



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

IBE-UNESCO Preparatory Report for the 48th ICE on

Inclusive Education

**“International Workshop on Inclusive Education,
Andean and Southern Cone Regions”**

**Preparatory Activity of the 48th Session of the
International Conference on Education**

Buenos Aires, Argentina, 12-14 September 2007

Abstract

The International Conference on Education (ICE) is a major international forum for educational policy dialogue among Ministers of Education and other stakeholders (researchers, practitioners, representatives of intergovernmental organizations and NGOs). The ICE is organized by the International Bureau of Education (IBE), the UNESCO institute specialized in assisting Member States in curriculum development to achieve quality Education For All. The IBE Council, composed of 28 UNESCO Member States, has proposed in January 2007 that the 48th ICE session, to be held in Geneva in November 2008, should focus on the theme “Inclusive Education: the Way of the Future”. The 48th ICE will focus on broadening the understanding of the theory and practice of inclusive education while discussing how governments can develop and implement policies on inclusive education. The IBE is hosting a series of regional preparatory workshops dedicated to exploring and advancing inclusive education in preparation for the ICE 2008. The Regional Preparatory Workshop "International Workshop on Inclusive Education, Andean and Southern Cone Regions" was held in Buenos Aires, Argentina on the 11-14 September 2007. This event was organized by the International Bureau of Education (IBE/UNESCO), the Division for the Promotion of Basic Education (ED/BAS, UNESCO Paris), the Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO); University of de San Andrés, Ministry of Science, Technology and Education, in collaboration with the Community of Practice - Southern Cone and Andean Regions; it had the participation of ten countries from the Southern Cone and Andean Regions. This report is based on the workshop's country reports and presentations on the conception and status of inclusive education in participating countries, and on the ideas proposed by participants on what the next steps should be on how to advance inclusive education policy and implementation in the region.

Table of Contents

INTRODUCTION.....	5
I. INCLUSIVE EDUCATION: UNITED NATIONS NORMATIVE FRAMEWORK.....	8
II. CONCEPTUAL DIMENSIONS OF INCLUSIVE EDUCATION	11
2.1 SPECIAL NEEDS EDUCATION	11
2.2 INTEGRATION.....	12
2.3 INCLUSION	13
2.4 INCLUSIVE EDUCATION AND SOCIAL INCLUSION	17
III. INCLUSIVE EDUCATION IN THE ANDEAN AND SOUTHERN CONE REGIONS	20
A. ANDEAN REGION	20
1. Bolivia.....	20
<i>Approaches, Scope and Content</i>	20
<i>Public Policies</i>	21
<i>Systems, Links and Transitions</i>	22
<i>Learners and Teachers</i>	23
2. Colombia	26
<i>Approaches, Scope and Content</i>	26
<i>Public Policies</i>	27
<i>Systems, Links and Transitions</i>	29
<i>Learners and Teachers</i>	31
3. Ecuador	34
<i>Approaches, Scope and Content</i>	34
<i>Public Policies</i>	35
<i>Systems, Links and Transitions</i>	36
<i>Learners and Teachers</i>	37
4. Peru.....	39
<i>Approaches, Scope and Content</i>	39
<i>Public Policies</i>	40
<i>Systems, Links and Transitions</i>	42
<i>Learners and Teachers</i>	44
5. Venezuela	46
<i>Approaches, Scope and Content</i>	46
<i>Public Policies</i>	46
<i>Systems, Links and Transitions</i>	48
<i>Learners and Teachers</i>	50

