



SIDE-EVENT 7

Policy Guidelines on Inclusion in Education

organised by UNESCO - Section for Inclusion and Quality Enhancement (ED/BAS/IQE)

Creating inclusive education is a key to establishing inclusive societies. This, however, depends on agreement among all relevant partners on a common vision, supported by a number of specific steps for putting this vision into practice. The move towards inclusion is a gradual one that should be based on clearly articulated principles that address system-wide development and multi-sectoral approaches involving all levels of society.

The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media.

Background

In 2005, UNESCO published its first Guidelines for Inclusion. These guidelines have been used in many countries and there has been a demand for an update. This update builds on earlier experiences as well as the major concerns and concrete areas of action identified in the regional preparatory meetings that were organized for the ICE.

The regional "Focal Points" of the IBE's International Community of Practice (COP) in curriculum development played a crucial role in this process, as did UNESCO Offices and Ministries of Education.

Work modalities

After a few short presentations highlighting the content, structure and challenging messages of the Guidelines, the participants will be invited to share their ideas, experiences and suggestions for utilizing the document in order to guide the working process of its finalization.

Target groups

We hope that these guidelines will serve as a resource for policy-makers and educational planners in their efforts to design more effective policies to reach the EFA goals. They should also be of interest to teachers and learners, community leaders and members of civil society in improving education.

Objectives

- To provide information and raise awareness about the implications of inclusive education as an effective tool to facilitate work towards the EFA goals;
- To raise questions and share perspectives as identified by the members of the pre-preparatory regional meetings for the ICE as crucial issues for the building up of school systems and educational programmes that can lead to attainment of the EFA goals;
- To provide substantive input for the finalization of the policy guidelines.



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Support Documentation

- Information Doc. No. 3 "Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges" (English and French)
- Draft Working Document: Policy Guidelines on Inclusion in Education

Thursday, 27 November 2008

13.30 - 14.45

Room 3

Simultaneous Interpretation: English and French