



University  
of Glasgow

A WORLD  
TOP 100  
UNIVERSITY

## Moving towards inclusive educational policies in Portugal

- Ines Alves ([ines.alves@Glasgow.ac.uk](mailto:ines.alves@Glasgow.ac.uk))

WORLD  
CHANGING  
GLASGOW

THE SUNDAY TIMES  
THE SUNDAY TIMES  
GOOD  
UNIVERSITY  
GUIDE  
2024  
SCOTTISH  
UNIVERSITY  
OF THE YEAR



- In the context of the recent international policies
  - International Bureau of Education-UNESCO, 2016. *Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education*. IBE-UNESCO, Geneva
  - UNESCO, 2017. *A Guide for Ensuring Inclusion and Equity in Education*. UNESCO, Paris
  - United Nations, 2016. *General Comment No. 4 (2016), Article 24: Right to Inclusive Education*. UN Committee on the Rights of Persons With Disabilities (CRPD), pp. 1–24
- Inclusive education = a possibility for breaking cultural reproduction and for redistributing power

## Inclusive ed. ≠ mainstreaming learners with disabilities = changing education systems to remove barriers

FIGURE 7 | Equality vs. equity in the short and long term



In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.



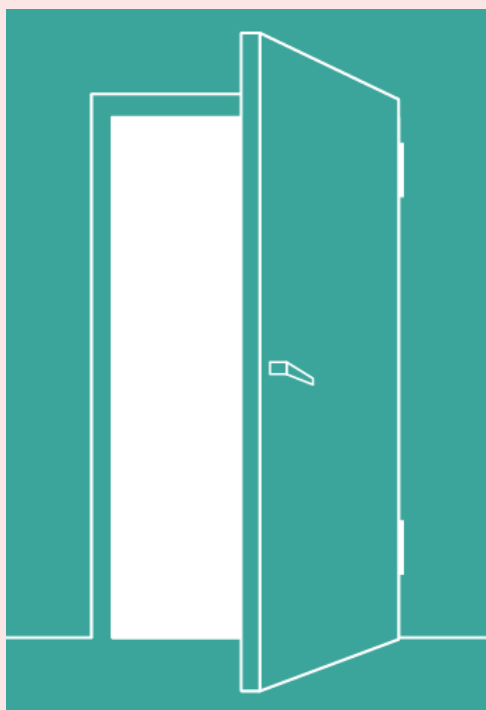
Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.



All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

# Inclusion in education

FOR ALL



Access



Participation



Success

## Onto Portugal

1950s and  
60s

a very selective system allowed only a minority of the population to attend education, and extremely low levels of literacy existed.

Through to  
the mid-70s

an awareness of the selective and discriminatory character of education, along with an inflow of migrants from the countries colonised by Portugal (Marques et al., 2007).

Present

mainstream schools are expected to ensure equitable, inclusive education for all children and young people

## Key legislation

1979

- Law on special education
- some learners with disabilities in mainstream
- schools should progressively adapt to the needs of learners
- segregated settings created by parents/ social movement

1986

- Fundamental law on education
- Right to education for all
- Special and mainstream schools depending on level of need

1991

- Decree law 319
- 'Special Education Needs'
- Increased responsibility of mainstream schools – least restrictive environment

2008

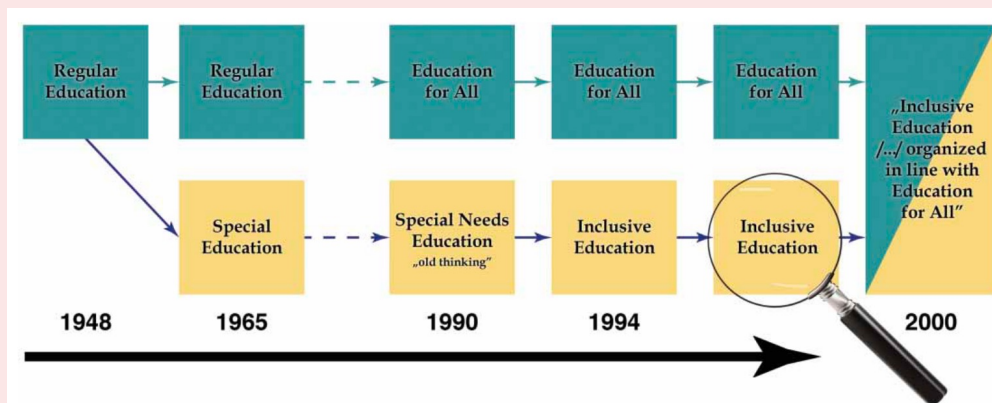
- democratic & inclusive school for success of all children
- mainstream accepts all learners
- International Classification of Functioning (ICF)
- SEN vs other