B. SOUTHERN CONE REGION.....	51
1. Argentina.....	51
<i>Approaches, Scope and Content</i>	51
<i>Public Policies</i>	51
<i>Systems, Links and Transitions</i>	53
<i>Learners and Teachers</i>	54
2. Brazil.....	56
<i>Approaches, Scope and Content</i>	56
<i>Public Policies</i>	57
<i>Systems, Links and Transitions</i>	57
<i>Learners and Teachers</i>	59
3. Chile.....	60
<i>Approaches, Scope and Content</i>	60
<i>Public Policies</i>	60
<i>Systems, Links and Transitions</i>	62
<i>Learners and Teachers</i>	63
4. Paraguay.....	65
<i>Approaches, Scope and Content</i>	65
<i>Public Policies</i>	65
<i>Systems, Links, Transitions</i>	67
<i>Learners and Teachers</i>	68
5. Uruguay.....	69
<i>Approaches, Scope and Content</i>	69
<i>Public Policies</i>	69
<i>Systems, Links, Transitions</i>	70
<i>Learners and Teachers</i>	72
IV. THEMATIC DISCUSSION ON INCLUSIVE EDUCATION.....	74
<i>Approaches, Scope and Content</i>	74
<i>Public Policies</i>	77
<i>Systems, Links and Transitions</i>	81
<i>Learners and Teachers</i>	83
V. CONCLUSION - REGIONAL ROAD MAP: RECOMMENDED ACTIONS ON INCLUSIVE EDUCATION.....	85
APPENDIX.....	91

Introduction

The IBE-UNESCO, through the Community of Practice (COP) in Curriculum Development¹, is organizing a series of Regional Preparatory Workshops on Inclusive Education with the overall goal of initiating a participatory and consultative process, to highlight key issues and challenges in Inclusive Education to be presented at the 48th session of the International Conference on Education: The Way of the Future (ICE 2008).

Each preparatory regional workshop centres on four sub-themes around which the IBE Council has proposed to articulate the 48th ICE.

- (i) *Inclusive Education: Approaches, Scope and Content* (to broaden the understanding of the theory and the practice of inclusive education);
- (ii) *Inclusive Education: Public Policies* (to demonstrate the role of governments in the development and the implementation of policies on inclusive education);
- (iii) *Inclusive Education: Systems, Links and Transitions* (to create education systems which offer opportunities for life-long learning); and
- (iv) *Inclusive Education: Learners and Teachers* (to foster a learning environment where teachers are equipped to meet the learners' diverse expectations and needs).

The IBE Council understands the conference as an opportunity for promoting dialogue among Ministers of Education, highlighting some universal and complex issues, and engaging the audience. The ICE should play a pivotal role in orientating and clarifying the debate on Inclusive

¹ IBE, in conjunction with curriculum specialists from different regions of the world, set up from 2005 onwards, the Community of Practice in Curriculum Development (up to the moment made by 697 members from 85 countries). It is understood as an open and plural worldwide space that contributes to generate collective thinking and action on curriculum issues within the framework of a holistic approach to determining and implementing the Education for All (EFA) goals.

Education. The IBE Council also proposes that the ICE should be based on evidence and involves the Ministers of Education in enriching discussions on evidence-informed policies.

As the second ICE-related workshop, the Regional Preparatory Workshop on Inclusive Education, Andean and Southern Cone Regions had three objectives: The first was to exchange perspectives, strategies and practices with relation to the current status of inclusive education at regional and national levels. The second objective was to identify shared challenges and to discuss policy proposals related to inclusive education in the region. The final objective was to present a regional contribution significantly relevant to the ICE 2008 debates that collects proposals and establishes trends about inclusive education in the region.

This workshop had forty-eight participants including members of governmental institutions, policy-makers, consultants, researchers and educators from ten countries in the Andean and Southern Cone regions - Argentina, Bolivia, Brazil, Colombia, Chile, Ecuador, Paraguay, Peru, Uruguay and Venezuela, one Central American country (Guatemala), as well as the participation of Community of Practice Focal Point representatives from the Commonwealth of Independent States (CIS); Eastern and South-eastern Europe; Eastern and West Sub-Saharan Africa, the Gulf Arab States; and the Finnish National Board of Education. We acknowledge the generous engagement and deep professionalism shown by the workshop's participants (see Appendix 1, Agenda). All participants were from senior levels at governmental institutions (e.g. 4 Vice-ministers of Education), and thus able to influence decision-making processes in the region.

