



POLICY GUIDELINES ON INCLUSION IN EDUCATION

What kind of guidelines is needed?

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BARRIERS TO INCLUSIVE POLICY

- Policies that are discriminatory
- Policies that make inclusion ‘dependent on resources’
- Policies that target specific groups who are excluded/marginalised, without focusing on the need to reform the overall system



BARRIERS TO INCLUSIVE POLICY

- There are so many educational initiatives and priorities – how important and relevant is inclusive education?
- Is it not expensive? Can poor countries afford it?
- Is inclusive education an invention from the North being imposed on the rest of the world?
- Schools are already overloaded and facing pressure to achieve targets – does not inclusion make things worse?



CONTENTS

Part 1 Inclusive education: rationale and developments

Part 2 Moving Policy Forward

11.1 Developing inclusive education systems

11.2 Challenges for policy-makers

Attitudinal change

Inclusive curriculum

Teachers and learning environment

Supporting policy cycle



SUPPORTING POLICY CYCLE: CORE AREAS OF CONCERN AND ACTION

- Enrolment of out of school children, youth and adults
- Data system collection
- Inclusive education as a rights issues
- Definition of inclusive education
- Resource allocation
- Holistic Approach
- Communication between different levels of education
- Access
- Quality of education
- Flexible curriculum development
- Teacher education
- Capacity development
- Monitoring and evaluation



CONCERNS ON AND ACTIONS FOR INCLUSIVE EDUCATION

- Policy concerns
- Policy questions
- Gaps to be resolved
- Suggested actions



DATA SYSTEMS COLLECTION

Gaps to be resolved:

- Data systems are deficient
- Data collection is weak and sporadic and cannot be verified
- Planning is difficult without relevant data



DATA SYSTEM COLLECTION

Policy Concerns:

Systems and methods of collecting education-related data is necessary to inform policy and practice

Suggested Actions

- Build appropriate data systems at the national level
- Encourage use of household surveys
- Strengthen the capacity of local NGOs to collect data
- Involve local communities in data collection



INCLUSIVE EDUCATION AS A RIGHTS ISSUES

- Lack of endorsement and implementation of rights instruments
- Children and youth in rural or hard to reach areas are still out of school
- Many adults have no access to educational programmes



INCLUSIVE EDUCATION AS A RIGHTS ISSUE

Policy Concern

Policies and plans must be pro-poor and stress the rights basis for inclusion

Suggested Actions

- Ensure that national legislation is in line with international conventions
- Ensure that policies reflect rights-based and pro-poor approaches and target disadvantaged children
- Support programmes for adult and youth



DEFINITIONS OF INCLUSIVE EDUCATION

- Lack of legislation on inclusive education
- Lack of policies related to inclusive education
- Lack of precise concept



DEFINITIONS OF INCLUSIVE EDUCATION

Policy concern

- Policies have rather unclear definitions. Inclusive education is seen primarily in terms of disability and special needs

Suggested Actions

- Conduct awareness campaigns via media
- Involve communities and local leaders



CONCLUSIONS

- Importance of sharing experiences and practical examples
- Process not a blueprint
- Inclusive education has diverse origins and influences
- Participatory approach



- "Inclusive education is like developing a (new) vehicle. You start by developing the various different parts, then you work out how to put them all together, and then the vehicle starts moving. **But you also have to maintain it, and respond to new problems, in order to keep it moving**"

(from Inclusion in Action, Atlas 2006)

