

**INTERNATIONAL WORKSHOP ON INCLUSIVE EDUCATION
LATIN AMERICA – SOUTHERN CONE AND ANDEAN REGION**

Buenos Aires, 12-14 September

WORKING GUIDELINES FOR THE SESSIONS

This document provides some ideas and criteria to coordinate the development of each of the 11 sessions of this International Workshop. Sessions having similar purposes have been grouped.

SESSION 1 – Inclusive Education and Inclusive Society. What can we do and promote from the educational systems?

The central purpose of this session is to open a broad conceptual discussion, providing empirical evidence about the problem of inclusive education and society in Latin America. Participants are encouraged to raise different perspectives and viewpoints regarding this problem, taking into consideration the relationship “education-society”.

Some questions to orientate the presentations:

1. How should we approach the problem of inclusion from a regional perspective, taking into account the essential factors, the opportunities and the challenges involved in the complex relationship “inclusive society – inclusive education”?
2. How and to what extent are the education systems contributing to the processes of inclusion? (for example, enrollment, curricular orientations, teaching-learning processes and school and classroom practices).
3. In what ways and through what policies and practices can education systems contribute to achieve a more inclusive society?

SESSION 2 – Inclusive Education as key strategy for the attainment of the goals of Education for All (EFA) and as a Right. Where are we? Where do we wish to go? And where can we go?

The central purpose of this session is to address the challenges faced by the processes of inclusive education in the region according to the double challenge of endorsing the Right to Education as a central option of the educational social policy, as well as dynamizing and strengthening the attainment of the EFA goals on the basis of a holistic and integrated approach of the education system.

Some questions to orientate the presentations:

1. How do inclusive education proposals feed the delimitation, the scope and the content of the Right to Education?

2. Can inclusive education be an organizing principle and a central strategy to strongly and definitely renew the region's commitment on the attainment of the EFA goals, and particularly, with respect to the effective democratization of Basic Education?
3. What is the thematic and strategic emphasis that the consideration of inclusive education brings as regards the EFA goal of education quality?

SESSIONS 3 and 4 – The concept and the practice of Inclusive Education. Which are the core themes for the discussion in other regions?

The central purpose of these two sessions is to analyze the advances and the core themes as regards inclusive education in different regions of the world, so as to provide a comparative framework to analyze and enrich the subsequent discussion on Latin America and particularly, on the Southern Cone and Andean region.

Some questions to orientate the presentations:

1. How is inclusive education conceptualized? Which are the groups who benefit from the policies and programs of inclusion? What are the main strategies used?
2. What are the main advances with respect to this in the region? (concerning visions, strategies and practices)
3. What main problems and difficulties should be considered to have a comprehensive vision of inclusive education? What policy priorities are currently being discussed and how are they being implemented?

SESSIONS 5, 6, 7 y 8: Inclusive Education in the Southern Cone and the Andean Region

The central purpose of these four sessions is the sharing of a global outlook of the situation of inclusive education –as regards conceptions, policies and practices- in every country of the region, as well as elaborating an agenda of pending challenges and possible policies.

Some questions to orientate the presentations:

1. What are the critical aspects of the definition of inclusive education in your country?
2. How has the concept of inclusive education been incorporated to basic education, and, more specifically to the articulations Early Childhood education-Primary education and Primary education-Secondary education?
3. What are the main achievements in your country with regard to inclusive education? What are the main obstacles? What are the main challenges?

SESSIONS 9 and 10: Dialogue among Vice-Ministers – Dialogue among consultants and speakers.

The central purpose of this session is to generate open, plural and constructive spaces to discuss how the Southern Cone and the Andean region can advance on the elaboration of an agenda on inclusive education, strengthening the political and technical wills concerning shared visions, objectives and strategies.

Some questions to orientate the presentations:

1. Identify the common elements of both regions (Southern Cone region – Andean region) in terms of
 - priorities and policies
 - main achievements
 - difficulties and obstacles
2. What conclusion can be drawn from the comparison between Latin America and the other regions? What are the common concerns and in what way they feed the elaboration of a more universalized agenda as regards inclusive education?
3. What should be the main public priorities on this matter?

SESSION 11 – Submission in plenary session of the results of the dialogues (sessions 9 and 10) and design of a critical roadmap to elaborate a regional agenda on Inclusive Education.

The central purpose of this session is to design, on the basis of the viewpoints shared in sessions 9 and 10, a critical roadmap consisting of dimensions and actions around Inclusive Education that can be *a posteriori* developed through the regional communities of practice and finally, shared in the ICE 2008.

1. What discussions or debates should we foster?
2. What policy guidelines and strategies should be encouraged?
3. What cooperation instances could be established among the different countries?

As a possible reference framework, we attach the critical roadmaps designed in the regional workshops of South-East and East of Europe (Sinaia, Romania, 14-16 June 2007) and East and West Sub-Saharan Africa (Nairobi, Kenya, 23-27 July 2007).