

SYNTHESIS REPORT OF WORKSHOPS 4

Sub-theme: Inclusive Education: Learners and Teachers

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Definition

Inclusive education defined as “education that fits for child”. Education that fits does **not** mean one size fits all solutions. Education must fit the diversity of learners we find in every classroom, in every country.

Questions

- What new approaches to teaching, learning and assessment can be implemented to foster inclusiveness, improve learning outcomes and reduce inequality?
- How can schools and communities/families co-operate more closely and more effectively in support of inclusion?
- How can teachers be trained to meet learners’ diverse expectations and needs?

Key messages

- Inclusive Education is an evolving concept and a process
- It does not just **happen**, we **make** it through our own choices
- Must provide teachers with the skills to face the challenges of Inclusive Education
- Reforms in teacher education are needed
- Dialogue between a learner and teacher

- Using diverse teaching strategies (e.g., cooperative group teaching, peer tutoring, classroom climate, behavioural approaches, etc)
- ICT as a tool to engage teachers and learners (e.g., Mauritius has incorporated ICT in its education strategy)
- The real test of inclusion is whether children learn what a country deems necessary
- Inclusive Education depends on what happens in the classroom – every day – every minute
- Inclusive Education should be evidence-based, and so should teacher education
- Empowerment of schools to achieve inclusive education – three elements of strong schools are essential: leadership, institutional climate and a participatory school plans
- Involvement of civil society and NGOs, as well as the community and the home
- Great benefits of sharing research, lessons and good practices and UNESCO should be a clearing house of such information
- Importance of Early Childhood Education to develop a child’s mental health
- Inclusive Education is necessary but not sufficient, as we need inclusive society and inclusive public policies
- We know a lot, BUT:
 - There are gaps between what we know and what we do
 - Lack of links between international and national research.
 - There is still more to learn from pilot projects and research on
 - Learning and development in different contexts
 - Multi-professional collaboration
 - Uses of ICT – the greatest challenge with e-learning/ICT is the capacity of teachers as well as infrastructure limitations of school systems, and the cost of internet.
 - Teacher education and professional development
- Particular and substantial challenges for particular groups remain.