



## **ANED country report on equality of educational and training opportunities for young disabled people**

**Country: France**

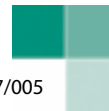
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The information contained in this report was compiled by the Academic Network of European Disability experts (ANED) in May 2010.

The Academic Network of European Disability experts (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network will support the future development of the EU Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People.

This country report has been prepared as input for the Thematic report on the implementation of EU Equality of educational and training opportunities in European countries with reference to equality for young disabled people.

The purpose of the report (Terms of Reference) is to review national implementation on equality of educational and training opportunities for young people, and in particular the National Strategic Reports of member states from a disability equality perspective in education and training, and provide the Commission with useful evidence in supporting disability policy mainstreaming.



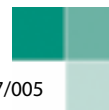
## Section 1: Executive summary and conclusions

Regarding the acknowledgement of equal rights for disabled persons, French legislation has considerably improved since the nineties and in particular with the Feb. 11, 2005 Law for *equal rights and opportunities, participation and citizenship of persons with disabilities*. The crucial challenge remains that of the effective implementation of common rights for disabled persons along with the adaptations, accommodations and supports necessary to access these rights, whether at the collective level in terms of accessibility or at the individual level in terms of benefits and support.

In the field of education and training, topic of this report, besides *Section IV: Accessibility- Chapter I: Education, Higher education and Vocational training* of the 2005 law, a considerable number of implementation guidelines and regulatory decrees have been issued, and still are, by the different ministries in charge: ministries of Education, of Higher Education and Research, of Health and youth and of Labour, Social relations and Family.

In section 3 of this report, we describe the French education system at primary, secondary and higher education levels, vocational training, the various forms of integration – collective and individual- and support in mainstream settings. Global progress in education inclusion is evidenced as well as the stress that is being put on children education. But the findings show a clear lack of reliable and updated data, whether on education outcomes and qualifications, on the number of disabled young people and adults in vocational training and lifelong learning or on comparative data between disabled pupils and students and non-disabled ones. Assessments of the actual needs and updated appraisals of the current development of accessibility, support devices and provisions in university and in vocational training are also missing, as well as the costs of these services and provisions.

Another and concomitant matter of concern is the fact that the Disability Compensation Benefit –an individual budget allocated to disabled children and young people by the departmental commissions of rights and autonomy and initiated by the 2005 Law- could be expected to cover part of the costs of individual supports, learning materials and technical aids that should be provided by the schools and universities.



## Section 2: Legal and policy context

Please describe what legal rights and choices exist in your country to support equality of opportunity in education and training (e.g. explain the relevant parts of any key laws, policies and strategies at national or regional level as appropriate).

As an introduction to the French legal education system, we refer to the French overview provided by the *European Agency for Development in Special Needs Education / EADSNE* (Complete national overview - France):

"According to the French Constitution, "The State has the responsibility to organise free and secular public education at all levels."

The State's mission is:

- To define the training routes, national programmes, organisation and content of curricula. The framework and programme law for the future of the School of April 23, 2005, creates a common base of knowledge and competence, which defines the cultural and civil benchmarks for the content of compulsory education. Schooling is essentially dispensed through public educational institutions, in which eighty percent of all students are registered. However, the principle of freedom of education is one of the fundamental principles of the laws of the Republic, allowing for the existence of a certain number of private institutions. Having signed contracts with the Ministry of Education, the vast majority of these institutions also support the public education programme.
- To define and issue national diplomas and grant university degrees and academic titles.
- To recruit and manage the personnel under its authority.
- To attribute the means assigned to education in order to ensure, in particular, the equality of access to public service. Concerning the schooling of disabled students, the law of February 11, 2005 on the equality of rights and opportunities, participation and citizenship of disabled persons states the right of disabled students to education and the responsibility of the educational system in guaranteeing the continuity of their individual schooling routes.
- To control and evaluate educational policies in order to ensure overall consistency of the educational system. Since the 1980s, the State has implemented measures to decentralise responsibility and reinforce the power of local authorities.

Thus the regions are responsible for:

- Building and maintaining high schools for general, technical and professional education
- Funding their equipment and operations budgets
- Recruiting and managing high-school administrative, technical, school care and health personnel
- Organising educational, sports and cultural activities on school premises
- Partially financing university infrastructure



- Defining the regional vocational and professional training policies for adolescent and adults in search of employment or redirecting their professional orientation

The departments are responsible for:

- Building and maintaining secondary schools and funding equipment and operation of these schools
- Recruiting and managing secondary-school administrative, technical, maintenance and school care personnel
- Organising educational, sports and cultural activities on school premises
- Organising and operating school transportation

The municipalities are responsible for:

- Appropriately locating, building, equipping, operating and maintaining nursery and elementary schools
- Managing the schools' equipment and operating subsidies
- Organising educational, sports and cultural activities on school premises

Municipalities have authority to modify school schedules. For example, they can apply a four-day week” (EADSNE)

The set of laws and regulations ruling the French education system are compiled in the Code of Education: Art.L111-1 (updated 2 April 2006), with additional provisions in the Code of Public Health and the Code of Social Action and Families.

Main principles are:

- Education is the first national priority
- Right to education for all
- Financial aids to ensure this right and equal opportunities
- Strengthening human resources of schools located in socially disadvantaged or remote areas
- Providing individualised support to pupils with learning difficulties, whatever the origin of the difficulties, and in particular health conditions.

Two main laws frame the current reforms of the education system and school inclusion of disabled pupils and students:

- The education frame law: Guidance Law and Programme for the future of schools (n°2005-380 of 23/04/2005 (B.O. n°18 of 5 May 2005), implements the current priorities to bring up to date the national education system, structures and teaching, in order to raise the education level of French pupils and students (raise the level of success, improve the teaching of languages, better ensure equality of opportunities, vocational inclusion and employment)
- The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons

Other laws related to equal opportunities:

- the planning law regarding social cohesion of 18 January 2005
  - the law for equal opportunities of 31 March 2006 regarding non discrimination
  - the planning law regarding higher education of 10 August 2007
- What are the main policies that provide choices for disabled people to study and learn in inclusive settings?
  - What major policy changes have occurred in recent years?

In spite of the statements on equal rights and provisions for equal opportunities regarding education that are found in the general legislation, specific legislative and regulatory provisions for disabled persons are required to enforce these rights and opportunities and to ensure their implementation.

### **Main specific legal and statutory provisions for disabled pupils and students**

- Disabled children and youth schooling (primary and secondary education) (Implementation guidelines n°99-187 of 19 november1999)
  - Handiscol device / Implementation of departmental Handiscol coordination groups (Implementation guidelines n°99-188 of 19 November1999)
  - The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons (specifically Section IV: Accessibility- Chapter I: Education, Higher education and Vocational training). A series of implementation guidelines (decrees and circulars) to enforce the 2005 law are not listed here but are presented further in the relevant sections of this report. The complete thematic list of all these legal measures (disability compensation benefits, accessibility, resources, employment, retirement, schooling ...) can be found at <http://informations.handicap.fr/decrets-loi-handicap-fevrier-2005.php>, (updated Nov.3, 2009).
- The Implementation Guidelines n°99-187 of 19 november1999 regarding disabled children and youth schooling (primary and secondary education) stated that schooling for all children and youth, whatever their impairments or diseases, is a fundamental right and that school integration, as part of social integration, is an obligation whatever the educational needs of the children. They initiated the notion of individualised schooling plan and collaboration procedures between the healthcare, special education and school sectors.
- Along with these Implementation Guidelines, another set of guidelines was issued (Implementation guidelines n°99-188 of 19 November1999) creating the “Handiscol” device, i.e. implementation of departmental coordination groups for school integration of disabled children and youth. Meant to fight against school inertia and resistance to integration and improve integration opportunities for disabled children and youth, these guidelines detailed the composition and functioning mode of the ‘Handiscol’ groups, associating, in all French departments, local education and social affairs authorities, organisations of parents and of parents of disabled children, school and special institution staff, and defined their mission: to assess, coordinate



and steer departmental school integration planning beyond the limited integration experiments that were merely the case until then.

- The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled persons (as a whole but also specifically Section IV : Accessibility- Chapter I: Education, Higher education and Vocational training), reinforces the actions in favour of schooling of disabled children undertaken by the Ministry of Education, and implements the right to mainstream schooling for disabled pupils through 3 main principles:

- Mandatory registration in a mainstream school, and in that closest to the child's home
- Design of an adapted schooling plan (individualized schooling plan)
- Involving parents in the design of the individualized schooling plan.
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The Feb. 11, 2005 law created a number of new authorities of major importance for planning and support of disabled children and youth education:

- The departmental house of disabled persons (MDPH), placed under the authority of the President of the General Council, is a one-stop office that improves the efficiency of reception, information and assistance to disabled persons and their families (Decree no.2005-1587 of December 19, 2005)
- The Commission of Rights and Autonomy (CDA) (Decree no. 2005-1589 of December 19, 2005). It makes decisions on orientation and support in the fields of schooling and education. It closely involves parents in the decision process concerning their child's future and in all phases of defining his personal schooling project.

As presented in previous French reports for ANED, this law is structured around two main axes: accessibility and compensation.

The current challenge is the full implementation of the 2005 law. This law represents a real turning point in French policy for persons with disabilities. Regarding disabled children's education, first of all, the law puts an end to the ambiguity of the former legislative provisions and regulations (namely the 1975 disability frame law). Mandatory schooling (obligation scolaire) for all French children was then interpreted and stated as "mandatory education" (obligation éducative) for disabled children. Whereas the term "education" in English means "teaching and learning", the French term "education" rather means "training in and adaptation to all aspects of life", not necessarily including academic learning. Thus, "mandatory education" did not imply that children provided for in special institutions should be taught and should learn in the academic sense. Therefore a number of special institutions did not provide basic academic teaching (or did so insufficiently with regard to the official national school curricula). This lack of formal education dealt a blow to the possibility for disabled children to join in mainstream schooling, channelled them more clearly along special education pathways from childhood to youth and to adulthood, and strengthened the justification for special provision.

The Feb. 11 2005 law has removed this notion of “mandatory education” and reaffirmed “mandatory schooling” for disabled children as for all the other children, which implies that parents have the legal duty to register their disabled child in a regular school and that the State has the legal obligation to provide teaching in ordinary schools to disabled children, whatever their disabilities and educational needs.

However the new policy does not aim to dismantle the special disability sector (as a radical implementation of this new education obligation would imply) but rather to develop a transition. Thus, if registration in ordinary schools is mandatory, concomitantly parents may also register their disabled child in a special institution, if they so wish. This transition device clearly challenges the implementation of full inclusion, but it is also a step toward bringing the special education sector and mainstream schools into collaboration, namely in designing mandatory individualized schooling plans for the children concerned (Decree n° 2005- 1752 of 30 December 2005, regarding disabled pupils’ schooling). These two educational fields -and cultures have so far been, at best in competition, at worst ignorant of each other. They now have to follow a number of collaboration procedures defined in the Implementation guidelines n°2006-126 of 17 Aug. 2006 regarding the implementation and follow-up of individualized schooling plans and of the Decree n° 2009-378 of 2 April 2009, regarding schooling of disabled children and youth and cooperation between schools, special services and institutions. These guidelines detail schooling plan implementation and follow-up procedures and components (institutions involved, schooling plans, organisation of the schedule of the child, follow up team (composition, missions, reports), child’s referential teacher (mission, mode of action, relation with local education authorities).