2018

- 2nd generation inclusive school
- all learners have potential, expectations & needs met in mainstream
- no need to categorise
- tiered support system: universal, selective, additional
- UDL

## Portuguese policies have progressively moved towards inclusive education for all

Kiuppis, F. (2014)



1979

increasing presence of some learners with disabilities in mainstream schools (**special/inclusive education movement**)

1986

an opening of education to children and young people from lower social economic backgrounds (aiming to achieve **education for all**)

2018

- **mainstream** schools are expected to ensure equitable, **inclusive** education for **all** children and young people



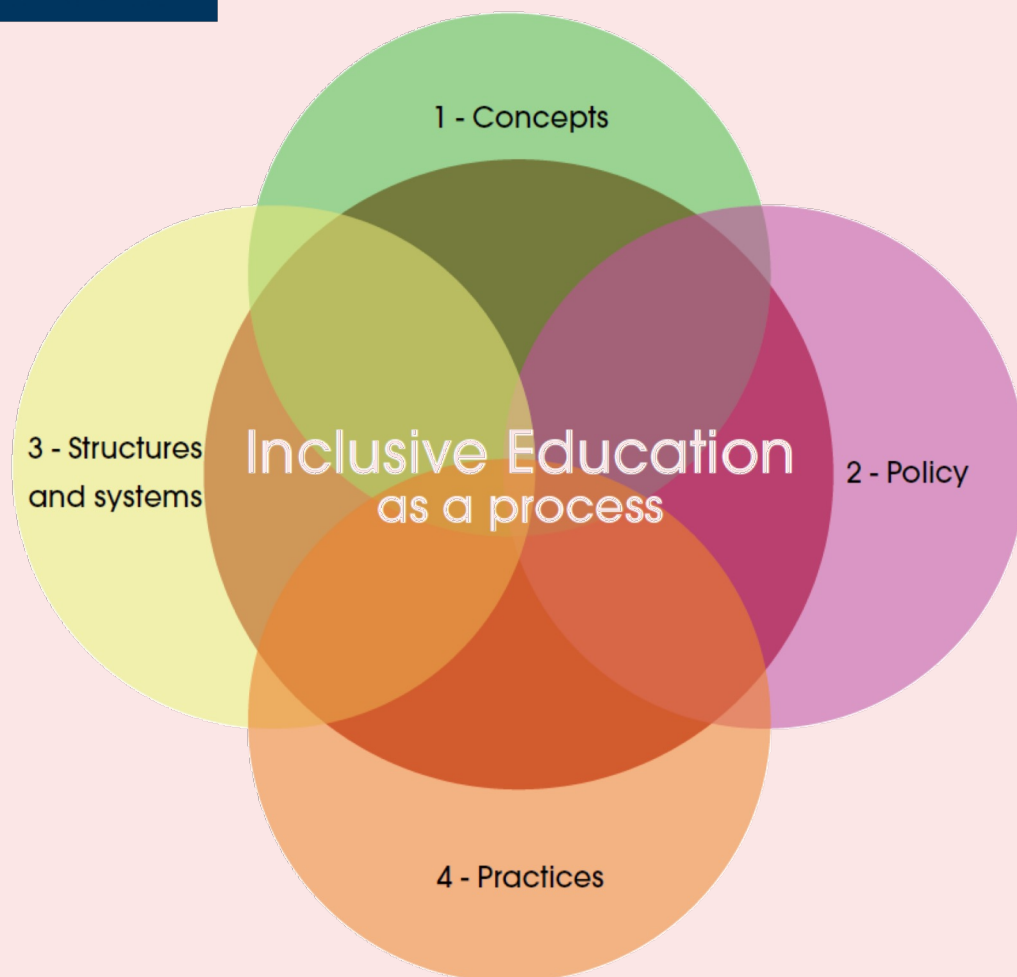
University  
of Glasgow

## 2018 (present)

- all learners have their potential, expectations and needs met in mainstream schools regardless of their personal and/or social situation
- Reject the need to categorize learners - Diversity but:
  - Disability (physical, mental, visual, hearing)
  - Special Health Needs
  - Language (e.g. Using dictionary during exams, Portuguese 'non mother tongue' exam)
  - "Predictors of school failure"
- Multidisciplinary team
  - Awareness raising/ professional development about Inclusive Education
