



48TH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION Inclusive Education: The Way of the Future

SIDE-EVENT 8 REPORT

Date	Thursday, 27 th November 2008
Title of the Side-Event	SIDE-EVENT 8 The right to inclusive education : concerns, issues and challenges
Organisers	International Organisation for the Right to Education and Freedom of Education (OIDEF), in collaboration with UNESCO, OHCHR and a platform NGO active in the domain of education.
Speakers	<p>This Side-Event was moderated by M. Alfred Fernandez, Director General of OIDEF. The round table was made up of five experts representing the points of view of NGOs, States, UNESCO and the UN.</p> <ul style="list-style-type: none">• J. Dias Ferreira, Trainer, the Department of Geneva for Public Instruction (CeFEP), as well as a representative of the United Nations of New Humanity.• F. Ferrer, Professor of comparative education at the University of Barcelona.• P. Meyer-Bisch, Coordinator of the Institute of Ethics and Human Rights and UNESCO-Chair at the University of Fribourg.• T. Del Prado, Office of the High Commissioner for Human Rights.• K. Singh, Secretary of the Joint Expert Group of UNESCO/ECOSOC for monitoring the right to education.
Documentation	<p>Le Side-Event was supported by the following documentation :</p> <ul style="list-style-type: none">• Concept Note of the 8th meeting of the Expert Group of UNESCO/ECOSOC• Institutional Framework Cadre (doc ED/BIE/CONFINTED 48/4)• Document prepared by the NGO group entitled « Education for Inclusion, Above All»• UNESCO documents from their website

Objectifs

The key objective of this round table was to gather together specialized NGOs under the auspices of the OIDEL in order to reflect upon the problems and possible solutions which could be put in place for achieving inclusive education effectively from a human rights perspective. To achieve this, clarification of the concept of inclusive education in terms of its legal, political and cultural aspects, notably with reference to international legal provisions is necessary.

Outcomes

- The right to education, as a fundamental human right has been granted to everyone and therefore has an inclusive dimension.
- To address the growing disparities, we must intensify efforts at the national level to see how laws reflect the right to education.
- The concept of inclusion is close to the notion of socialization for the purposes of the development and well-being of the person as a whole.
- Inclusive education must be directed towards the educating of all children and at the same time must be a reflection of society's diverse components, in terms of gender, ability, socio-economic class, and culture.
- In Geneva, where 42% of students are foreign, we find that pupils with learning difficulties are often excluded children belonging to families who are also mostly marginalized.
- Inclusive education should not only relate to students and teachers, it must also be translated into public policies promoting social inclusion.
- Education policies with a view to inclusion must refer to quality education, which, to be considered as such, must meet three requirements: excellence (good results at all levels), equity (all children are entitled to a good education without interference from their socio-educational background) and efficiency (good results in terms of investment).

Links and implications for the 48th session of the ICE

- The placement of this Side-Event in the ICE was particularly relevant because OIDEL wanted to adopt an approach based on the law. Indeed, under the provisions contained in the different international instruments of the United Nations and UNESCO, the signatory states (and their representatives, participating significantly in the ICE) must work towards the rights of education and non-discrimination.