- Which Ministries are involved (e.g. are there different responsibilities for inclusion in academic education versus employment training policies? Are the health authorities involved in education of disabled children, etc?)

The education of disabled children and adolescents is provided in two main sectors: the public education system under the authority of the Ministry of Education, the medico-educational sector, under the authority of the Ministry of Health and Sports, but the schooling dispensed in the medico-educational sector remains under the control of the Ministry of Education.

Vocational training is under the authority of the Ministry of Education and of the Ministry of Labour, Social relations and Family.

Higher education is under the authority of the Ministry of Higher education and Research.

- To what extent are disabled children and young people recognised in your national laws, policies and strategies as having equal rights to lifelong learning (e.g. in schools, further education, higher education, or adult education)?



As stated in the February 11, 2005 law for equal rights and opportunities, participation and citizenship of disabled persons, all disabled people are recognised as having equal rights including and especially to education whatever their age (Law 11 Feb.2005: Titre IV : Accessibility- Chapter I : Schooling, Higher education and Vocational training)

The previous paragraph provides a detailed answer to this question.

The political will to enforce this law is evidenced by the batch of 87 compelling implementation guidelines and regulations issued during the year 2005 and others issued since (<http://informations.handicap.fr/decrets-loi-handicap-fevrier-2005.php>, under section "Scolarité"/ Schooling).

Their full implementation relies to a great deal on their financing, supported by the State and by the departments and regions, but also on collecting reliable data on the needs at social and individual levels, which is not the case yet.

- Are education and training providers required by law to provide accessibility of environments and learning materials for disabled children and young people (e.g. which laws apply and what do they require?).

**Accessibility:** The 2005 law requires that all buildings open to the public are accessible by 2015 (Title IV, Accessibility, Chap. 3: Built environment, transports and new technologies). Moreover, article 14 of Decree n° 2006-555 of May 17, 2006 concerning the accessibility of buildings open to the public and housing buildings stipulates that higher education premises and facilities (classrooms, libraries, restaurants, parking, housing) must comply with accessibility requirements by Dec.31, 2010, which is far from being the case.

The December 2009 assessment of the Ministerial delegation on accessibility (DMA) (<http://www.developpement-durable.gouv.fr/-Accessibilite-.html>) on accessibility implementation reports global progress but does not provide a detailed list of the buildings concerned nor does it mention specifically schools and universities.

Accessibility of schools and universities is far from being a reality and no data is available on the number of accessible schools, colleges and universities, or on the current development of accessibilisation measures undertaken and/or their planning.

The 2006 "Reception policy of disabled students" report to the Ministries of Education, Higher Education and Research (Georget & Mosnier, 2006) <sup>1</sup> estimates the budget for the implementation of accessibility in higher education buildings to be 150 million Euros.

<sup>1</sup> *La politique d'accueil des étudiants handicapés*, Report to the Ministries of Education, Higher Education and Research, n°2006-050/juillet 2006, Inspection générale de l'administration de l'Education nationale et de la Recherche.





In 2003-2004 (before new architectural and building regulations were introduced by Law 2005) the costs of work on improving access undertaken by universities were estimated at 8.4 million Euros (p. 33).

### Learning materials:

The following laws are relevant:

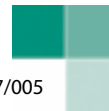
- Law 2005 (Code of Education Title 1: Right to education, Chap.II, Specific measures for disabled children and adolescents, Art.L112-1 et sq.),
- Decree n° 2005-1014, and n° 2005-1013 of 24 August 2005 regarding the support equipment in primary and secondary level schools,
- 2006 implementation guidelines of the Ministry of Education (circular n°2006-126 of 17/8/2006)
- 2001 implementation guidelines (circular n° 2001-061 of 5/4/2001, circular n° 2001-221 of 29/10/2001)

These measures insist on the necessity of providing support and adaptations for the schooling of disabled children and young people. These supports are of two kinds: adapted learning materials and human support. Two distinctions must be made: (1) between materials provided by the schools and those acquired personally by the disabled child or young person with the personal budget (Disability compensation benefit) he/she may be entitled to; (2) between provision in primary and secondary education and those in post-secondary education.

In primary and secondary education (schools, colleges and high schools), adapted learning materials are financed by the Ministry of Education and by the Ministry of Higher Education and Research in universities.

Since 2005 the Ministry of Education has dedicated a budget of about 10 million Euros a year for adapted learning materials (computers, Braille keyboards, specific software etc.) in elementary and secondary schools. Each school submits a funding application for adapted materials to the regional administration of public education (académie) which, in principle, grants the needed amounts. When these materials are acquired for a particular child, they are lent to that child. There are no official regulations regarding returning loaned materials to the school. Since the priority is to ensure continuity of schooling, the common practice is that the pupil keeps the materials when he/she goes to university or to other post secondary education. (Proceedings of the Nov.14, 2008 conference: Building a personal schooling project, *Nouvelle revue de l'adaptation et de la scolarisation*, n°44, jan.2009, pp.53-54.)

A « Guide to technical aids for disabled pupils' schooling » (matériels pédagogiques adaptés aux enfants et adolescents handicapés) has been announced on the website of the Ministry of Education but has not in fact been posted.



Personally adapted equipment, technical aids and assistance may also be acquired by the disabled child or young person directly if he/she is granted a Disability Compensation Benefit by the Departmental house of disabled persons (MDPH). On the basis of the PPS (personal schooling project) for a child in elementary or secondary education, of a life project for an adult, of a completed file (Formulaire demande MDPH), and of an assessment of the functional needs of the person, the Commission of Rights and Autonomy (CDA) of the MDPH takes a decision about allocating the Disability Compensation Benefit (this is described in detail in ANED French Independent Living report<sup>2</sup>), which can include human and technical aids for schooling and other activities.

In higher education, the legal provisions regarding learning materials and adapted equipment are the following:

- Feb.11, 2005 law (Code of Education art.L112-4)
- Decree n° 2005-1617 of 21 December 2005 on the conditions of examination for disabled students
- Circular n°2006-215 of 26 December 2006 regarding the organisation of examinations
- University-Disability Charter of 5 September 2007

Apart from accessibility, these texts stipulate that disabled students should benefit from human and material aids.

It is the responsibility of universities to define their financial needs in terms of collective accommodations and services and submit them to the Ministry of Higher Education and Research for funding (University-Disability Charter, art. 5). These accommodations and adapted materials include tutoring and other forms of individual support and aid (note taking, assistance with examinations, assistance with documentation search etc.), adapted examinations conditions, sign language interpreters, adapted computers, Braille transcription and so on.

- Do these rights also apply to learning opportunities for disabled people after the compulsory schooling age? (e.g. for people who are older than 16, 18, 24, etc).

Rights to learning opportunities apply to disabled people beyond the compulsory schooling age and the individual technical and human aids needed for learning can be covered by the Disability Compensation Benefit at any age.

- Are education and training providers required by law to provide individualised support for disabled children and young people (e.g. which laws apply and what do they require?).

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<sup>2</sup> <http://www.disability-europe.net/en/countries/France>



The Feb.11, 2005 law and the series of decrees and implementation guidelines (listed in above sections of this report) emphasize the individualized support disabled children and young people should receive.

These supports for school children (described in section 3 of this report under the sub-headings “Schooling support services”) are: Specialised assistance networks (RASED), Special education and home care services (SESSAD) and School life assistants (AVS).

These rights legally apply also beyond compulsory school leaving age.

- Are there any significant new proposals or strategies for future policies to support disabled children and young people?

**Status of the school life assistants:** We report in section 3 (sub-heading “School support services”) on the precariousness of the employment of school life assistants, in spite of the essential role they play in the schooling of disabled children. Their number in 2009 is estimated to be 27,000 by the Ministry of Education. Originally they were recruited in the 1980s by organisations of parents of disabled children and since then have been increasingly included as part of school teams. However, they do not have a teaching status and they were not officially acknowledged by the 2005 law, two conditions that would give them an unquestionable legitimacy, and that would compel the Ministry of Education to give them an acknowledged status, long term contracts and professional perspectives. They are currently employed on 3 year contracts, renewable up to 6 years, and receive a very low level of training. Recognition of their status as a genuine profession has been called for, together with the provision of proper training, certification and adequate salaries (Plaisance, 2009a, 2009b; Belmont et al, 2006, 2009).

**Need for improved data for policy planning:** The existing statistical data do not allow for a clear picture of the schooling of disabled children and young people. The number of children deprived of schooling is estimated at between 20,000 and 28,000. This is either because they receive no teaching in medico-educational institutions or remain at home with their parents because of a lack of places in the medico-educational sector or appropriate accommodation in schools (estimated at 5000). The number of those placed in Belgian institutions is estimated at about 5 000. There is no precise data on the actual time spent in school by children registered in both a school and in a medico-educational institution or registered in a school but attending only part time and spending the rest of the week at home with their parents.

The High Authority against Discriminations and for Equality (HALDE) (Proceedings of the HALDE n° 2009-102 of 16 February 2009), and the National council on human rights (CNC DH) (CNC PH, Project on advice on disabled children’s schooling, Plenary session of 6 November 2008) claim that reliable and useful data are provided to improve policies and strategies on an objective basis (Plaisance, 2009).

- Where have new ideas come from, about inclusive education and training, and who has helped to move the policy forward? (e.g. have disabled people's organisations been important in this process?  
Are there any groups that are campaigning or lobbying for policy change to promote equality in education?)

The implementation guidelines of 1982, 1983 regarding school integration following the 1975 disability frame law have hardly had any effect. In 1999 the then socialist Minister of Education, Segolene Royal, initiated the "Handiscol Plan" dedicated to the schooling of children with disabilities or chronic diseases. Asserting the right of any child to education in mainstream school, this plan comprises 20 measures divided into 5 axes:

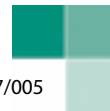
- Reaffirming the right to schooling and favouring its implementation
- Setting up observation instruments
- Improving orientation and strengthening monitoring
- Developing integration devices and tools
- Improving professionals' training

Among the integration devices and tools, the plan emphasises the provision of technical aids (adapted educational tools) and human assistance, creating a new position in the educational staff: the school life assistant.

Apart from these governmental initiatives, disabled people's organisations are lobbying for policy changes to promote equality in education as well as in other domains of social life. Besides lobbying, parents of disabled children and some professionals' organisations (such as APAJH) have been particularly active in providing individual support in mainstream schools for children, along with the "Handiscol Plan". Since 2004 the national council of disabled people (CNCPH) ( which has a number of committees and working groups on specific matters, education and training being one of these) has played an important monitoring role to ensure that legal provisions related to equality in all domains are respected. The National council on human rights (CNCDH) and the High authority against discrimination and for equality (HALDE) are also important resorts, providing critical reports such as the CNCDH 2008 notice on disabled children's schooling.

The European Forum recommendations and the European disability strategy and policy conveyed through the CFHE (French committee of disabled persons for European matters), complementary to the political level of European exchanges, has also impacted on French education policy for disabled persons.

- How does the current state-of-the-art in your country compare with the expectations of the UN Convention? Has the Convention had any impact in discussion of reform to education and training policies?



None of the French policy framing texts or assessments of policies on education of disabled persons refers to the UN Convention. French policy makers consider that the Law 2005 on equal rights and opportunities, participation and citizenship of disabled people anticipated the UN Convention in taking legal provisions for the acknowledgement of full citizenship and participation of disabled persons. A number of organisations for, or of, disabled people (such as APAJH (Association for disabled adults and young people), DPI France, Advocacy etc.) has leant on the CRDP to encourage the government to ratify the optional protocol and to refer to it for full implementation of the law 2005.