  - Who?
    - 1 x school cluster leadership
    - 1 x Special ed. Teacher
    - 3 x teachers (middle leadership)
    - 1x psychologist



## The layers of Inclusive education in Portugal



International Bureau of Education-UNESCO. (2016). *Reaching out to all Learners: a Resource Pack for Supporting Inclusive Education*. IBE-UNESCO. <http://inprogressreflections.ibe-unesco.org/inclusive-education-resource-pack/>



# Access. Participation? Success?

‘enrolment in **mainstream** education implies placement in a mainstream class, or placement in a separate special class within a mainstream school’ (p.53)

‘enrolment in **inclusive** education implies placement in a mainstream class in line with the 80%-time placement benchmark’ (p. 54)

enrolled in fully separate **special** schools, in line with the 80% placement benchmark (or the most relevant proxy for this benchmark), in relation to the whole population of learners with an official decision of SEN

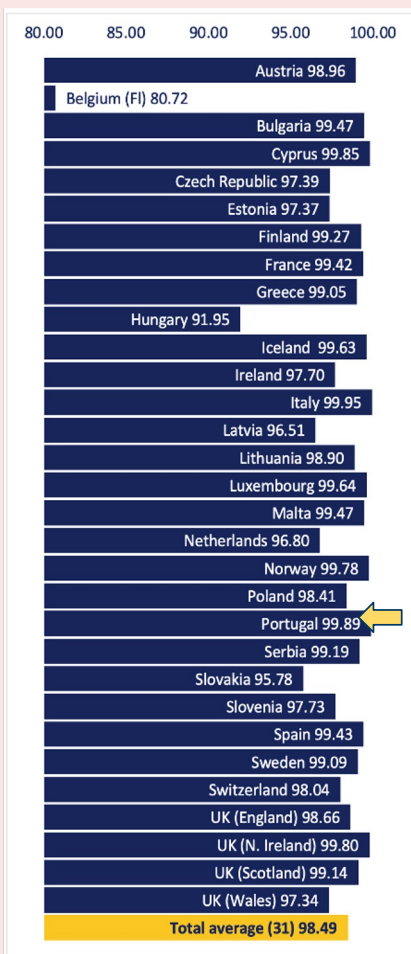


Figure 32. Enrolment rate in mainstream education, based on the enrolled school population (%)

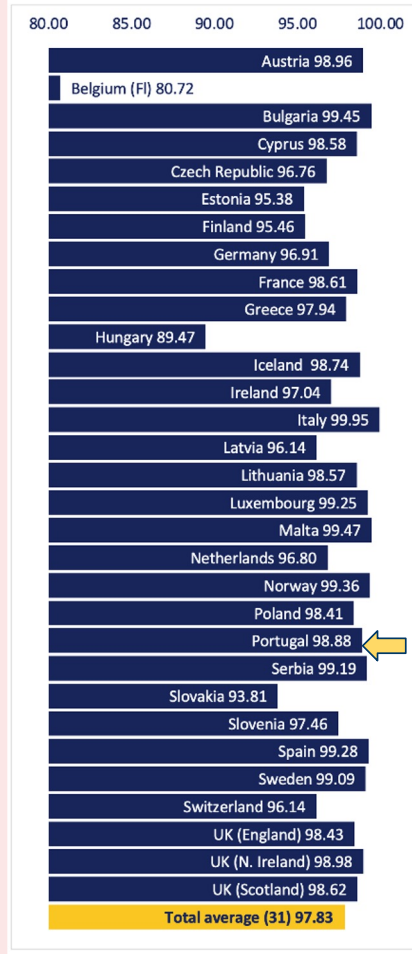


Figure 33. Enrolment rate in inclusive education, based on the enrolled school population (%)