Methodologically, the report² is organized as follows. Following an Introduction, the first section of the report provides a background on inclusive education based on the United Nations normative framework and documents. The second section presents conceptual dimensions of inclusive education. In line with ICE 2008 sub-themes, the third section addresses the current status of inclusive education in the ten Andean and Southern Cone participating countries by identifying as well their challenges, policy initiatives and good practices of inclusive education.

² This report was prepared by Mr. Renato Operti (r.operti@unesco.org) and Ms. Carolina Belalcázar (c.belalcazar@unesco.org), with the assistance of Ms. Leana Duncombe, Ms. Isabel Guillinta Aguilar, and Ms. Jayne Brady; Capacity Development Program, International Bureau of Education, UNESCO.

This section draws directly from country reports, country power point presentations, and discussion notes. Drawing from thematic presentations given during the workshop and relevant notes, the fourth section, presents perspectives on inclusive education organized around the four ICE sub-themes. As a conclusion, the fifth section, presents the proposal of a road map that participating countries developed towards the end of the seminar indicating the various actions workshop attendees consider need to be taken with respect to inclusive education in the region.

I. INCLUSIVE EDUCATION: UNITED NATIONS NORMATIVE FRAMEWORK

Building a truly inclusive society, where all people learn together and participate equally hinges on providing a quality education for all. The United Nations Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. Article 26 of the Universal Declaration of Human Rights, 1948, clearly lays down the foundation for the Education for All movement. It states:

Everyone has the right to education and education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedom³.

Inclusive education seeks to address the diverse learning needs of all children. This is further supported by the Convention on the Rights of the Child, 1989, which states that all children have the right to receive the kind of education that does not discriminate on the basis of disability, ethnicity, religion, language, gender, capabilities, and so on. The principle of inclusive education was adopted at the 1994 World Conference on “Special Needs Education: Access and Quality” in Salamanca, Spain. It was restated at the 2000 World Education Forum in Dakar, Senegal. The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all.

The Salamanca Statement and Framework for Action on Special Needs Education call upon member states to guarantee the implementation of inclusive education in order to bring back children who are excluded into the mainstream educational system. According to the Salamanca Statement, inclusive education means that:

Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. They should include disabled and gifted children, street and working children, children from remote and nomadic populations,

³ United Nations Universal Declaration of Human Rights. (2007). In the *United Nations Website*. Retrieved July 2, 2007 from the United Nation’s Universal Declaration of Human Rights website: <http://www.un.org/Overview/rights.html>

children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups⁴.

The Dakar Framework for Action on Education for All (2000) further supports previous initiatives by calling upon nations to address the needs of learners who are victims of marginalization. It states:

Education for All (...) must take account of the need of the poor and most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health, those with special learning needs⁵.

The Convention on the Right of Persons with disabilities⁶ (2006) specifically addresses the right of all persons with disabilities to education (article 24). In realizing this right, States Parties shall ensure that (a) persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) persons with disabilities can access an inclusive and free quality primary and secondary education on an equal basis with others in the communities in which they live; (c) reasonable accommodation of the individual's requirements is provided; (d) persons with disabilities receive the support required, within the general education system, to facilitate their effective education and (e) effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Providing quality education for all remains one of the biggest development challenges of our times but with effective legislation and policies it is possible to contribute to build a world of

⁴ The Salamanca Statement and Framework for Action on Special Needs Education, Adopted by the World Conference on Special Needs Education: Access and Quality. (1994). In the *United Nations Educational, Scientific, Cultural Organization (UNESCO) website*. Retrieved July 2, 2007 from the UNESCO website: http://www.unesco.org/education/pdf/SALAMA_E.PDF

⁵ Dakar Framework for Action on Education for All. (2000). In the *United Nations Educational, Scientific, Cultural Organization (UNESCO) website*. Retrieved July 2, 2007 from the UNESCO website: http://www.unesco.org/education/efa/ed_for_all/framework.shtml

⁶ www.un.org/disabilities/convention/

inclusion, not only for people with disabilities, but also for all those who are unable to exercise their basic human right to education.