Concerning education, in its principles and legal and regulatory provisions, French education policy for disabled persons complies with the UN Convention articles related to Education and with the European strategy.



### Section 3: Evidence of outcomes and progress towards inclusion

Where possible, please refer directly to any *key findings from research and evaluation studies* about the quality, outcomes, costs or benefits of including young disabled people in education or training (when you refer to published research or statistics please include a citation or a footnote).

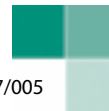
#### Preschool education

There is no obligation for children to attend school before 6. But, if parents wish their disabled child to participate in social exchanges earlier (between 2 and 6), he or she should be accepted in nurseries (*crèches*), day care centres (*halte-garderies*), child care centres (*jardins d'enfants*), kindergarden (*écoles maternelles*), if these have free places (Art. L. 112-1 of the Code of Education).

If preschool attendance needs support, the school staff can be assisted by Early medical-social action centres (*Centre d'action médico-sociale précoce – CAMSP*), Services for mother and child care (*Protection maternelle et infantile – PMI*), or Services of family support and early education (*Services d'accompagnement et d'éducation précoce – SAFEP*) for children under 3 who have severe sensory impairments.

Attendance at kindergarden is free from the age of 3 for every young French child. A child with a disability who is schooled for the first time before any decision of the specialist committees should be welcomed and treated under the same conditions as other children, provided that the specific accommodations exist in the school environment (Circular n° 2006-126 of August 17, 2006). However accessibility of French school buildings is so lacking that local authorities responsible for financing school buildings are unable to meet the costs of the accessibility rules imposed by the law of Feb. 11, 2005. Therefore early schooling of severely impaired children is frequently impossible. The 2005 law states that all public buildings should be accessible by 2015.

The severity of a child's impairments and their special needs are initially assessed by the school. The school team has to design a Personalized schooling project (*Projet personnalisé de scolarisation – PPS*) or an Individual integration plan (*Projet d'accueil individualisé – PAI*) along with the parents and the multidisciplinary assessment team of the Departmental house for disabled persons (*Maison départementale des personnes handicapées /MDPH*). The MDPH commission for the rights and autonomy of disabled persons (*Commission des droits et de l'autonomie des personnes handicapées – CDAPH or CDA*), which is the resource gate keeper and support centre for people with disabilities, takes the final decision on whether to implement a comprehensive assessment of the child's capacities and needs and provide the resources needed for the implementation of the PPS or the PAI.



## Primary level

At the age of 6, every French child should start attending school. Since 2005, the same obligation applies to children with disabilities, who must be registered in the school closest to their homes (called the 'reference school'). As mentioned above, this school registration may be just a formality, since the child can be registered simultaneously in a special institution. Whatever the institution, the child should have a PPS stating his/her special needs.

“The PPS provides the framework for the schooling of the disabled child. It ensures the coherence and quality of accompanying measures and the necessary assistance, based on a global evaluation of the situation of the child's needs: therapeutic or re-educational accompaniment, assignment of a school carer or appropriate teaching materials, assistance to the teaching team.”  
(EADSNE / <http://www.european-agency.org/country-information/france/national-overview/special-needs-education-within-the-education-system>).

In elementary schools, the child may attend a regular class or an 'Integration class': *CLIS* (*Classes d'intégration scolaire*, created by Circular no. 91-304 of 18 November, 1991). Children in *CLIS* receive adapted schooling and they share a number of activities with the other pupils.

There are four types of *CLIS*:

- *CLIS 1* for children with severe cognitive, psychological or developmental impairments
- *CLIS 2* for children with severe hearing impairments or deafness
- *CLIS 3* for children with severe visual impairments or blindness
- *CLIS 4* for children with motor impairments.

Integration in *CLIS* may be supplemented by educational, remedial or therapeutic supports that are provided by medical or social-medical services or, if requested by the family, by general practitioners.

In 2008–2009, at the primary level, 74,251 out of 114,482 disabled children were following full-time or part-time individual schooling, while 40,231 were in collective integration classes (*CLIS*). (Source : Ministry of education statistics<sup>3</sup>.)

### **Schooling support services**

In 1990, specialised assistance networks (RASED) were created, exclusively for the primary level (Circular no. 90-082 (09/04/1990) as a substitution of previously existing services. Their objective is to prevent any schooling difficulties which may be encountered by pupils in mainstream schools.

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<sup>3</sup> <http://www.education.gouv.fr>





Circular no. 2002-113 of April 30, 2002, frames the role of the RASED and school integration class (CLIS) mechanisms and defines the duties of the educators involved.

## **Secondary level**

At the secondary level, disabled students aged 12 to 16, who cannot take advantage of ordinary schooling, may attend pedagogical integration units (*UPI*), that were created in 1995 (Circular no. 95-125 of 17 May, 1995). The children attending *UPIs* are provided with adapted schooling by a teaching team of ordinary and specialised teachers and share regular class activities with their age groups.

The *UPIs* are specialised by types of impairments (cognitive, sensory, motor).

The *UPIs* cooperate with other types of classes of the public school system, as well as with private special schools (see below) and also with a large network of employers.

In 2008-2009 nearly 60,200 disabled children attended secondary level classes, 45,697 of them in individual schooling, and 14,494 were in *UPIs*. (Source : Ministry of education statistics<sup>4</sup>)

In June 2009, 174,673 disabled children attended mainstream schools (and 69,191 in medico-educational institutions), part time or full time; 114,500 of them at the primary level, 60,200 at the secondary level (Source : Ministry of education statistics,<sup>5</sup>).

The estimate at the beginning of the 2010 school year is that there are 10,000 more children in schools (data are detailed in next section).

## **Schooling support services**

Special education and home care services (SESSAD).

At primary and secondary levels, schooling may be complemented by the specialist team of a special education and home care service. These medico-educational services are not under the authority of the Ministry of Education, but under that of the Ministry of Social Affairs, which supervises the special education sector. SESSAD may provide independent services or be linked to those of a special education institution. They are meant to support individual integration and autonomy for children up to 20 years of age, and to assist children's families. SESSAD multidisciplinary teams (psychologists, medical practitioners, educators, teaching assistants) act as a bridge between the family, the school and other environments, and the medico-educational institution if the child attends one besides school, to combine access to care, the right to schooling and mainstream activities.

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<sup>4</sup> <http://www.education.gouv.fr>

<sup>5</sup> <http://www.education.gouv.fr>

SESSAD are specialised by impairments:

- SESSAD (special education and home care) for intellectual and motor impairments and behavioural disorders
- SSAD (home care and assistance) for multiple disabilities
- SAFEP (family assistance and early education) for severely sensory impaired children 0 to 3 years old
- SSEFIS (family assistance and school integration) for severely hearing impaired children 3 years old and over
- SAAAIS (support for autonomy and school integration) for severely visually impaired children 3 years old and over.

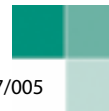
### **School life assistants**

Disabled pupils in elementary schools may be assisted by a school life assistant (auxiliaire de vie scolaire), one of the compensation tools recommended by the Commission of Rights and Autonomy (Circular no. 2003-093 of June 11, 2003, regarding schooling of children or adolescents showing evidence of a disability or disabling health problem).

This form of assistance in the classroom, which may be at the level of the individual child or the collective level of a class (most often in *CLIs* and *UPIs*), has increased constantly since its inception. During the 2009 school year, there were 11,811 active school carers (AVS) in all schools (6078 in 2006). Of these, 9 728 operated individually (4640 in 2006) and 2083 collectively. In addition, 12,679 persons were recruited on temporary contracts. In total, according to the Ministry for education, more than 19,700 posts were dedicated to assisting disabled children in 2009.

Out of the 174,673 disabled children who attended ordinary schools in 2009, 43,531 of them benefited from this type of care. There were 18,589 in 2006 (15,132 at the primary level, 3457 at secondary level), and 7400 at the end of the 2002–2003 school year.

However, in spite of the obvious need that school life assistance meets, a number of issues are currently at stake that threaten its continuation. Employment is on short term contracts (3 years maximum, renewable up to 6 years) that the Ministry is reluctant to renew, and there are attempts to get disabled people's organisations (parents) to share the financial burden. School life assistants are often recruited from a population of unemployed persons with a low education level themselves and it may be their first employment. They may not have professional perspectives towards young adults and may lack adequate training (E.Plaisance, *Autrement capables*, Paris, Ed. Autrement, 2009).



## Post-secondary schooling

### Higher education

A “University-Disability charter” (Charte université-handicap) was signed on September 5, 2007 by the Ministry of Higher education and Research (MESR), the Ministry of Labour, Social relations and Solidarities (MTRSS) and the Conference of university presidents (CPU).

A similar Charter was signed in May 2008 by the Ministry of Higher Education and Research, the Ministry of Labour, Social Relations and Solidarities, the Secretary of State in charge of solidarities and the President of the conference of Grandes Ecoles (highly selective specialised schools) (Charte conférence grandes écoles/ Handicap : 23.05.2008)

Their objective is to encourage the admission and success of disabled students.

These charters are in line with:

- the law of 11 February 2005 for equal rights and opportunities, participation and citizenship of disabled people;
- the Charter for equal opportunities with regard to access to excellence courses signed on 17 January 2005 by the Ministry of Higher Education and Research, the Conference of university (CPU) and other partners.

It stipulates the creation, in each university, of a service dedicated to the reception of and support for disabled students. This system is allocated a specific budget and training personnel; it must have a clearly identified area within the university, with advertised opening hours. To guarantee equal opportunities, the educational plan for disabled students is associated with the assessment of their functional skills, including for example note-taking skills in Braille or walking ability.

The University-Disability Charter is effective for two years from the signing date and may be tacitly renewed for another two years. (The functioning of these services is detailed below in next sections).

### Progress in vocational training

Vocational training is provided partly by public schools, partly in semi-public institutions (run by disabled people’s organisations with public funding), in cooperation with employers.

#### - Vocational training in ordinary schools

SEGPA and UPI

In the mainstream educational system, vocational training is provided first by technical schools called “*Lycées professionnels*” (LP). Access to these schools is open to every child who wants to obtain a true vocational training in the framework of *Education Nationale* at the secondary level (*second cycle* between 14 and 16).

However, in France, this type of education is less frequent than a “classic” one (i.e. general studies, not directly vocational). Many young French people with physical (motor or sensory) disabilities can follow this training with some adaptations. But it is not always the case for pupils with intellectual disabilities, mental or behavioural disorders (SEN).

For those pupils, *Unités pédagogiques d'intégration (UPI)* (Pedagogical integration units) were created in technical schools (*Lycées professionnels*). Unlike the *UPI*, in the first cycle of secondary schooling, these *UPI/LP* are not specialised by types of impairments, but by types of vocational training proposed by the *LP*. The *UPI/LP* enable young disabled people to follow ordinary curricula but to alternate between class and workshops, with more workshop hours than for pupils without SEN.

