

FIGHTING FOR AN INCLUSIVE EDUCATION: PRACTISING CITIZENSHIP

Conference Europe in Action, 2016

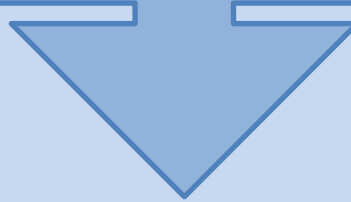
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Lisbon

Maria Leonor Borges
Universidade do Algarve



**Draft General Comment
Article 24
The right to inclusive education**

DETERMINES THE

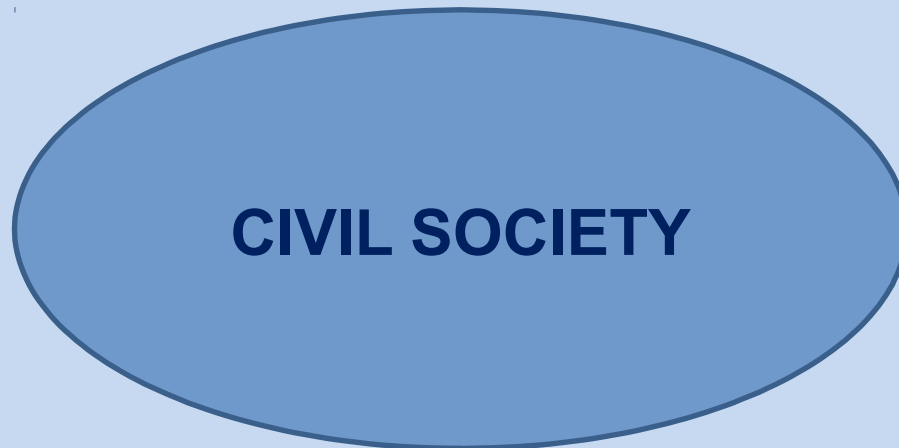


OBLIGATIONS OF STATES PARTIES



To ensure inclusive education

In **COLLABORATION** and **CONSULTATION** with **ORGANISATIONS OF PARENTS** and of **PERSONS WITH DISABILITIES**, as well as with **CHILDREN WITH DISABILITIES** and **THOSE REPRESENTING THEM**. (pp. 18)



IN PORTUGAL:

- Assume different forms
- Common goal: expand the voices of special interests, defending the groups excluded and invisible

Third Sector organizations

- **Set of non profit, private organizations and civil society initiatives, producing goods and services.**

The civil society organization (CSO) expands and diversifies (Third Sector, OTS)

CIVIL SOCIETY ORGANIZATIONS:

Associations
Cooperatives
Mutual Societies
Foundations

POLITICAL ROLE

Role: as a channel for political participation by citizens who often do not have access to the political system;

Nature: generalist nature of their demands on behalf of all those who share a similar situation.

- Social control
- Public power supervision
- Claim of rights

MEANINGFUL EXAMPLES OF SELF-ORGANIZED PORTUGUESE CIVIL SOCIETY ASSOCIATIONS:

- Cooperative and social sector
- “Misericórdias”
- IPSS - Private institutions of Social Solidarity
- Foundations
- Associations (most become IPSS)

Important role but were also dependent from State favours



HOWEVER...

'Over the years, they exerted pressures and influences that led the Government to increase its social policies, at the same time claiming their own legal independence and the constitutional obligation of the State to support this effort.'

(Freire, 2011)

Effectively, in a society in which the definition of the disability person in terms of their impairment dominates, the CSO play a key role in the defense of an inclusive education and inclusive society:

It is not enough to have good laws, it is necessary to ensure that they are applied and respected



Supervise the implementation of laws and the allocation of resources to ensure that inclusive education is a reality.

At the level of
the state

At the local level

Local Power
Schools/educational communities
Community in general

On a daily basis...

INTHE FIGHTING FOR AN INCLUSIVE EDUCATION

ORGANISATIONS OF:

- PARENTS
- PERSONS WITH DISABILITIES
- CHILDREN WITH DISABILITIES
- OR ORGANIZATIONS REPRESENTING THEM

HAVE BEEN DEVELOPING PRACTICES OF CITIZENSHIP
FUNDAMENTAL SO THAT INCLUSIVE EDUCATION MAY
BECOME A REALITY



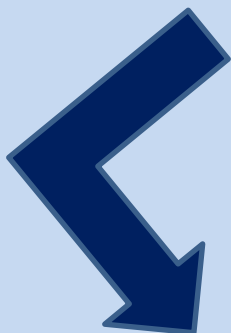
EXPOSING PUBLICLY BARRIERS TO AN INCLUSIVE EDUCATION

(near the State organizations, in Parliament, in the media or international organizations)

- Non-compliance with the legislation;
- Accessibility barriers;
- Discrimination and exclusion in education communities;
- Lack of resources (human and technical);
- The absence of an inclusive culture in school contexts;
- Absence of flexible curricula, and teaching and learning methods adapted to different strengths, needs and learning styles;
- Attitudinal barriers within educational institutions which prevent people from realizing their right to inclusive education on the basis of equality of opportunity.

And so on...

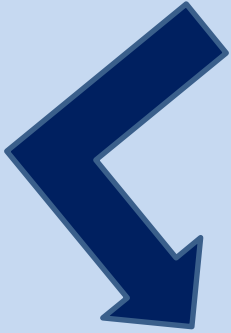
TO BE ASSERTIVE AND EFFECTIVE THE ORGANIZATION OF THE CIVIL SOCIETY MUST WORK WITH



SOCIAL OBSERVATORIES linked to university or research centres. They may produce research and disseminate data on the evolution of Portuguese society regarding the rights of the disabled person, their social and educational inclusion.

For example:

- The social inequalities Observatory
- The Crisis and alternatives Observatory



Observatório da Deficiência
e Direitos Humanos
Disability and Human Rights Observatory

OBSERVATORY to (1) follow-up the development of the disability policy in Portugal and to (2) promote participatory processes of monitoring and promotion of disability rights.

For example:

- The Disability and Human Rights Observatory (ODDH)



The Portuguese Education Council (CNE) is an independent advisory body on educational matters, whose President is elected by the Parliament. Its mission is: **(1)** To produce statements and recommendations on educational matters, according to its own agenda or as a response to requests from the Parliament or the Government; **(2)** To promote the debate among social, economic and cultural interest groups, in order to reach consensus on educational matters.

First Principle

Recognition of the Social Model of Disability

Not only as a:

*Claiming tool by the social movement (persons with disabilities, families, associations, etc.)

But also, as a:

*Philosophy of intervention of political leaders.

(Fontes, 2012)

STATE

CIVIL SOCIETY

SOCIAL
OBSERVATORIES

Portuguese
Education
Council

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- Morais, R. (2012) Do envolvimento associativo à mobilização cívica: o potencial das redes sociais. *Actas do VII Congresso de Sociologia*. APS