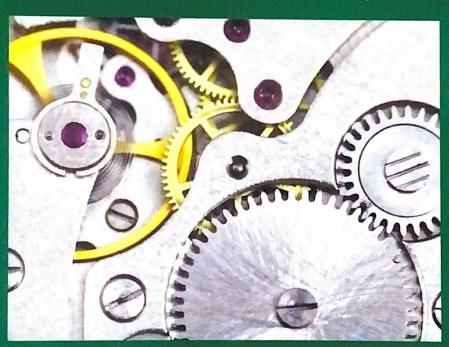
## MARIATERESA CAIRO MARIA CONCETTA CARRUBA

## ADDITIONAL SUPPORT AND MEDIATED LEARNING IN INCLUSIVE EDUCATION IN EUROPE

In collaboration with ASuMIE Project Team













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## 2.7. Inclusive education in Portugal

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Legislation: The Portuguese Constitution and the right to school/inclusive education

In Portugal the education is organized according to the democratic principles and the education is organized according to the democratic principles. ciples established by the Constitution of the Republic (1976), in particular the first land the Constitution of the Republic (1976), in particular the first land the Constitution of the Republic (1976), in particular the Constitution of the lar the freedom to teach and learn (Art. no. 43). The Basic Law of Education (1993) cation (1986) was derived from these principles in order to define educational objectives, structures and models.

The governmental agency responsible for defining, coordinating, interpretation and the coordination and the coordinating and the coordinating and the coordinating and the coordinating are coordinated as a coordinating and the coordinating and the coordinating are coordinated as a coordinating and the coordinating are coordinated as a coordinating and the coordinating are coordinated as a coord plementing and evaluating national policies related to the education system is the Ministry tem is the Ministry of Education (Ministério da Educação - ME). It is responsible for sponsible for pre-school, basic, secondary and out-of-school education and is also responsible for pre-school education and the pre-school educatio and is also responsible for the articulation of educational policies with

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According to studies carried out, in the 2017/2018 academic year, only 1% of students with special educational needs in Portugal attended special education institutions (DGEEC, 2018), which proves the strong implementation of the inclusive model. On the other hand, it is also essential that students participate in the educational process and, above all, that they progress in learning and in their own life paths. Inclusive education goes beyond accepting the person with a physical or cognitive limitation. Talking about inclusive education means talking about equity, about social justice. Experiencing inclusion at school, respecting personal, cultural, linguistic and religious diversities, empowers children and young people to build a just and balanced society.

Much more than an inclusive school, we want an inclusive society. The inclusive principles that guide education do not end when the student completes compulsory education. We want this conception to go beyond the walls of schools. Equity and equality of opportunity can no longer be a utopia. They must be a guide for policies and practices in which everyone is called to contribute actively to the fight against exclusion.

But the two biggest challenges to inclusion policies in Portugal are probably: 1) to understand thoroughly the concept of inclusion. In Portugal, inclusion targets 'children with SEN', but there are other groups of people who need to be included, namely members of minority cultural groups, members of non-normative sexual groups, psychiatric patients and people with substance dependence: The concept of inclusion adopted by the community through the UN does not only cover people with special educational needs, but all groups marginalized for religious, racial or economic reasons, as well as sick people or members of minority groups of any kind. And 2) to extend the concept of inclusion beyond the school: young adults need support to live in society, i.e., clear support policies for housing, professional training, working, loving and living are urgently needed. Finally, people with disabilities will need support in the elderly years. Policies in this field are to this day still lacking.

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