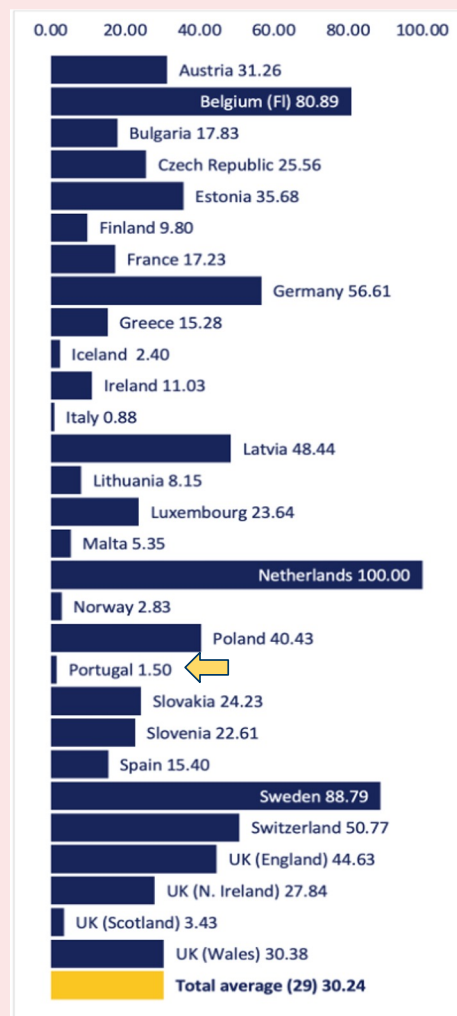


Figure 73. Percentage of learners with an official decision of SEN in special schools, based on the population of learners with an official decision of SEN (%)

## References

- Alves, I., & Fernandes, D. (2022). Public policies in Portuguese education: the path to inclusion for all. In *International Encyclopedia of Education: Fourth Edition* (Fourth Edi, Vol. 9). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.12027-5>
- Alves, I. (2020). Enacting education policy reform in Portugal—the process of change and the role of teacher education for inclusion. *European Journal of Teacher Education*, 43(1), 64–82. <https://doi.org/10.1080/02619768.2019.1693995>
- Alves, I., Campos Pinto, P., & Pinto, T. J. (2020). Developing inclusive education in Portugal: Evidence and challenges. *Prospects*. <https://doi.org/10.1007/s11125-020-09504-y>
- Alves, I. (2019). International inspiration and national aspirations: inclusive education in Portugal. *International Journal of Inclusive Education*, 23(7–8), 862–875. <https://doi.org/10.1080/13603116.2019.1624846>
- Bernstein, B., 2003. *Class, Codes and Control, Volume V, The Structuring of Pedagogic Discourse*. Routledge, London.
- CAST. (2018). *Universal design for learning guidelines version 2.2* (p. 2018). CAST.
- International Bureau of Education-UNESCO, 2016. *Reaching Out to All Learners: A Resource Pack for Supporting Inclusive Education*. IBE-UNESCO, Geneva.
- Kiuppis, F. (2014). Why (not) associate the principle of inclusion with disability? Tracing connections from the start of the ‘Salamanca Process.’ *International Journal of Inclusive Education*, 18(7), 746–761. <https://doi.org/10.1080/13603116.2013.826289>
- Marques, M.M., Valente-Rosa, M.J., Martins, J.L., 2007. School and diversity in a weak state: the Portuguese case. *J. Ethnic Migrat. Stud.* 33 (7), 1145–1168.
- UNESCO, 2017. *A Guide for Ensuring Inclusion and Equity in Education*. UNESCO, Paris
- United Nations, 2016. General Comment No. 4 (2016), Article 24: Right to Inclusive Education. UN Committee on the Rights of Persons With Disabilities (CRPD), pp. 1–24



University  
of Glasgow

**Thank you!**

**ines.alves@Glasgow.ac.uk**

**#UofGWorldChangers**

**f t i @UofGlasgow**