II. CONCEPTUAL DIMENSIONS OF INCLUSIVE EDUCATION

Inclusive education is a growing universal concern that informs and challenges the processes of educational reform in both developing and developed regions. Inclusive education is also an evolving concept useful to guide strategies of educational change addressing the sources and consequences of exclusion within the holistic framework of the EFA goals and the understanding of education as a human right.

2.1 SPECIAL NEEDS EDUCATION

Traditionally and even today in various world regions – for example, in Eastern and South-Eastern Europe, as well as in the Commonwealth of Independent States (CIS) and most parts of Asia^{7, 8, 9} the concept and practice of inclusive education have been mainly limited to students categorized as having special needs, meaning mainly those with physical and/or mental disabilities, as well as refugees. Under this perspective, the approaches and responses given to students' needs have been mostly remedial and corrective, consisting of the setting up of special schools and curricular tracks and by increasing the number of special education teachers.

One significant consequence of differentiated curricular and institutional structures for students categorized as having special needs has been their marginalization and even segregation within the education system. Likewise, these children are learning to live separately from society, instead of learning to live together as a main part of it. The assumption that there are “special needs children” is questionable, as stated by Stubbs, “any child can experience difficulty in

⁷ Organisation for Economic Co-operation and Development (OECD) 2006. *Education policies for students at risk and those with disabilities in South Eastern Europe: Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD.

⁸ IBE, 2007 International Bureau of Education (IBE) 2007. *Report on the Commonwealth of Independent States, Third Workshop on Curriculum Development: “Inclusive Education: The Way of the Future”*, Minsk, Belarus, 29-31 October 2007. Geneva, Switzerland: UNESCO IBE, IBE/2007/RP/CD/06.

⁹ IBE, 2007 International Bureau of Education (IBE) 2007. *Report on the International Workshop on Inclusive Education – East Asia*, Hangzhou, China, 2-5 November 2007. Geneva, Switzerland: UNESCO IBE, IBE/2007/RP/CD/08.

learning [...]; many disabled children have no problem with learning”¹⁰ and “children with intellectual impairment can often learn very well in certain areas”¹¹.

2.2 INTEGRATION

The concept of integration came to the fore in the 1980s, as an alternative to special needs curricula and school models, with the objective of placing students identified as having special needs in mainstream schools. The restructuring and improvement of physical facilities and the provision of learning materials, along with the increase in the number of special education classrooms and specially trained teachers in mainstream schools were, and still are, some of the main components for the application of integration models. Mainly focused on students with mild impairments, integration risks becoming a rhetorical device rather than a reality in practice; it can become a spatial change of school classrooms rather than a change of curricular content and pedagogy relevant to children’s learning needs and capabilities.

After the 1990s, the scope, objectives, contents and implications of inclusive education in relation to integration considerably changed. This was principally due to the recognition that integration models solely based on closing special schools and “inserting” students into mainstream schools and curricula did not respond to the diversities of learners’ expectations and needs. Such an understanding has prompted the revision of educational policies dealing with integration issues by questioning the relevance of the curriculum and school models that are the same for all students, regardless of their differences. In such models, students must *adapt* to the norms, styles, routines and practices of the education system instead of the education system changing according to the learner. Moreover, dropout rates may increase among students with special needs when they are integrated into mainstream schools that have not undertaken a comprehensive set of institutional, curricular and pedagogical changes.

¹⁰ Stubbs, S. 2002. *Inclusive education: where there are few resources*. Oslo: The Atlas Alliance, p. 23.