### - Special training Centres for adolescents with disabilities

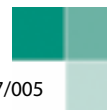
There are three types of special training centres for adolescents with disabilities. One, the *EREA* (Regional adapted education schools) was the result of the attempt of Public education authorities (*Education Nationale*) to work out schooling solutions adapted to children with learning difficulties within the public school system but separate from mainstream schooling. The second type, special institutes for sensory impaired youth, remains an old-fashioned public response to the special educational needs of severely sensory impaired adolescents. The third type, a result of insufficient progress towards inclusion, is special education and training institutions (most of them run by organisations of parents of disabled children but with public funding) which are part of the special education channel from childhood to adolescence and to adulthood.

### - Regional adapted education schools (*Etablissements Régionaux d'enseignement adapté / EREA*)

Within the public education system, but in separate buildings, the *EREA* were created first as *Ecoles Nationales de Perfectionnement (ENP)* 50 years ago, for what is called today learning difficulties. There are 80 *EREA* (among them 75 boarding schools), 5 for motor impaired adolescents and 3 for visually impaired children. In 2004-2005, there were 10,965 pupils (girls: 30%; 53.5% were boarders).

### - National specialized institutes for children and adolescents with sensory impairments

Among public institutions there are some historic institutions devoted to specific impairments, such as the *Institut national des jeunes aveugles (INJA)* for blind people, or *Instituts nationaux des jeunes sourds (INJS)* for deaf people. These institutions are governed by the ministry in charge of the disability policy (Ministry of Solidarity, Health and Family). These institutions are very old. In Paris *INJS* was created in 1777 and *INJA* in 1784. They are governed according to the decree N° 74-355 of April 26, 1974. There are 5 public institutes: one *INJA* and four *INJSs* (*INJS* in Paris, *INJSB* in Bordeaux, *INJSC* in Chambéry and *INJSM* in Metz). They employ 705 staff members and cost about 14.08 M.€.



### **- Medico-educational and medico-vocational training centres**

Because of the lack of school integration in mainstream settings, some special schools provide adolescents with basic skills in vocational training. These training centres for disabled adolescents are medico-social institutions under the direct authority of the Ministry of social affairs. Some of them are public, but most are run by private not for profit organisations of persons with disabilities, parents, or more rarely, congregations, all funded by the State. A large majority of these institutions concern young people with intellectual disabilities: they are called "*Instituts médico-professionnels*" (IMPros); for people with motor impairments, "*Instituts d'éducation motrice*" (IEMs); for young people with behavioural disorders, and "*Instituts thérapeutiques, éducatifs et pédagogiques*" (ITEP). Most were created during the 1960s as part of the special education channel from childhood to adulthood.

These special training centres provide a mix of schooling, according to rules set out by the Ministry of Education, special education (according to the impacts of impairments and disabilities on the development of children and young people), and also part of medical or paramedical care. Concerning schooling and the standard acquisitions, these special training centres remain under the control of the Ministry of Education. The special educational activities of these centres are controlled by the Ministry of Social Affairs; schooling activities are under the responsibility of the Ministry of Education and medical care is the responsibility of the Ministry of Health and sports.

### **Apprenticeship**

An alternative for French adolescents to access good vocational training is apprenticeship. This sort of schooling, which importantly

includes time in a real work environment, fits well for many disabled adolescents, who often lack self-confidence or have difficulties with the abstract work of schools.

### **- Training centres for apprentices (Centres de formation d'apprentis - CFA)**

The *Centres de formation d'apprentis* (CFA) (Training centres for apprentices) are managed by different bodies. Some are directly governed by the Ministry of Education or (for agricultural training) by the Ministry of Agriculture. Some are governed by other public bodies: local authorities, or Chambers of commerce, industry or agriculture. Others belong to the private sector, like trade unions, professional organisations or training providers. CFAs provide training for the national ordinary vocational diploma.

The financing of CFA comes partly from the State according to conventions with the Ministry of Education, but mainly from the regional level by the "training levy" (*Taxe d'apprentissage*) and from the *Conseil régional* (Local authority).

### - Training centres for specialised apprentices (Centres de formation d'apprentis spécialisés - CFAS)

The *Centres de formation d'apprentis spécialisés (CFAS)* (Training centres for specialised apprenticeships) are the result of the cooperation between ordinary Training centres for apprentices (*CFA*) and medico-social training centres (*IMPro, IEM, ITEP* etc.). Sometimes young people with disabilities can follow the program of ordinary *CFA* with some adaptations. However, in other cases, the training centres provide educational supports (special education procedures) to the *CFA*. These *CFAS* adapt training procedures to the disabilities of apprentices with disabilities. It is a sort of merging between the team of *CFA* and the team of special training centres. The trainees with disabilities are oriented toward *CFA*s by the *CDAPH* (Commission of rights and autonomy of the Local house of disabled people).

The *CFAS* adapt the apprenticeship program to the capacities of the apprentices with disabilities. It involves an extension in the duration and adaptation of the program. As with other apprenticeship programs, the type of training provided by *CFAS* is a variation on training courses in schools and job practice in private companies.

*CFAS*s train for national ordinary vocational diploma.

The specific support provided in the framework of *CFAS* is partially paid by the Region. In some cases, *AGEFIPH*, (the national fund for the integration of disabled people (*Association pour la gestion du fonds pour l'insertion des personnes handicapées*, which collects the 'voluntary contributions' paid by private sector employers who do not meet their 6% quota of disabled workers<sup>6</sup>) ) supports financially disabled trainees in *CFA* or *CFAS*.

In *CFA* or *CFAS* the trainees receive a percentage of the Minimum wage (*SMIC – Salaire minimum interprofessionnel de croissance*), which depends on their age and on the stage of their participation in the program (there is a progressive increase in wages).

*CFA*s and *CFAS*s cooperate with different parts of *Education nationale* and with employers (an employment contract with an employer is the core of the apprenticeship). Quality control of the training is assured by the *Inspection Académique* of the *Education Nationale*. There are about 1500 *CFA*s.

### Vocational rehabilitation centres

Two types of vocational rehabilitation centres exist in France: public and private ones. The public centres were created for injured veterans (*ONAC's Centres*), the private ones (not for profit) centres (*CRP*) were designed for people to attend following a period of recovery in medical rehabilitation centres. These vocational rehabilitation centres provide only 13,000 training places, far less than necessary today.

<sup>6</sup>Meeting the quota is compulsory under employment law of 1987



### - ONAC Centres

Vocational rehabilitation schools (*Ecoles de rééducation professionnelle*) managed by the Office of War Veterans (*Office des Anciens Combattants*) were the first vocational rehabilitation centres in France. They were created in 1923. Vocational rehabilitation was first developed in 1916, during World War I. The ONAC centres are stated to be “Centres de rééducation professionnelle” (vocational rehabilitation centres). Their aim is to ensure vocational training and support for (re)integration into the labour market of people with disabilities. Initially the measure was only meant for injured veterans. The service was extended to work injured people in 1924, and finally (in 1946) to other disabled people (not war or work injured). Today the veterans represent only 1% of trainees. The centres award different types of national diplomas to people with disabilities attending their training programs. They support people in their search for vocational integration (competence assessment, vocational guidance, stages, job coaching etc.).

The ONAC Centres provide training in different branches of the economy, from industrial to service jobs, with very specialized qualifications. The specificity of these centres is that all trainees have severe disabilities, which prevent them from attending a training program in an ordinary (mainstream) training centre. The commitments of these centres are to adapt the physical environment, training materials and tools to the disability of each trainee. Accessibility is the first feature of these centres.

They use also internships in public or private companies or services in order to check the reliability of the acquired skills of their disabled trainees, before leading them to meet employers and applying for a work position corresponding to their diploma or their vocational skills. Staff are mainly teachers, and vocational trainers, but they also include engineers in the technical design of devices. Some medical and paramedical staff are also present for the preliminary assessment of specific health conditions. The principle of quality should be to meet the capacities and the expectations of disabled people in a way that leads him/her to paid work.

ONAC is a public body with a budget of about 100 million €, of which half is paid by the State. However its vocational rehabilitation activities are funded by Social security, for non veteran trainees, (the expenses for VR represent about one third of ONAC's total budget (about 33 M.€). This body has other activities (pensions, senior citizens' homes and so on). ONAC VR centres cooperate with the Departmental houses for disabled people (*Maisons départementales des personnes handicapées, MDPH*), which design individual rehabilitation plans for people with disabilities (other than war or work injured). Within the MDPH, the Commission for the rights and autonomy of disabled persons (*Commission des droits et de l'autonomie des personnes handicapées (CDAPH)*) has the role of according the Reconnaissance de la *qualité de travailleur handicapé (RQTH)* (recognition of the status of disabled worker), which is the main condition to be granted all legal provisions for vocational rehabilitation and specialist supports towards employment when meeting difficulties with finding jobs because of impairments or disabilities.





ONAC VR centres cooperate also with Social security cashers that refer work injured workers in order to facilitate their redeployment. The *Office national des anciens combattants (ONAC)* governs 10 *Ecoles de rééducation professionnelle* (Béziers, Bordeaux, Limoges, Lyon, Metz, Le Muret, Oissel, Rennes, Roubaix and Soisy), which trained 2147 people in 1998 (there is no significant change in the numbers of centres and trainees). The results in terms of effective success on the labour market are quite good. The monitoring of such public bodies is carried out by the Ministry of Defence or the *Cour des Comptes* which is an independent body (financial court of law) which can also control the use of money by the government.

### **- Vocational rehabilitation centres (CRP)**

Vocational rehabilitation centres (*Centres de rééducation professionnelle, CRP*) are other, more frequent, specialised vocational training centres financed by Social security for workers who are victims of work injuries or occupational disease and for people entitled to an *RQTH* (recognition) by Commissions of rights and autonomy of disabled persons (*CDAPH* also called *CDA*).

Their aim is the same as that of *ONAC's Ecoles de rééducation professionnelle* but while the latter are public bodies, the *CRP* are private, non for profit organisations. Many of them are managed by associations which used to run medical rehabilitation centres, often for injured people (accidents) or people with chronic disabling illnesses. In that instance, the VR centre was created as a way to further recovery and to find solutions for the future.

They provide places and educational methods which aim to precisely fit people with disabilities in a way that the other "mainstream" training centres are, at present, unable to do.

Vocational training is paid for by Social security. In 2008 a total of 88 *CRP* offered about 13,000 training places, at a cost of 138 million Euros for the payment of trainees (training allowance), and 220 million Euros for the operating budget.

As with *ONAC* centres, *CRPs* cooperate with *CDAPH* and Social security cashers. They also have very close ties with medical rehabilitation centres.

The monitoring is carried out by Social security, the *Direction Générale des Affaires Sociales (DGAS)* (Department of Social Affairs) as well as the committee of social affairs of the National Assembly or the Senate.

At the pedagogical level, *CRP* benefit from technical support provided by the national association for adults' vocational training (*AFPA, Association nationale pour la formation professionnelle des adultes*).

**– Mainstream vocational training for adults** (*Association nationale pour la formation professionnelle des adultes – AFPA*)

The most important mainstream training institution for adults is the National association of vocational training for adults (*Association nationale pour la formation professionnelle des adultes, AFPA*), which also trains some young people after they leave school<sup>7</sup>.

In 2008, *AFPA* provided in total more than 70 million hours of training to about 180,000 trainees (of whom 89% qualified). It covers 300 types of professions in industry, agriculture or services.

*AFPA* training provisions also play a decisive role in the success or failure of the reinstatement of workers victims of work injuries or occupational diseases, which is a compulsory duty for employers unless there is advice to the contrary from an occupational doctor.

