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ICE 2008

Since 1934, the ICE has been a global forum for promoting policy dialogue among Ministers of Education and other stakeholders (researchers, experts, representatives of intergovernmental organizations and civil society).

**From inclusive education to an inclusive society**

- **Foster the discussion on the concept of inclusive education**
- **Analyze the role of governments in developing inclusive education policies**
- **Focus attention on educational systems that provide lifelong learning opportunities**
- **Role of teachers** in responding to different expectations and needs of learners
Relevance of inclusive education in the world today

"To talk of inclusion, we must do much more to encourage children to be present in the classroom (...) we must marginalize marginalization"

Framework Action: Children vulnerable to processes of exclusion, or are at risk of being marginalized in the school

Education system which makes the inclusion its central axis, consistent with the model of the desired society

Going to school does not guarantee a quality school, we may still exclude students from learning within school

Building a society with equal opportunities and social cohesion
Open Debates on Inclusive Education

Four key elements for conceptualizing inclusive education

As a **process** to address the various expectations and needs of all students

As attendance, **participation** and **quality results** achieved by ALL students

As identifying and removing **barriers** to learning

As an emphasis on those groups who are most at risk of **exclusion** and **marginalization**

*Guidelines for inclusion* (UNESCO, 2006)
Inclusive Education: Approaches, Scope and Content

• Inclusive education as a fundamental way towards the advancement of **Education For All** (EFA) and **life-long learning**. A transversal approach to the entire education system (from education policy to schools and classes) to energize and accelerate EFA efforts in order to help achieve a proper synthesis between equity and quality.

• A comprehensive vision and approaches appropriate for **diversity and difference**.

• **Target groups**: consensus about the need to better serve students with special educational needs, but no consensus on priority groups (long and varied agenda).

• Inclusion is an evolving concept. A lot has been established but there are gaps between what we know and what we implement.
Theme 1: Key Discussion Points

Inclusive Education: Approaches, Scope and Content

• **Inclusion and excellence** are irreconcilable? Research and international assessments (such as PISA), show that inclusive practices do not impede excellence but rather strengthen it.

• **The government's responsibility** to help enforce the right to education through:
  - Legal action and legislation
  - The provision of education and educational resources
  - Inter-sectoral approaches to engage multiple public and private institutions
  - The conceptual and operational coordination of social policies is a key factor to address diversity as well as to achieve social and educational inclusion.

• The **necessary responses** to address the root causes of exclusion:
  - Strong political will
  - Appropriate training of teachers and flexible teaching approaches
  - Appropriate management structures, infrastructure, materials, assessment systems, among other things.
Theme 1 : Key Discussion Points

Inclusive Education: Approaches, Scope and Content

• The differences and the confusion between integration (mainstreaming / incorporation of students with special needs in regular schools) and inclusion (essentially means that the school adapts to the child to facilitate personalized learning opportunities for all students)

• Adapt frameworks to various excluded groups (especially rural populations, girls, and students with special needs)

• Language as a factor related to the lack of access to education and to dropouts (lack of support for minority languages, indigenous and migrants).

• Two neglected issues:
  - Early childhood care and education (ECCE)
  - The use of ICTs in promoting the inclusion

• Consensus on the importance of data (about who is not at school, who is at home, why there is lack of access to school)
Inclusive education alone can not build an inclusive society.

Inclusive education refers to a goal as much as a gradual process, it serves as a gateway to the fulfillment and enjoyment of other rights.

Inclusive education viewed as a moral issue or a learning strategy?

Policies must take a rights-based approach, supported by appropriate legislation.

There is no strong consensus on how to implement inclusion at the classroom level (differentiated teaching within a regular school or separation between regular and special schools).
Theme 2: Key Points of Discussion

Inclusive Education: Public Policies

• Policies should provide a basis for the development of citizenship skills in students and for assuring quality

• The need for extensive collaboration and support from all sectors of society to achieve a consensus through participatory, multi-sectoral dialogue between the multiple groups involved (stakeholders)

• The financing of inclusive education (issues relating to competition, privatization and decentralization) and the impacts of market-based education

• Debate about the contribution of private institutions to inclusive education
Theme 2: Key Points of Discussion
Inclusive Education: Public Policies

• Provide resources to **prepare and support** teachers and professional educators who play a fundamental role in achieving quality education.

• The key role of the **state** in promoting inclusive education as a **public good**, which contrasts with the trend towards the privatization of educational services.

• Multi-sectoral public policies on inclusive education must be **accompanied by and in accordance with** other social, cultural and language policies, etc.

