


Inclusive education today

Examples from Norway

Siv Hillesøy and Marit Solvoll



Inclusion as a fundamental principle

- The educational pathway
 - kindergarten
 - primary and lower secondary education
 - upper secondary education and training
- An inclusive community
 - organisational
 - social
 - academic-cultural
- Challenges and dilemmas
 - to balance community and adaptation
 - adapted education vs. special education



White paper 21 (2016-2017): Desire to learn – early effort and quality in school

Universal education for all



Special measures

Extra measures in ordinary education

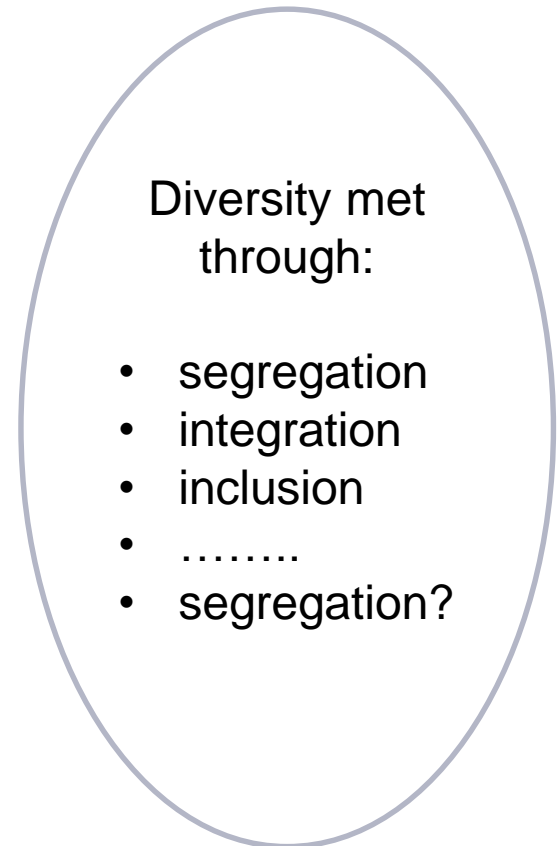
A short retrospect

- 1825: The first special schools:
 - Special schools for different types of difficulties