In the January 2009, a Report of the Government to the Parliament on the assessment and orientations of the disability policy (*Projet de rapport du Gouvernement au Parlement relatif au bilan et aux orientations de la politique du handicap*), *AFPA* announced a plan to spend 100 million € in training people with disabilities. Between 1988 and 2005, the number of annual new starts of trainees with disabilities grew from 1,000 (small enough to indicate the lack of accessibility of the training centres) to 12,615 (which represents 7.2% of all trainees, a rate too modest to make up the training deficit of people with disabilities). 79% of disabled trainees gained a diploma at the end of the training sessions (80.9% for all trainees). The number of trainees following training sessions was 44,460 in 2005. Of these, 24,289 were sent by *COTOREPs* (Former special commissions that provided vocational guidance to people with disabilities. *CDAPHs* replace them in 2005) and the remaining 20,171 trainees made the decision to attend themselves.

Concerning people with disabilities, *AFPA* provides mainly vocational training courses, but it also participates in vocational assessment in cooperation with *CDAPH* or *Cap emploi* (specialised employment services for people with disabilities), and in vocational guidance. *AFPA* additionally provides pedagogical and technical support to *Centres de Rééducation professionnelle (CRP)* (see above).

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<sup>7</sup> *AFPA* is a not-for-profit organization created in 1964 from a former tripartite one, the *ANIFRMO* (*Association pour la formation rationnelle de la main d'oeuvre*) said in 1949 to ensure the implementation of a national vocational training policy.

*AFPA* provides vocational qualifications and diplomas at all levels. Moreover, *AFPA* tries to adapt its provisions to the evolution of the labour market, and to follow the needs of its clients: employees, jobseekers, employers and partners. A new law (November 24, 2009) specifies the role of *AFPA* within the general policy for employment, which goes beyond the usual goal of providing training courses. *AFPA* is a national organisation with 22 regional offices and 186 training campuses (providing training and accommodation places).



In 2008, all provisions by *AFPA* amounted to about 207 million €. The amount devoted to people with disabilities represented about 49 million €, with 38 million € directly spent on vocational training (4 million hours).

*AFPA* provides technical advice to other organisations, including special training centres for young people with disabilities (*IMPro, IEM, ITEP...*) as well as to *CRPs*.

#### – Private vocational training centres

Other private (for profit or non-profit) vocational training centres provide training opportunities to people with disabilities.

These private vocational training centres provide vocational training to people who need it, regardless of the status that they have. A proportion of them have made efforts to adapt their training procedures and their premises to people with different types of disabilities, and to collaborate with organisations assisting people with disabilities to enter the labour market.

They provide vocational training courses according to their field of competence.

It is difficult to ascertain exactly the costs of vocational training provided by these vocational centres, because they operate as supplementary measures without previous planning, and there is no systematic registration of such interventions.

However, *AGEFIPH* (National fund for disabled people vocational integration, *Association pour la gestion du fonds pour l'insertion des personnes handicapées*), that collects the 'voluntary contributions' paid by the employers of the private sector who do not meet their 6% employment quota), *FIPHFP* (Fund for the integration of disabled people in civil service, *Fonds pour l'insertion des personnes handicapées dans la fonction publique*, with the same function as *AGEFIPH* but for the public sector, created by the 2005 law), and *Cap emploi* refer people with disabilities to such private vocational training centres. *AGEFIPH* has paid for vocational training courses to more than 82,000 persons with disabilities for a cost of about 130 million €. There is no precise data for *FIPHFP* and *Cap emploi*.

These centres cooperate mainly with *AGEFIPH* and *Cap emploi*, regarding disabled people.

Their evaluation is based on the efficiency of the training in terms of work integration.

- Are major investments still being made in segregated learning institutions rather than inclusive ones? (e.g. do we know how much is being spent on segregated education?)



The overall budget (OGD) for disabled persons for 2010 is 8.2 billion € (Senate session of Nov.4, 2009) (a 2.5% increase (200 million €) of the 2009 budget), of which 360 million € are dedicated to the creation of 5 500 places in services and institutions for children and adults. These places are divided up as follows: 2650 places in institutions and 3000 places in services.

For children and young people, 550 places in medico-educational and medico-vocational institutions (segregated learning institutions) are created, of which 100 places are for children with multiple disabilities, 150 places for those with intellectual disabilities and 300 places for autistic children. For severely disabled and dependent adults, 2100 places in specialised homes (maisons d'accueil spécialisées) and medicalised homes (Foyers d'accueil médicalisés) are created.

For children, the priority goes to the improvement of prevention and support to mainstream education with the creation of 2,700 places in services, of which there are 1,000 places in education and home care services (SESSAD), 200 places in SESSAD for autistic children, and expansion of 15 early medico-social action centres (CAMSP) and 12 medico-psycho- pedagogical centres (CMPP). For adults, the supply of home care services continues to be developed with the creation of 1,500 places in SSIAD (home nursing care services) and medico-social home support services (SAMSAH), and 500 places of SAMSAH dedicated to adults with mental health disorders.

- How does the participation of young disabled people in education and training compare with participation rates for non-disabled people? (please tell us if this important data is unavailable)

Some data and rates of young disabled people regarding participation in education and training are available but there are no comparative data with non-disabled people.

#### **Available data related to children:**

In June 2009, 174,673 disabled children attended mainstream schools and 69,191 medico-educational institutions. Of the children schooled in mainstream education (school attendance can be part time or full time), 114,500 of them were educated at primary level and 60,200 at secondary level (Source : Ministry of education statistics<sup>8</sup>). The estimate at the beginning of the 2010 school year is 10,000 more children in schools.

The number of disabled children who are schooled (see tables below) is the number of those recognised as disabled by the Departmental houses of disabled persons (MDPH), for whom a personalised schooling project is designed and who are allocated some kind of support from the MDPH (allowance, technical aids...).

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<sup>8</sup> <http://www.education.gouv.fr>

This number of schooled children does not include the number of disabled children who are schooled but did not claim for any support from the MDPH (i.e. no recognition of disability by the MDPH). Concerning disabled children who are in specialised institutions, the precise proportion of those who are schooled in these institutions and those who are not is not known. The level of performance of disabled children in school or schooled in institutions compared to that of non-disabled children is not known.

Concerning costs and benefits, data comparing the number of schooled disabled children and the number of those who receive a Disability Compensation Benefit or an AEEH (Allowance for a disabled child with or without complements) is not available.

### Disabled children's schooling - Year 2008-2009<sup>9</sup>

Year 2008-2009		Integration			Schooling in specialised institutions (3)	
		individual	collective	Total	Hospitals	Medico-educational
<b>1er degree</b>	cycle 1	27 891	7 107	.	.	.
	cycles 2 et 3	46 560	33 124	.	.	.
	<b>Total</b>	<b>74 251</b>	<b>(clis) 40 231</b>	<b>114 482</b>	3 905	59 210
<b>2nd degree</b>	1er cycle	35 301	4 900			
	2ème cycle	9 621	599			
	indifférencié	775	8 995			
	<b>Total</b>	<b>45 697</b>	<b>(upi) 14 494</b>	<b>60 191</b>	2 408	9 981
<b>Total général</b>		<b>119 948</b>	<b>54 725</b>	<b>174 673</b>	<b>6 313</b>	<b>69 191</b>

### Distribution by impairment – Year 2009 (1st degree)<sup>10</sup>

Cognitive functions disorders	46 757	41 %
Mental health disorders	26 933	24 %
Specific learning difficulties (dyslexia, dysphasia, dyspraxia, etc.)	12 548	11 %
Motor functions disorders	6 762	
Visceral, metabolic, nutritional functions disorders		
Visual functions disorders	5 131	
hearing functions disorders	2 374	
Several associated functions	4 117	

<sup>9</sup> Ministry of Education WebSite: <http://www.education.gouv.fr/> > Outils de documentation et d'information > Évaluation et statistiques > Repères et références statistiques > la scolarisation des élèves handicapés (1.6)

<sup>10</sup> Same source as the table above > les élèves handicapés scolarisés dans le premier degré

Others	8 244	
<b>TOTAL</b>	1 616	
	114 482	

Detailed distribution of schooled disabled children by age, gender, type of impairments, type of classes and institutions for the school year 2008-2009 is available at: "Repères et statistiques" du Ministère de l'E.N. Editions 2009  
[http://media.education.gouv.fr/file/2009/95/5/RERS\\_2009\\_FINAL\\_WEB\\_117955.pdf](http://media.education.gouv.fr/file/2009/95/5/RERS_2009_FINAL_WEB_117955.pdf)  
 (pp.26-27, 84-85, 128-133).

### Progress of children's integrated schooling Evolution of school integration from 1998-1999 to 2008-2009

		1998-1999	2004-2005	2007-2008	2008-2009
<b>Individual integrations***</b>	<b>1<sup>st</sup> degree</b>	<b>27 900</b>	<b>58 000</b>	<b>70 100</b>	<b>74 300</b>
	<b>2<sup>nd</sup> degree</b>		<b>24 600</b>	<b>40 700</b>	<b>45 700</b>
	Of which SEGPA SEGPA+EREA			11 000	13 500
<b>Collective integrations</b>	<b>1<sup>st</sup> degree CLIS</b>	<b>44 900</b>	<b>37 600</b>	<b>39 600</b>	<b>40 200</b>
	<b>2<sup>nd</sup> degree UPI</b>	<b>200</b>	<b>6 100</b>	<b>11 600</b>	<b>14 500</b>
<b>Medico-educational and health institutions*</b>			<b>62 000</b>	<b>71 000**</b>	<b>75 500</b>

\* Medico-educational and health institutions: number of children who are schooled.

\*\* In 2007-2008: number of registered children: 121 700. Number of schooled children: 71 000

\*\*\* Included here are children who have a personalized schooling project (PPS), i.e. recognition of disability by the MDPH.

Source : "repères et statistiques" of Ministère de l'E.N. Editions 2005 et 2009 (p.27).

### Higher education

The data on disabled students in higher education are still partial and imprecise as a result of varying local data reported to the central level, due to a number of reasons: lack of a clear definition of disability in surveys carried out annually by the Department of Higher Education of the Ministry of universities and higher education (DES), reluctance of disabled students to declare a disability, university disability offices reporting only students that contacted them,... Furthermore, the survey results are not statistically alligned. Therefore the data presented below do not represent the exact reality.

The data has been drawn from the 2008-2009 DES survey, which takes into account only the 10 544 students who decided to declare a disability<sup>11</sup>.

### Evolution of the number of students in higher education

(Universities, University institutes for teacher training (IUFM), STS, CPGE, Engineer schools)

School year	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	*2008-2009**
Number of disabled students	5230	6470	7029	7145	7650	7548	7557	8411	8783	10544
% increase	5,80%	23,7%	8,64%	1,7%	7,1%	-1,3%	0,1%	11,3%	4,4%	20%

\*The reports of year 2007-2008 were too few and not significant.

\*\* 22 academies out of the 30 academies, New Caledonia and French Polynesia, 81 universities out of 91 (including university institutes for teaching training), 47 schools out of 79.

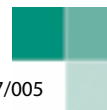
The numerical increases observed in 2000, 2005 and 2007 result from:

- in 2000, new categories were introduced in the survey (long term health conditions, psychological disorders, language disorders and temporary disabilities of over 6 months) and a person in charge of disabled students was designated in universities
- in 2005, implementation of the 2005 Law
- since 2007, a 7,5 M€ budget dedicated to the implementation of aids specifically for disabled students (sign language interpreters, coders, Braille transcription, tutoring etc.) as stated in the Disability-University Charter signed that same year<sup>12</sup>.

