

SYNTHESIS REPORT OF WORKSHOP 3

Sub-theme: Inclusive education: systems, links and transitions

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Themes presented in the debate:

- Inclusive education forms part of a specific economic and social context and should be understood on the basis of holistic approaches that allow the complexities of national situations to be comprehended.
- The establishment of links between formal and non-formal education. The organization of inclusion for all learners and research for efficient methods to recognize the competences acquired by the learners in formal and non-formal education.
- The internal linkage of the education system, as well as the transition of the education system to the real world.
- The priority objectives for inclusive education and the challenges of preparing curricula capable of catering to the situation of all learners. Equitable access to different levels of education and to different types of schools that would favour an improvement in retention rates and success at school. The identification of appropriate strategies for the specific needs of target groups.
- Access to education and to care from early childhood and acquisition of the basic fundamentals so that children may then proceed successfully through the different stages of basic education and higher education.
- Partnerships between the various educational actors in order to promote inclusion and the co-ordination of existing services within a country, within international organizations and within civil society as a first step towards inclusive education.
- The concept of inclusive education as a vehicle enabling progress to be made towards Education for All and Education throughout Life. The need to clarify the various concepts linked to the ideas of Inclusive Education, Education for All and Education for Children with Special Needs.

Good practices:

- Examples are presented showing that civil society and international organizations can play a role in the transition towards inclusion by contributing to the alignment of national developments with contemporary international trends.
- The cases examined show that international organizations and civil society can collaborate at the national level with ministries to prepare inclusive educational policies through the promotion of inclusive education projects.
- During the two workshops, different experiences were presented from Cambodia, the Republic of Congo, the Syrian Arab Republic, Colombia, the United Arab Emirates, Spain and Venezuela. Moreover, the workshops benefited from the presence of a representative of the Aga Khan Foundation and a specialist in the field of technical and vocational education.
- Examples of good practices:
 - Intersectoral and inter-ministerial co-operation;
 - A new regulatory and legislative framework;
 - Teacher training based on the principles and practices of inclusive education;
 - National campaigns accompanying the introduction of inclusive education projects;
 - Use of the mother-tongue as a learning language;
 - Improving basic education through the use of a flexible curriculum, new materials and appropriate teaching practices;
 - Better linkages between general and technical education;
 - Various types of support for learners in their personal development;
 - The creation of a consultative group on care and development during early childhood devoted to the improvement of the situation of young children at risk. This group consists of a wide network of organizations and people all with the desire to work for the well-being and all-round development of young children.

Policy Recommendations:

- It is necessary to create education systems that allow each person to learn throughout life. These systems can increase inclusion in different ways, particularly by offering learners equal access throughout the different stages and different levels of learning, as well as establishing linkages and open and flexible channels of transition between formal and non-formal education, and between the different types of schools and streams.
- A necessary balance should be maintained between educational supply and demand, between access and quality, and between what is common for all and what is different.
- To strengthen the role of their educational structures in promoting inclusion, countries should overcome a certain number of problems and difficulties, such as

rigid legislation and restrictive administrative regulations, a lack of policy dialogue between the different partners concerned, and a lack of coherent public policies and co-ordination between the different social partners.

- Since the curriculum is the main means of applying the principal of inclusion in an education system, it has to be sufficiently flexible to respond to the wide range of characteristics among learners. It is necessary to align education systems with the various contexts and realities operating in each country.
- It is absolutely necessary to set up partnerships between the principal partners in order to speed up the transition process towards inclusive education. These partners are the parents, the teachers and other educational professionals, people working in other types of service, teacher trainers and researchers, administrators and managers at the national, local and school level, the world of associations, and members of minority groups at risk of exclusion.
- It is necessary to improve co-operation and co-ordination between international organizations.