

## Inclusive education

### What is inclusive education?

"Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children". ( [UNESCO, Guidelines for Inclusion: Ensuring Access to Education for All](#)) The issues of inclusive education are mainly the quality of teaching, the flexibility of the curricula and the development of citizenship and ethical values.

### The challenge of inclusive education

Inclusive education aims to reinforce social cohesion.

To know the impacts of the education system in the process of development, it is necessary to be interested in the relations between education and conflict not only in times of crisis but in a more general way.

As the Department for the International Development (DFID) underlined it in the report [Education, Conflict and International Development](#), education can be a solution or source of problem, it can contribute to attenuate the conflicts and to support the process of peace but also to exacerbate the hostility between the groups subjected to an ethnic tension.

### Means to take up this challenge

1. Build a common national identity based on diversity: to have a multilingual and multicultural design of the national identity. It is important to recognize all the parts of the community and to create the "unit in diversity".

[Convention on the protection and the promotion of the diversity of the cultural expressions](#)

2. Give the school back to the community: in the developing countries, the contents and the mode of organization of the school are not representative of the local and national cultures because they are based on a model born in Europe. Thus, the school becomes a means of alienation which creates a cultural gap between educated children, the parents and the community.

3. Make the education system heterogeneous: the education systems have a fictitious image of cultural homogeneity through the invention and the use of a national literature, the promulgation of a common national language, the construction and the imposition of a common culture, the belief in a shared history and a destiny and common expectations and behaviors translating a single direction.

More information:

- Inclusive education and UNESCO: definition, principles and implications:

[http://portal.unesco.org/education/fr/ev.php-URL\\_ID=7498&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/fr/ev.php-URL_ID=7498&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[http://portal.unesco.org/education/en/ev.php-URL\\_ID=11891&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=11891&URL_DO=DO_TOPIC&URL_SECTION=201.html) - eng-

- Education of quality:

[http://portal.unesco.org/education/fr/ev.php-URL\\_ID=38237&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/fr/ev.php-URL_ID=38237&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[http://portal.unesco.org/education/fr/ev.php-URL\\_ID=27856&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/fr/ev.php-URL_ID=27856&URL_DO=DO_TOPIC&URL_SECTION=201.html)

- Languages and education:

<http://www.ibe.unesco.org/curriculum/AfricaPdf/nairnaum.pdf>

<http://www.ibe.unesco.org/international/ice47/French/Organisation/Workshops/Background%20at-2-FRE.pdf>

[http://www.adeanet.org/downloadcenter/novembre05/V17N2fre\\_web2.pdf](http://www.adeanet.org/downloadcenter/novembre05/V17N2fre_web2.pdf)  
<http://www.un.org/french/pubs/chronique/2003/numero2/0203p42.html#top>

- Education and conflicts:

[http://www.ibe.unesco.org/International/social%20cohesion/Social%20Cohesion%20pdf/reportfinal08\\_05int.pdf](http://www.ibe.unesco.org/International/social%20cohesion/Social%20Cohesion%20pdf/reportfinal08_05int.pdf) - eng-

Pédagogies and pedagogues du Sud, S.Tawil and A.Harley

Education, Conflict and Social Cohesion, edited by S.Tawil and A.Harley, 2004

Planifier l'éducation en situation d'urgence et de reconstruction, Margareth Sinclair, 2003