Austria's 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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What happened the last years?

- A process called “QSP” - quality in the field of special education - started 2006. This process lead to regulations concerning standards in the inclusive educational system. [http://www.cisonline.at](http://www.cisonline.at)


- 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 large scale.
## Segregationsquotient Austria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>All students</td>
<td>648.719</td>
<td>685.992</td>
<td>690.328</td>
<td>579.314</td>
<td>552.318</td>
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<tr>
<td>Secondary school – (level 1) AHS Unterstufe</td>
<td>92.878</td>
<td>103.359</td>
<td>106.925</td>
<td>114.693</td>
<td>112.330</td>
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<td>NMS – Hauptschule</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16.848</td>
<td>34.324</td>
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<tr>
<td></td>
<td>741.597</td>
<td>789.351</td>
<td>797.253</td>
<td>710.855</td>
<td>698.972</td>
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<tr>
<td>Students with SEN</td>
<td>18.322</td>
<td>18.524</td>
<td>13.602</td>
<td>13.221</td>
<td>13.198</td>
</tr>
</tbody>
</table>

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<thead>
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</thead>
<tbody>
<tr>
<td>Segregationsquotient</td>
<td>2.47</td>
<td>2.35</td>
<td>1.71</td>
<td>1.86</td>
<td>1.89</td>
</tr>
<tr>
<td>Schultyp</td>
<td>Österreich</td>
<td>Burgenland</td>
<td>Kärnten</td>
<td>Niederösterreich</td>
<td>Oberösterreich</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>Volksschulen</td>
<td>6.477</td>
<td>154</td>
<td>576</td>
<td>773</td>
<td>1.280</td>
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<tr>
<td>Hauptschulen</td>
<td>7.309</td>
<td>206</td>
<td>647</td>
<td>764</td>
<td>1.879</td>
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<td>Sonderschulen</td>
<td>13.198</td>
<td>316</td>
<td>625</td>
<td>4.003</td>
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<tr>
<td>Polytechnische Schulen</td>
<td>676</td>
<td>42</td>
<td>68</td>
<td>86</td>
<td>170</td>
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</table>

**Number of compulsory school aged pupils with SEN**

<table>
<thead>
<tr>
<th>Schultyp zusammen</th>
<th>5,0</th>
<th>4,6</th>
<th>5,5</th>
<th>5,2</th>
<th>4,4</th>
<th>4,8</th>
<th>3,8</th>
<th>3,9</th>
<th>6,2</th>
<th>6,7</th>
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<tr>
<td>Volksschulen</td>
<td>2,0</td>
<td>1,5</td>
<td>2,7</td>
<td>1,2</td>
<td>2,2</td>
<td>1,8</td>
<td>2,2</td>
<td>1,3</td>
<td>2,0</td>
<td>2,6</td>
</tr>
<tr>
<td>Hauptschulen</td>
<td>3,8</td>
<td>4,2</td>
<td>5,4</td>
<td>2,0</td>
<td>4,4</td>
<td>3,1</td>
<td>4,2</td>
<td>4,2</td>
<td>1,6</td>
<td>2,5</td>
</tr>
<tr>
<td>Sonderschulen</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
<td>100,0</td>
</tr>
<tr>
<td>Polytechnische Schulen</td>
<td>3,6</td>
<td>9,5</td>
<td>7,8</td>
<td>2,4</td>
<td>4,1</td>
<td>2,9</td>
<td>3,5</td>
<td>0,8</td>
<td>0,1</td>
<td>6,3</td>
</tr>
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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 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.
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.
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


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