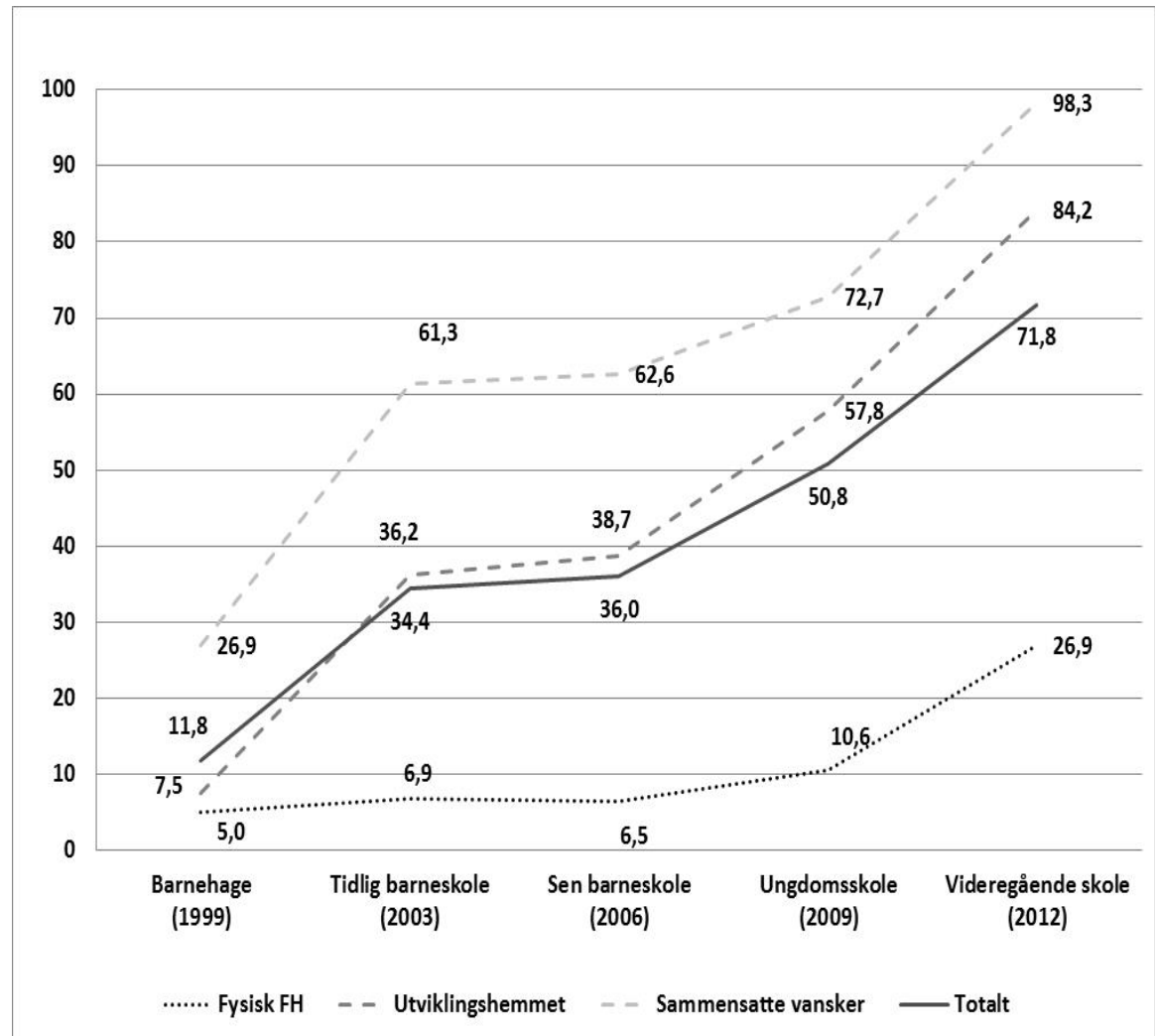
- Professional education:
 - special education: interdisciplinary, research and profession

- 1990s: closing down of the public special schools

- 2019: there have never been as many children in segregated education ...




Number of students outside ordinary class
1999-2012
(Wendelborg 2014)



Special education under scrutiny

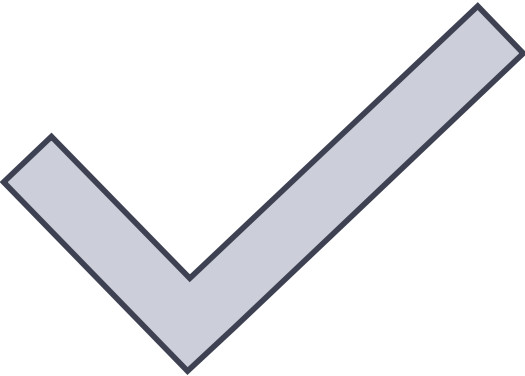
- 2017: Four reports on special education



“The overall picture is negative. Pupils who receive special education are in great danger of being marginalised socially and academically.» (NTNU, 2017)

«An inclusive community for children and youth» (2018)

- ✓ The system is not sufficiently functional and is excluding
- ✓ Special education is given by staff without competence in (special) education
- ✓ Low learning outcome
- ✓ We wait too long to put measures into place
- ✓ A lot of time is spent on expert assessments



Suggestions for change:

- ✓ Children should receive help and support where they are
- ✓ Early effort
- ✓ Relevant and formal competence
- ✓ Educational guidance services closer to kindergartens and schools
- ✓ Repeal the right to special education

Statped: Mission statement 2017-2022

Being included is about participating in the school's learning community together with all the other pupils. This means that each pupil experiences a sense of social belonging and community with others of their own age, while teaching is tailored to ability and need so that the pupil learns and develops both as a person and educationally. (Centre for learning environment)