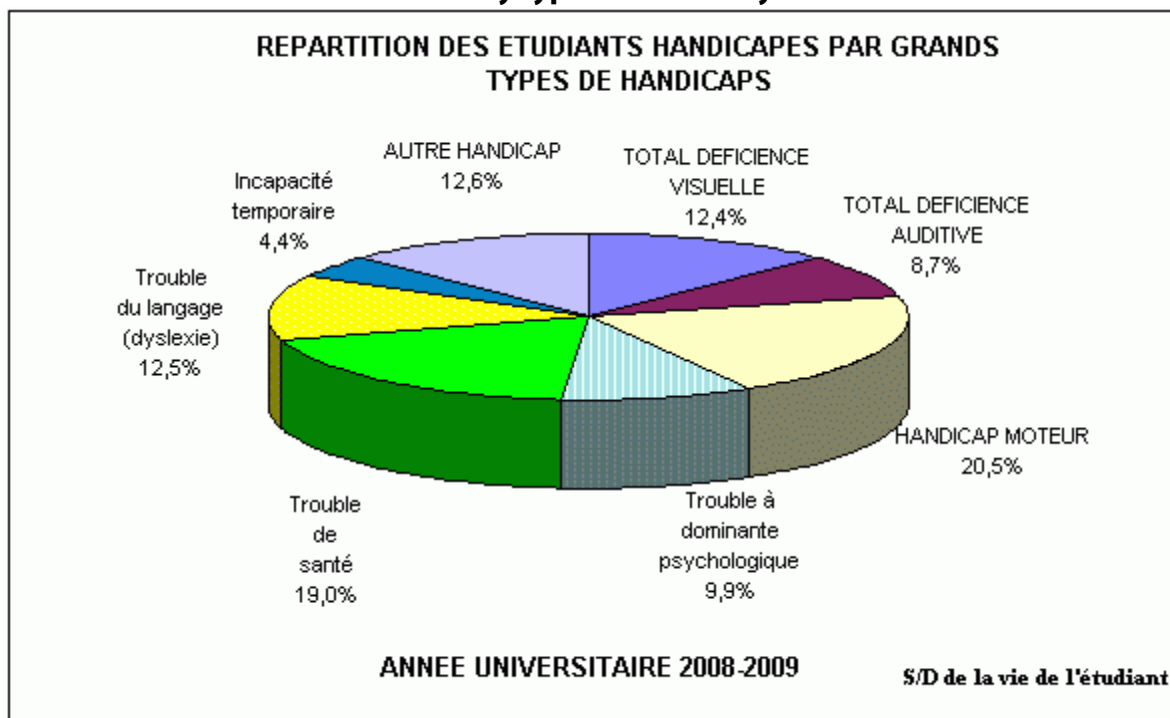
<sup>11</sup> [https://www.sup.adc.education.fr/handiu\\_stat/](https://www.sup.adc.education.fr/handiu_stat/)

<sup>12</sup> [http://www.cpu.fr/uploads/tx\\_publications/Guide\\_Handicap.pdf](http://www.cpu.fr/uploads/tx_publications/Guide_Handicap.pdf)





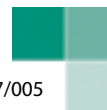
## Distribution of disabled students by types of disability



## I. UNIVERSITIES

### a) Distribution of the students by types of disability

Types of disability	Visual impair'm't	Hearing impair'm't	Motor impair'm't	Psychological disorders	Long term health condition	Language disorders (dyslexia)	Temporary disability	Other disabilities	Total
year 2003-2004	1064 16,9 %	661 10,5 %	1529 24,4 %	783 12,5 %	899 14,3 %	-	289 4,6 %	1056 16,8 %	6281
year 2004-2005	979 16,2%	651 10,8%	1366 22,6%	868 14,4%	904 15%	-	412 6,8%	861 14,2%	6041
year 2005-2006	1044 16,3%	671 10,5%	1492 23,3%	683 10,6%	978 15,3%	381 5,9%	316 4,9%	847 13,2%	6412
year 2006-2007	1108 15,26%	817 11,25%	1602 22,06%	789 10,87%	1146 15,78%	580 7,99%	477 6,57%	772 10,63%	7261
*year 2008-2009	1153 13,64%	743 8,79%	1893 22,40%	847 10,02%	1253 14,82%	979 11,58%	439 5,19%	1145 13,55%	8452



## b) Distribution by curriculum cycle.

Cycle	1999 2000	2000 2001	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2008- 2009
1 <sup>st</sup> cycle/L	59,2%	59,7%	59,2%	59,5%	59,2%	59,9%	74,9%	76,86%	76,70%
2nd cycle/M	32,5%	31,9%	31,4%	31,9%	32%	29,1%	21,5%	19,95%	20,81%
3rd cycle/D	8,3%	8,4%	9,3%	9,6%	8,8%	9%	3,6%	3,18%	2,48

The implementation of the 2005 Law resulted in a significant increase in disabled students in Cycle 1; representing  $\frac{3}{4}$  of the total number of students registered in universities.

## II. Superior technical schools (STS), Preparatory Classes to High schools (CPGE)

In the school year 2008-2009, the significant increase in the number of disabled students -1663 vs.1137 in 2006-2007- was principally as a result of the implementation of the 2005 Law, which invited high school students to carry on into higher education. It may also be due to improved reporting from local to central level.

## III. Engineers' Schools

Distribution by types of disability:

Visual impairm't	Hearing impairm't	Motor impairm't	Psychologic al disorders	Long term health conditions	Language disorders (dyslexia)	Temporary disability	Other disabilities	Total * Général
39	41	35	66	123	29	9	30	372

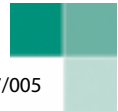
\* Data from 47 schools out of 79

## IV. University institutes for teachers training (IUFM)

2002	2003	2004	2005	2006	2007	2008
75	54	74	72	102	64	57

\* Data from 14 institutes out of 32.

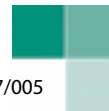
Results from this survey show the following distribution of disabled students in higher education in 2008-2009: 80.2% in universities, 15.8% in preparatory schools, 3.5% in engineers' schools, and 0.5% in university institutes for teacher training. The representation in each cycle of the university curriculum is also very uneven: 76.7% in the license cycle, 20.8% in the masters cycle, and 2.5% in the doctorate cycle.



- How do educational outcomes and qualifications for young disabled people compare with those for non-disabled people? (please tell us if this important data is unavailable)

No national data is available on the educational outcomes and qualifications for disabled students. Georget & Mosnier (2006, op.cit.) in their study on 20 universities and higher education schools report that only one institution could provide data on the outcomes for disabled students, those that had been supported by the disability office of the university (University Pierre et Marie Curie-Paris VI). The only survey carried out on the professional outcomes for disabled persons who have studied at university dates back to 1999 (Palauqui & Lebas, 2000).

- How many young disabled people, from which groups of people, are participating in different types of learning?  
Data unavailable.
- How many young disabled people are 'Not in Education, Employment or Training', compared to the number of non-disabled young people? (e.g. aged under 18 or 24, for example)  
Data unavailable.



#### **Section 4: Types of support for students and trainees (summary points)**

Please outline briefly the range and type of support that is available to disabled people as students or trainees (you will provide more detailed information later).

- Are disability issues included in the general curriculum of university training for school teachers?

The European Agency for Development in Special Needs Education states<sup>13</sup> “Initial teacher training

Teachers are recruited via two competitive examinations: the examination for school teachers and the examination for secondary and high school teachers.

These examinations are open to candidates who have passed a diploma after three years of studies following high school graduation (A.levels). Candidates can prepare during a one-year training course for their career of choice: school teacher or secondary and high school teacher. Those who pass the examination successfully will then enter one year of professional training. Teacher training is organised by the university institutes for teacher training (IUFM). The IUFM are due to change status; in the future, teacher training will take place in the university proper (beginning with the 2007 academic year).

At the moment and in spite of institutional incentives, information about the care for students with learning difficulties, disabled or health-impaired students often takes up little time and space during initial teacher training.

Essentially, training of non-specialised personnel is reserved for continuous training courses.”

A Ministerial order of Dec. 19, 2006 states that teachers’ training includes an “initiation to the provision for students in a situation of disability” during the two university years following the certification obtained at the end of the first year. There is no definite amount of time required for such training and it varies according to the university institutes.

- What type of specific training or qualification is needed to become a supporting teacher or special needs teaching assistant, etc?

The European Agency for Development in Special Needs Education states<sup>14</sup>:

<sup>13</sup> <http://www.european-agency.org/country-information/france/national-overview/teacher-training-basic-and-specialist-teacher-training>

<sup>14</sup> <http://www.european-agency.org/country-information/france/national-overview/teacher-training-basic-and-specialist-teacher-training>



### **“Training of specialised teaching personnel**

The certification for adapted teaching methods and schooling of disabled students are now open to all fully appointed teachers at all levels, for all disciplines and ranks. These certifications are only for teachers, they are not accessible to other personnel categories.

#### **Certifications**

- The certification for primary school teachers is the CAPA-SH: a certificate of professional competence in specialised assistance, adapted teaching and schooling of disabled students (decree no. 2004-13 of 5/1/2004). The CAPA-SH entitles to full appointment to the position of specialised teacher for the selected specialisation.
- The certification for secondary and high-school teachers is the 2CA-SH: a complementary certificate for adapted teaching and schooling of disabled students (decree no. 2004-13 of 5/1/2004, circular 2004-026 of 10/02/2004 and circular 2004-103 of 24/6/2004). The 2CA-SH does not correspond to any specific position. Its purpose is to certify the special capacities of a secondary level teacher, appointed to an ordinary position, whose class is attended by disabled students and who assists in the schooling of these students with the support, in some cases, of an institutional facility known as an integrated learning unit (UPI).

#### **The specialties**

These certifications for adapted learning and schooling of disabled students continue to be defined by the specialties which correspond to different types of disability.

The familiar organisation of these specialties will not be changed. Specialties E and G are not offered at the 2CA-SH level because there are no specialised assistance networks for students with learning difficulties (RASED) at the secondary level. The other specialties are similarly defined for both certifications.

#### **CAPA-SH specialties:**

- Specialty A: teachers specialised in schooling and providing learning assistance to deaf or hearing impaired students.
- Specialty B: teachers specialised in schooling and providing learning assistance to blind or visually impaired students.
- Specialty C: teachers specialised in schooling and providing learning assistance to students with a serious motor deficiency or a developing/invalidating health disorder.
- Specialty D: teachers specialised in schooling and providing learning assistance to students with major cognitive function disorders.
- Specialty E: teachers specialised in specific learning focused assistance.

- Specialty F: teachers specialised in schooling and providing learning assistance to students in adapted general and professional schooling institutions and departments.
- Specialty G: teachers specialised in assistance focused on re-education.

### **2CA-SH specialties:**

- Specialty A: schooling and learning assistance for deaf or hearing impaired students.
- Specialty B: schooling and learning assistance for blind or visually impaired students.
- Specialty C: schooling and learning assistance for students with serious motor deficiency or a developing/invalidating health disorder.
- Specialty D: schooling and learning assistance for students with serious cognitive function disorders.
- Specialty F: schooling and learning assistance for students in regional adapted schooling centres and adapted general and professional schooling departments.