• The wide **dissemination and sharing** of public policies on inclusive education as a way to strengthen a global partnership committed to inclusion.
Theme 3: Key Points of Discussion
Inclusive Education: Systems, Links and Transitions

- Need for a holistic approach based on inclusive education that can be adapted to the complexities and specificities of national situations
- Interfaces between the formal and non-formal education and methods to assess competencies in both types of education
- Partnerships with families who play an active role in shaping positive attitudes towards inclusion
Theme 3: Key Points of Discussion

Inclusive Education: Systems, Links and Transitions

• Importance of access to early childhood education

• Partnerships between various actors and institutions (stakeholders, collaboration of civil society and international organizations with national governments)

• Transitions within the school system and between the education system and work

• The challenges of designing curriculum to include all students and ensure equal access to all levels of education and all types of schools (including access, processes and results)
Theme 4: Key Points of Discussion

Inclusive Education: Learners and Teachers

• There is a need to strengthen teachers’ competencies / skills in inclusive education, and to reform teacher training in its form and content

• Teacher training alone is not sufficient as inclusive education begins with the attitude of a teacher

• The status of students with special educational needs: from a clinical approach to a rights-based approach
Theme 4: Key Points of Discussion

Inclusive Education: Learners and Teachers

• The challenge of inequality and discrimination among students based on socio-economic, ethnic and cultural profiles (e.g. the competencies and learning outcomes achieved)

• What is expected of students: the relevance of having high expectations about their performance

• The need to build networks and communities of practice for teachers and strengthen partnerships between the parents and the school

• The use of ICTs to support the development of a culture of achievement and to promote the principles of equity and inclusion

• Increased opportunities to learn and share best practices, research and pilot projects
Theme 4: Key Points of Discussion
Inclusive Education: Learners and Teachers

• The dialogue between learners and teachers and the importance of listening to students

• Recognizing that teachers are strengthened and empowered through practical support in schools and classrooms and through the engagement of families and communities

• Disagreements over how to deal with specific issues such as religious instruction in the classroom

• Schools as the places to protect and take care of children in conflict situations
Conclusions and Recommendations

Representatives of 153 Member States

• “... governments [...] should recognize the importance of a broadened concept of inclusive education”

• “we reaffirm the importance of inclusive education for reducing poverty and improving health, incomes and livelihood. Therefore, despite the current global financial crisis, we emphasize that funding for education should be a top priority [...]”

• “... we call upon Member States to adopt an inclusive education approach [...] as a way to further accelerate the attainment of EFA goals as well as to contribute to building more inclusive societies”
Conclusions and Recommendations
Approaches, Scope and Content

1. “Acknowledge that inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity […]”

2. “Address social inequity and poverty levels as priorities […] within a framework of intersectoral policies”

3. “Promote school culture and environments that are child-friendly, conducive to effective learning […]”
Conclusions and Recommendations

Public Policies

4. “Collect and use relevant data on all categories of the excluded […]”

5. “Consider as appropriate the ratification of […] the Convention on the Rights of Persons with Disabilities […]”

6. “Pursue education in the public interest […] in close partnership with civil society and the private sector”

7. “Develop policies that provide educational support for different categories of learner […]”

8. “View linguistic and cultural diversity in the classroom as a valuable resource […]”

9. “Design effective curricular frameworks […] adopting a flexible approach”
Conclusions and Recommendations
Systems, Links and Transitions

10. “Provide for the participation and consultation of all stakeholders in decision-making processes […] with the government playing a leading and regulatory role […]”

11. “Strengthen the links between school and society […]”

12. “Develop early childhood care and education (ECCE) programmes that promote inclusion […]”

13. “Strengthen the use of ICT’s in order to ensure greater access to learning opportunities […]”

14. “Provide high-quality, non-formal educational opportunities […]”

15. “Enhance efforts to reduce illiteracy as a mechanism of inclusion […]”
Conclusions and Recommendations

Learners and Teachers

16. “Working to improve their [teachers] status and their working conditions, [...] recruiting suitable candidates, and retain qualified teachers [...]”

17. “Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations [...]”

18. “Support the strategic role of tertiary education in the [...] training of teachers on inclusive education practices [...]”

19. “Encourage innovative research in teaching and learning processes related to inclusive education”

20. “Equip school administrators with the skills to [...] promote inclusive education”

21. “Take into consideration the protection of learners, teachers and schools in times of conflict”
Conclusions and Recommendations
International Cooperation

22. “Recognize UNESCO’s leading role with regard to IE through:
• Promoting the exchange and dissemination of best practices;
• [...] advice to countries [...] 
• Encouraging South-South and South-South-North cooperation [...]
• Encouraging efforts to increase resources for education
• [...] assist the LDC and countries affected by conflict”

23. “Request other international organizations also to support Member States in the implementation of those recommendations [...]”

24. “Disseminate the Conclusions and Recommendations, [...] among the actors and partners of the international educational community [...]”
Proposals for Action

Proposals for governments
- Information Systems
- Public expenditure on education
- Measures for inclusion
- Legislation
- Exchange of good practices
- Support networks of teachers
- Private sector engagement
- Inter-sectoral policies

Proposals for UNESCO-IBE
- Strategies for policy dialogue
- External advice
- Development of culture, policies and practices of inclusion
- Observatory of Inclusive Education
- International Studies

Proposals for schools
- Strategies for collaboration between teachers and families
- Innovation processes in schools
An inclusive society welcoming diversity

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