¹¹ *Ibid.*, p. 3.

2.3 INCLUSION

Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. In the context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. In this sense, education systems have the obligation to respond to the expectations and needs of children and young people, considering that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing "special needs" students in mainstream schools) is very limited. This is what Peters¹² refers to as the "continuum of placements" paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered. The debate on inclusive education and integration is not about a dichotomy between integration and inclusion policies and models, but rather about identifying to what extent there is progress in the understanding that each school has the moral responsibility to include everyone. Such requirement is also challenged when education systems have to address effectively other core universal education issues such as poor school attendance, repetition, dropouts, and low learning outcomes. Empirical evidence indicates that a student who repeats the first school years has a strong probability of dropping out of school altogether^{13, 14, 15}. Each of the above problems and the combination of them generating exclusion are exacerbated by persistent institutional and pedagogical practices (e.g. frontal teaching) which assume that all children have the same learning conditions and capabilities. Moreover, as noted during the 2004 International Conference on Education¹⁶, a child's exclusion from education leads to a lack of the professional and social competencies needed in order to access essential knowledge and to exert an autonomous and responsible citizenship.

¹² Peters, S. 2004. *Inclusive education: an EFA strategy for all children*. Washington, DC: World Bank.

¹³ United Nations Educational Scientific and Cultural Organization (UNESCO) 1998. *Wasted opportunities: when schools fail; repetition and drop-out in primary schools, Education For All, Status and Trends*, Paris: EFA Forum Secretariat, UNESCO.

¹⁴ United Nations Educational Scientific and Cultural Organization (UNESCO) 1996. *La Repetición Escolar en la Enseñanza Primaria Una Perspectiva Global*. Geneva, Switzerland: UNESCO IBE.

¹⁵ United Nations Educational Scientific and Cultural Organization (UNESCO) 1984. *The drop-out problem in primary education: some case studies*. Bangkok: UNESCO Regional Office for Education in Asia and the Pacific.

¹⁶ United Nations Educational Scientific and Cultural Organization (UNESCO) 2004. *International Conference of Education. 47th meeting. Workshop 2: Quality education and social inclusion*. Geneva: UNESCO IBE. Available online at: http://www.ibe.unesco.org/International/ICE47/English/Wdocs/Wdocs_main.htm, pp. 8–14

Therefore, over approximately the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, which should involve: (a) respecting, understanding and taking care of cultural, social and individual diversity (responding to the expectations and needs of students); (b) providing equal access to quality education; (c) close co-ordination with other social policies.

A broad conception of inclusive education also addresses the learning needs of students with disabilities and learning difficulties, as conceptualized by the Organization for Economic Co-operation and Development¹⁷. Such conception refers to the inclusion of children with educational needs related to learning difficulties caused by organic pathologies and/or to behavioural or emotional disorders. OECD also addresses learning difficulties in children due to a problematic interaction between the student and the educational context or to disadvantages related to socio-economic or cultural/linguistic factors. Although there are the above categories to consider, the nature of the concept of inclusive education is non-categorical, and aims at providing effective learning opportunities to every child, in particular tailored learning contexts.

UNESCO defines inclusion precisely thus: “as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”¹⁸. Furthermore, as stated by Booth and Ainscow¹⁹ in their proposal of an *Index for inclusion*, “inclusion is about making schools supportive and stimulating

¹⁷ Organisation for Economic Co-operation and Development (OECD) 2006. *Education policies for students at risk and those with disabilities in South Eastern Europe: Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD.

¹⁸ United Nations Educational Scientific and Cultural Organization (UNESCO) 2005. *Guidelines for inclusion: ensuring access to Education for All*. Paris: UNESCO.

¹⁹ Booth T., Ainscow, M. 2002. *Index for inclusion, developing learning and participation in schools*. Bristol, UK: Centre for Studies on Inclusive Education, p. 4.

places for staff as well as students. [...] It is about building communities which encourage and celebrate their achievements”.