These training courses are organised on an alternating basis: the primary and secondary level teachers taking the courses perform their function (in the classes and special arrangements which correspond to the specialty they are preparing at the primary level) and are convened to the training centre for the various training sessions. The training course is split into several sessions during the first two quarters of the school year. During their in-class training with students, the teachers are monitored and assisted by the qualified inspectors and the training centres (*order of January 5, 2004*).

The training is organised by the National higher institute for training and research on the education of young disabled persons and adapted schooling (INS HEA) or by the regional ASH (School adaptation and disabled pupils schooling) centres integrated in certain IUFMs, as well as by certain universities.

### **National initiative training modules (MFIN)**

The national initiative training modules are complementary training courses enabled by the second paragraphs of articles 4 and 9 of decree no. 2004-13 of January 5 on the creation of CAPA-SH and 2CA-SH.

Thanks to a national initiative, these modules with duration of 25 to 50 hours are organised within the framework of continuous training for teachers and target teachers who have obtained the CAPA-SH or 2CA-SH. Their objective is to more thoroughly develop and reinforce their knowledge and professional capacities and/or assist their capacity to adapt to given professional circumstances. (*EADSNE*)

The contents of the training courses respond to emerging problems and support the implementation of national policy orientations in the area of adapted learning, alternatively focusing on different aspects.

Consequently, the themes vary from year to year, depending on the needs and priorities.

Some of these modules are also available to non-specialised teachers who encounter particular types of integration problems, as well as to psychologists who work in orientation counseling or educational counselors.”

#### **Section 4a: Financial support**

What are the main grants, allowances, bursaries available to disabled students and trainees for the purposes of their education and training?

##### **“Financial Support for Students**

In France, students benefit from several types of financial aid: scholarships, accommodation and food aid, other financial aids.

A global reform of direct student aids, applied from the beginning of the 2008 academic year, has created a simpler and more legible aid system based on three types of aid:

- **simpler criteria for social criteria scholarships**, the amount of which now depends on three elements only: the income of the tax household that the student comes from, the number of dependent children in this household and the distance between the family’s residence and the student’s place of study;
- **a new national emergency aid fund** designed to provide adapted aid to the students experiencing difficulties which cannot be resolved by the scholarship system based on social criteria. This unique fund is governed by allocation criteria determined at national level and therefore common to the entire territory (for example, a student whose parents suddenly lose their jobs, an adult resuming his/her studies or a student breaking away from his/her family and who must take responsibility for his/herself). This aid will be allocated in each academy by a committee chaired by the director of the national centre for university and academic life (CNOUS);
- **facilitated access to loans**: all students, whether or not scholarship holders, may benefit, without parental guarantee, from deferred payment loans (full or partial at the student’s discretion)” (*Organisation of the education system in France 2008/09*, Eurydice, p.151).

Apprentices in vocational training centres (CFA) and trainees in special training centres (CFAS) receive wages.

Disabled students are entitled to the Disability compensation benefit (PCH).



- Who can receive this financial support? (e.g. what are the eligibility criteria)

## 1. Higher education scholarships

### Social criteria scholarships

Scholarships are granted according to the income earned in year n-2, listed as "gross overall income" on the tax statement, as well as family expenses measured according to a national scale. The income thresholds selected for the calculation of the scholarship entitlements were increased by 3.2% at the beginning of the 2008 academic year, to broaden student access to the scholarship system.

In 2008-2009, 524,618 students were granted a scholarship on social and economic criteria. In 2008 a special effort was made for the 100,000 most disadvantaged students. The scholarship amount increased by 10% compared with 2007 due to the creation of a 6th bracket (see rates below), but there are no data on the proportion of disabled students among the students granted a scholarship, nor among the most disadvantaged students.

Scholarships for higher education are available to all students on social and economic criteria, up to 28 years old. A specific provision entitles disabled students to these scholarships (without reference to the social and economic criteria applying to non-disabled students) and over the age of 28, if they have a permanent functional limitation or need permanent assistance, acknowledged by the CDAPH (Commission of rights and autonomy of the Departmental House of disabled people/MDPH).

The duration of the scholarship is twice the number of years of the cycle the disabled student registers in.

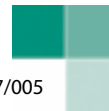
Applications to university scholarship: all students must apply between January 15 and April 30, preceding the start of the academic year (fall)

Erasmus mobility scholarships are available to disabled students, as any other student (at 400 Euros /month). There are no additional or specific provisions for disabled students. However, a student with a disability who benefits from the Disability Compensation Benefit (PCH) keeps this benefit if he studies abroad.

Disabled students can find information about their rights and supports in university on the following websites:

<http://www.studyrama.com/vie-etudiante/droits/handi-u-le-site-d-information-pour-les-etudiants-en-situation-de-handicap.html>

[http://www.onisep.fr/onisep-backoffice/\\_onisep/upload/GP\\_etudSup.pdf](http://www.onisep.fr/onisep-backoffice/_onisep/upload/GP_etudSup.pdf)



## 2. Housing allowance for students

Students may claim for a housing allowance. There is no special provision for disabled students.

## 3. Disability Compensation Benefit

This (individual budget) is delivered by the local Commissions of rights and autonomy (CDAPH) to students from 18 and over, based on the assessment of the human and material needs of the beneficiary and according to his life project (described in detail in the French ANED Report on Independent Living).

Since 2008 the Ministry of Higher Education and Research has threatened to stop granting scholarships to disabled students if they already receive the Disability Compensation Benefit. This issue is still under discussion.

<http://www.enseignementsup-recherche.gouv.fr/cid20231/aides-et-financements.html>

## 4. Trainees' wages in CFA and CFAS training centres

Trainee wages are a percentage of the minimum wage (SMIC), which depends on the age and the curriculum level of the trainee (there is a progressive increase).

## 5. Education allowance for a disabled child

The Education allowance for a disabled child (AEEH) is a family benefit paid by Social Security to contribute to education and care expenses for a disabled child. Children from birth to 20 years of age are entitled to this allowance.

The basic amount of the allowance is 124.54 € a month. Supplements to the allowance may be added, which range from 93.41 € to 1029.10 € a month, depending on:

- the nature and severity of the child's impairment, the amount of need for assistance and the expenses incurred,
- the reduction or interruption of one or both parents' professional activities

Single parent families are entitled to supplements that range from 50.60 € to 416.44 €.

On the basis of the assessment of the impairment and needs carried out by the local multidisciplinary team of the local office for disabled persons (MDPH), the local commission of rights and autonomy of disabled persons (CDAPH also named CDA) takes decisions to allocate the allowance (and complements) for a period of 1 to 5 years and forwards its decision to Social Security for payment. The decision can be revised before the end of the period if the child's impairment gets worse.



If the CDAPH recommends specific education and care measures, an assessment of their implementation is carried out within two years.

If the child is in a boarding special education institution that provides for all expenses, the allowance will only cover the periods when the child returns home (week-ends and vacations).

- How much financial support does the student or trainee get? (e.g. is there a minimum, maximum, or average amount?)

Annual rates for the 2010-2011 academic year are as follows:

### **Social criteria scholarships annual rate**

1st bracket: €1,525

2nd bracket: €2,298

3rd bracket: €2,945

4th bracket: €3,590

5th bracket: €4,122

6th bracket: €4,370

Recipients of university scholarships are exempt from payment of university registration fees, social security fees and registration fees for some competitive examinations (public service, management schools etc.).

- The Disability Compensation Benefit (individual budget) is based on an assessment of the student's needs. The average DCB monthly amount per person was 1,010 Euros in 2008. (Debout C. & Lo S-H, *Etudes et Résultats*, n°690, Mai 2009). However, this is the average for all disabled persons who benefited from the DCB. No data is available by age groups and social characteristics.

- Does the payment go to the student/trainee or to the college/provider? How is this organised?

- 

Grants and Disability Compensation Benefit (DCB) are paid to the student:

- Grants applications must be submitted to the regional funds for university and schoolactivities (CROUS, *Centre régional des oeuvres universitaires et scolaires*, organised in a national network, CNOUS), under the authority of the Ministry of Higher Education and Research), which then allocate the grants.
- DCB applications must be submitted to the Departmental House for disabled persons, examined by its Commission of Rights and Autonomy (CDAPH) that sets the amount of individual budget to be allocated.

- How many people are benefiting from this type of support?

Data is not available on the number of people who receive this support.

- Who decides how much financial support each student receives, and how is this assessment done?

Whether for a university grant or for the Disability Compensation Benefit, the assessment of the disability and of the needs (human and material) of the student is carried out by the multidisciplinary assessment team of the Departmental House of disabled persons (MDPH), and based on the life project of the person. The Commission of Rights and Autonomy (CDA) allocates the DCB (individual budget) on the basis of this assessment. Any disabled person from birth to 60 years old is eligible to the DCB under the following conditions: being a resident in France and being assessed as having functional difficulties: either total difficulty to perform one of 19 activities of daily life (grouped in four domains: mobility, personal care, communication, general tasks and demands and interpersonal relationships) or severe difficulty in performing 2 of these activities. However eligibility to human assistance is more restrictive. The person must be assessed as having a total difficulty performing one daily life activity or severe difficulties performing two daily life activities out of a list of 5 activities (instead of 19) of personal care and mobility in and outside the home. It is important to note that the assessment, carried out by the multidisciplinary team of the Departmental House of disabled persons, is not based on an impairment rate (as is the case for adult and child allowances) but on a functional scale.

- Who pays for this financial support (e.g. does funding come from social security, social services, health services, personal contributions, NGOs, are disabled students and their families also expected to make a financial contribution, etc.)?
  - University grants are paid by the Ministry of higher education and research
  - DCB is paid by the CDA of the MDPH (out of the national non-contributory fund (taxes) distributed to departmental MDPH by the National solidarity fund for autonomy/CNSA)
- Is there any published evidence about the equity or effectiveness of this financial support?

There is no publication on the equity or effectiveness of financial supports, but there have been complaints made by disabled students on internet forums.

- Would this type of financial support be available to a disabled student who was studying in another country as part of their course?

Yes. The student, disabled or not, who has a scholarship is entitled to use it to study in another country. The DCB is maintained if the student studies abroad.

- Would this type of financial support be available to a disabled student from another country who was studying in your country?



Disabled students from other countries are entitled to apply for a disability compensation benefit if they are residents in France.

#### **Section 4(b): Personal assistance, equipment and adaptations**

Please consider the practical assistance that is available to young disabled people learning in any of the main education and training contexts (e.g. post-compulsory schooling, colleges, universities, government training schemes, employer-based training schemes). In each example:

Personal assistance, equipment and adaptations can either be applied for by the person herself on the basis of the DCB if she/he is entitled to it, which then includes personal human assistance, technical aids, housing and vehicle adaptations, animal aids, for her /his own private use, or can (should) be provided by the educational setting in terms of accessibility on one hand and personal support, equipment and adaptations on the other.

According to the 2005 Law and to the Disability-University Charter, universities are expected to be accessible and to provide accessible housing (accessible students' room) and accessible facilities (restaurant, library, etc.). As mentioned above in this report, accessibility of university premises is far from being generalized yet, and it is unlikely that the legal obligation for universities to be accessible by December 2010 or December 2015 at the latest will be met by these dates.

The personal support, equipment and adaptations universities are expected to provide include sign language interpreters, Braille transcriptions and computers, tutoring, note taking, documentation search assistance, free photocopying, adapted computers and teaching materials and adapted exam conditions.

