiring subsidies (law of programming for the social cohesion on January 18th, 2005). The ‘Law relative to the liberties and to the local responsibilities’ of August 13th, 2004 strengthens the role of the regional councils on defining and implement the regional policies related to apprenticeship and vocational training. The ‘Law of programming for the social cohesion’ on January 18th, 2005 set up a strengthened vocational preparation programme addressed to the needs of young people between 16 and 25 facing different difficulties and often with no qualifications (VET, p. 5)</p> <p>11.5.2 From a legal point of view, persons with disabilities are entitled to the same educational opportunities as the general population and there is a trend for promoting access to inclusive VET opportunities. Students with disabilities have 5 VET options from special VET provisions to apprenticeship system (VET, pp. 8-9)</p>
11.6 Policy supports the availability of	11.6.1 VET opportunities are made available to disabled workers within the framework of the active



Agency recommendation	Findings
supervised practical training.	labour market policies, under the aegis of the regions and supported by the AGEFIPH (Association in charge for the provision of financial resources in favour of inclusion of people with disabilities), which spent EUR 128.8 million on this area in 2010. In 2010, 3,029 disabled people received a ‘contrat de professionnalisation’ which corresponds to 2% of total recipients (147,990. In 61% of cases they work in firms with over 20 employees and work in the tertiary sector in 81% of cases. (VET, p. 9)
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	–
11.8 Policy outlines how VET programmes are reviewed periodically. <i>(Both internally and/or externally in order to adapt to current and future skill needs.)</i>	11.8.1 Law of 11 February 2005 reaffirms the principle of non-discrimination and reinforces the role of enterprises, by encouraging an annual negotiation of measures relating to professional integration. (VET, p. 12) 11.8.2 The State, the representative organisations within a trade sector and one or more external operators take part in a continuous study elaborated in three phases: diagnostics, possible change scenarios and recommended actions, which is intended to help better anticipate changes. (VET, p. 6)

Measure 11 evaluative comments

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Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
<p>12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases.</p> <p><i>(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)</i></p>	<p>12.1.1 All learners with disabilities are assigned a reference teacher, who will follow their progress throughout their school career. All of those involved in the education process (parents, teachers, various other stakeholders) must be able to clearly identify the reference teacher and be able to contact them. Students can be accompanied by a school career, which is one of the compensation tools provided for by the Commission for the Rights and Autonomy of People with Disabilities (Circular no. 2003-093 of 11 June 2003), on the accompaniment by a school career for children or adolescents with a disability or disabling health problem). (OoP, p. 14)</p> <p>12.1.2 The document Ten Skills for teachers states that teachers are able to communicate with parents putting knowledge to use in the field of guidance to help pupils and their parents in developing a career plan. (TE4I example, p. 23)</p>
<p>12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities.</p> <p><i>(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)</i></p>	<p>12.2.1 The PPS (personalised education plan) is intended to continue throughout the full training period but the role of the ‘referral’ teacher finishes at the end of the school course. A vocational referrer from the Department for People with Disabilities (MDPH) takes over for the entry into a vocation or higher education. Concerning vocational training, schools are equipped with information about careers and vocational training with a view to guiding students post-school. This work is carried out by teachers, aided by psychological guidance counsellors, generally during the final year of school. (VET, p. 13)</p>

Measure 12 evaluative comments

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