A description of university provisions for disabled students is provided by Georget and Mosnier (op.cit.) but this report has not been updated since 2006 and is based only on a sample of 20 universities.

Adapted exam conditions seem to be generalized; these adaptations are regulated by ministerial implementation guidelines (Circulars of 1985, 1994 and 2003) and put in place upon the agreement of the directors of the higher education institution concerned and the recommendation of the university prevention medical service. Since 2005, with the creation of the Departmental Houses for disabled persons and the Commissions of Rights and Autonomy (MDPH and CDA) as the single centralized gate-keeper for disability rights and provisions, the medical practitioners that recommend adapted exam conditions are now designated by the CDA of the MDPH (decree 2005-1617 of Dec. 21, 2005, art. 4).

Adapted curricula -and specifically relaxed measures regarding the duration of the first cycle in order to spare disabled students the rule of exclusion linked to a required number of courses- are still not the rule in higher education, apparently due to ignorance of the issues.



The availability of adapted equipment and support still depends on the commitment of universities, on the amount of money they are willing to spend for this type of equipment and on the extent of the involvement and resources of the Disability offices expected to be set up by now in all universities (Disability-University Charter).

Disability offices are expected to provide clear and easy to find information about their locations and opening times. The facilities these services provide vary to a great extent. Some have just an office where the person in charge of the reception of disabled students can meet them, some others have a meeting room, a work room for the use of the students equipped with adapted computers, Xerox machines (Paris VI, Paris VII, Orléans, Limoges, Grenoble-SAH) and others have no office at all and the service is restricted to the person in charge. Information about their function and provisions varies considerably as well. A large number circulate flyers, leaflets and/or post information on their websites, with useful addresses, telephone numbers of the different departments of the university, of the persons in charge, and of local authorities (commune, department), students associations and disability NGOs.

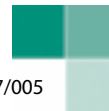
One of the responsibilities of the person in charge of the disability office is to set up contacts between the disabled student and all the persons that can help with his/her integration and to help him/her with administrative steps (registration, social services, or external services, etc.). The person in charge of the disability office is also the liaison with the persons in charge of the different teaching units the student attends.

Tutoring and individual support is organized by the disability office in collaboration with the teachers of the courses attended by the student. The school life assistants that are put in place in primary and secondary education do not exist in higher education. The extension of this service to higher education is an open question.

Tutoring is provided by students following the same courses as the disabled student.

Tutoring and support sessions are paid for by the universities, either from their own funds or from funds allocated by the Ministry on a four year contract dedicated to the improvement of the reception and life of the students, or from the fund of solidarity and development of students initiatives (FSDIE).

Regarding technical aids and adapted equipment, disabled students may purchase their personal equipment and aids with the DCB if they are entitled to it. As mentioned previously in this report, some academies allow disabled students to keep the equipment they were provided with in high schools when they go on to higher education. However this practice is not generalized and depends on the decision of each académie.



Beyond these items of personal equipment, universities put significant efforts into acquiring adapted individual and collective equipment (computers and software adapted to different types of functional limitations (hands, hearing, visual etc.), large classroom screens, enlargers, tape recorders and magnetic loops in classrooms and lecture halls for hearing impaired students<sup>15</sup>.

An important form of support is online courses and tutorials on universities websites. Georget and Mosnier's report mentions the reluctance of some teachers to have their courses recorded and written up and consequently there is a need to raise the awareness of university staff of the rights of disabled students.

However these investments are still insufficient due to a lack of financial resources and also often due to a lack of technological skill required to adequately design, maintain and update these items of equipment that are constantly improving and developing. Occupational therapists and specialized service providers could be usefully employed for that purpose, but as yet university budgets do not include funding for these types of professionals.

The EPSE 2006 survey (*Expertise et prévention de la santé des étudiants*) carried out by LMDE on « University and disabled students » in 64% of universities (54 of them) focused on the accessibility of university premises and facilities and on adapted equipment and forms of support. The respondents were university staff on one hand and disabled students on the other. The results on the far too restricted non-representative sample of 320 disabled students (principally with motor or sensory impairments) out of over 8 700 disabled students attending university in 2006 do however provide some indications. 7% of students benefitted from a sign language interpreter, 21% from note taking assistance, 35% from adapted computers, 31% from pedagogic support, 20% from Braille transcriptions and 28% from documentation search assistance. No further national study has been carried out since on adaptations and accessibility.

It is expected that vocational training centres will provide adapted work stations, equipment and tutoring.

Information on university provision for disabled students can be found on various websites such as: *Etudiants handicapés, quels sont vos droits ?* (Disabled students, what are your rights?), *Outils pédagogiques à l'université pour les étudiants handicapés* (Pedagogical tools at university for disabled students)

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<sup>15</sup> According to Georget and Mosnier, the small number of students with hearing impairments in university is due to the difficulties they meet with getting technical aids. Several universities (Saint-Etienne, Toulon, Bretagne Sud, Toulouse I, and Tours) have made agreements with local hearing impaired persons' NGOs to share their human, technical resources and experiences to improve the integration of hearing impaired students. Some other universities (Toulon-Var, Toulouse II, and Lille III) have introduced teaching of sign language in their curricula (optional or regular training).





- Who can receive this kind of practical assistance?

Disabled students or trainees who receive a DCB after assessment of their functional needs and the agreement of the CDA, may cover their personal assistance and technical aids needs with this personal budget, and can also benefit from the university or training centre provisions when available.

Students who have explained their needs to the Disability Office of the university they attend may receive practical assistance if it is available.

- Who provides this practical assistance and how is it organised (e.g. via a support worker or personal assistant, employed by the college or by the student, etc.)?

A personal assistant may be employed directly by the disabled person who receives the DCB.

The assistance provided by a higher education institution (university, training centre etc.) is employed by the institution as described above.

- How much practical assistance can the student or trainee get? (e.g. is there a minimum, maximum, or average amount?)

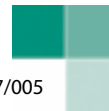
There is no national data available yet on the types and amounts of assistance provided per person and covered by the DCB, provided by the National Fund for Vocational Integration (AGEFIPH) or by higher education institutions.

- Who decides how much practical assistance each student receives, and how is this assessment done?

Prior to the allocation of a DCB, the disabled student or trainee has to submit his application to the MDPH (Departmental House of disabled persons) and an assessment has to be carried out with him and the multidisciplinary team of the MDPH to assess the amount of his specific needs.

In university, the disability office examines with the student what his/her needs are and provides him/her with assistance (note taking, sign language interpreter, Braille transcriptions, adapted computer, tutoring, adapted exam conditions, adapted housing if available and so on.)

- Who pays for this (e.g. refer back to section 4.1 – or does funding for practical assistance come from social security, social services, health services, personal contributions, NGOs, are disabled students and their families also expected to make a financial contribution, etc.)?



If the person receives a DCB, this personal budget is assessed according to the person's needs and paid by the MDPH.

In vocational training centres and internship in employment the National fund for vocational integration (AGEFIPH) may contribute part or all of the cost of the adaptations and equipment needed.

In general, allowances and the DCB do not totally cover the needs and extra costs generated by a disability and families have to contribute financially.

Accessibility of buildings is a public responsibility: the commune is responsible for primary schools; the department for colleges (secondary education) and the region for high schools and universities.

- Can disabled students control their own financial budgets for practical assistance with their learning (e.g. by using a direct payments or personal budgets, etc.) How does this work?

A person who benefits from a personal budget with a DCB controls their own budget provided that she/he provides receipts of her/his expenses to the MDPH.

The students, whether disabled or not, who are granted a university scholarship control their own budgets.

- Is there any published evidence about the equity or effectiveness of practical assistance with learning?

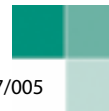
There is some published evidence of the effectiveness of assistance in primary and secondary education (*Nouvelle revue de l'adaptation et scolarisation*. Janvier, juillet 2009; Plaisance, 2009; Belmont et al., 2006), but none in higher education or vocational training.

- Would this type of practical assistance be available to a disabled student who was studying in another country as part of their course?

A disabled student studying in another country can take along the personal assistance or technical aids and equipment he pays for from her/his personal budget (DCB).

There is no general rule regarding university lending of adapted material; it is left to the university to decide whether to lend a student adapted materials (computers, software etc.) that he may be provided with if he/she is studying abroad as part of his/her course.

- Would this type of practical assistance be available to a disabled student from another country who was studying in your country?



As explained above, a disabled person from another country may apply for a DCB if he is a resident in France.

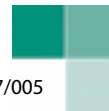
A disabled student from another country studying in a French university would have access to the support and practical assistance devices available in the university he attends.

### **Equipment and accessibility**

As above, in each example (i.e. for equipment/adaptation that is specifically to provide access to the learning process or learning environment):

- What kind of equipment or environmental adaptations can be provided for students and trainees, and who is entitled to them (e.g. refer back to Section 4.2 or explain if different)?
- Who provides this type of equipment or adaptation for disabled students? How is this organised? (e.g. does specialist equipment belong to the student, the college or the funder?  
Can disabled students control their own financial budgets for equipment?  
How does this work?)
- Who decides what equipment or adaptation each student receives, and how is this assessment done? (e.g. is there a limit to the available funding for this equipment or adaptation?)
- How many people are benefiting from this type of equipment or adaptation?
- Is there any published evidence about the equity or effectiveness of equipment or adaptations provided for the purposes of education and training?
- Would this type of equipment/adaptation be available to a disabled student who was studying in another country as part of their course?
- Would this type of equipment/adaptation be available to a disabled student from another country who was studying in your country?

These questions are answered in the previous section



## Section 5: Evidence of good practice

Tutoring: a support scheme in universities and higher education that proves quite efficient and benefitting both parties.

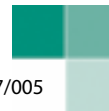
Initially meant for non disabled students facing difficulties in first and second year of university to improve university success rates, tutoring and individual support have been extended to disabled students, as described by Georget and Mosnier (2006) in their study of disability policy in 20 universities. Since 2006 tutoring of disabled students has spread into most universities and a number of higher education schools, although not generalized yet.

Tutoring devices and sessions are organized by the person in charge of the university disability office. Tutoring is provided by students following the same courses as the disabled student. The tutor and the disabled student following the same curriculum allows a respect for the confidentiality that the disabled student may wish: it is not apparent whether a tutor is taking notes for himself or for the other student. The tutor can also help with typing papers, documentation search, secretariat for exams, and other student tasks and activities (sports ...). According to the number of hours support allocated to the disabled student, support may be shared by two tutoring students to cover the absence of one of them. In some universities tutoring and support is provided by teachers.

The tutoring and support sessions are paid for by the universities, either from their own funds or from funds allocated by the Ministry on a four year contract dedicated to the improvement of the reception and life of the students, or from the fund of solidarity and development of students initiatives (FSDIE).

Higher education institutions other than universities (technological university institute (IUT), for instance) can apply for support from the regional authority (Conseil régional). The tutors are most often paid on a sessional basis, but some universities encourage voluntary help.

Universities develop specific devices or programs to encourage and improve tutoring and support, such as interview of students to assess their motivation for tutoring (University of Limoges), optional curriculum to raise awareness and facilitate support relations between non-disabled and disabled students ("actions solidarité" for L and M levels students, University of Paris VI), course on disability in the framework of student commitment programs (University of Paris VII), sign language courses to non-disabled students (University of Mirail-Toulouse II).



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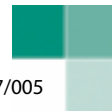
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