Indeed, the design and the development of policies on inclusive education should not be understood as the sum of initiatives and efforts in favour of specific groups (an endless and quite possibly incomplete list). On the contrary, the focus is not on categories but on the provision of friendly learning environments and diverse learning opportunities for all. According to Tutt²⁰, the main challenge is to provide inclusive settings in all schools, through the provision of a diverse continuum of services that are part of a school network linked to other social policies.

The challenges of attaining inclusive education are therefore also related to the provision of a comprehensive set of policies aimed at: (a) a pertinent and relevant curriculum with a vision that facilitates dialogue among various actors of the education system; (b) a vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to the specificities of each student by personalizing educational provision; (c) available physical facilities and equipment aligned with the designed curriculum and its implementation; (d) strong teacher support in the classroom —seeing the teacher as a co-developer of the curriculum; and (e) engaging in dialogue with families and communities in order to understand their expectations and needs, as well as to promote their active participation in the schools.

An inclusive educational strategy implies the careful and detailed consideration of the specificity and uniqueness of each child and adolescent so as to provide them with effective educational opportunities throughout their lives. In these terms, inclusive education is about the ways and the modalities under which teachers and students interact with each other and generate mutual empathy and closeness; how they understand and respect their diversities and jointly create suitable and attainable conditions for achieving relevant and pertinent learning opportunities for all.

²⁰ Tutt, R. 2007. *Every child included*. London: Paul Chapman Publishing/The Association for all School Leaders (NAHT). United Nations Development Programme (UNDP) 2005. *Human development report 2005: international cooperation at a crossroads: aid, trade and security in an unequal world*. New York, NY: UNDP. Available on-line at: hdr.undp.org/reports/global/2005/

Cognitive education plays a key role in achieving inclusive education as it tends to make children aware of their own cognitive functions, which can help them to understand and learn better. It is an effective way for educators to address the needs of diverse populations by better understanding how students learn, think and reflect, critically and creatively, and how this understanding can be used in the construction of a meaningful curriculum and related learning.

As a contribution to the discussion of pedagogical approaches of inclusive education, Skidmore²¹ draws attention to the differences between a pedagogy of deviance and one of inclusion by noting the following five aspects:

1. *Student's learning*: while the deviance discourse establishes a hierarchy of cognitive skills to measure the abilities of each student, the inclusion discourse highlights the open learning potential of each student, which can be progressively discovered and stimulated.
2. *Explanation of school failure*: while the deviance discourse points out that the main learning difficulties are related to the deficiencies of the students' capacities, the inclusion discourse argues that the main difficulty lies instead on the inadequate responses generated by the curriculum.
3. *School response*: while the deviance discourse states that the learning process should be focused on the students' deficiencies, the inclusion discourse emphasizes the need for reforming the curriculum and of implementing a cross-cutting pedagogy in the school.
4. *Theory of teachers' expertise*: while the deviance discourse emphasizes the importance of specialized discipline knowledge as the key to the teachers' expertise, the inclusion discourse highlights the active participation of the students in the learning process.
5. *The curriculum model*: while the deviance discourse argues that an alternative curriculum should be designed for those students categorized as low achievers, the inclusion discourse emphasizes the need of a common curriculum for all students.

²¹ Skidmore, D. 2004. *Inclusion: the dynamic of school development*. London: Open University Press, pp. 112–127

In overall terms, inclusive education implies four key elements:

- a) It is essentially a process of looking for the most appropriate ways of responding to diversity, as well as of trying to learn how to learn from differences.
- b) It is linked to the motivation and development, through multiple strategies, of students' creativity and their capacity to address and resolve problems.
- c) It comprises the right of the child to attend school, express his/her opinion, experience quality learning and attain valuable learning outcomes.
- d) It implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school, and of obtaining low learning outcomes.

2.4 INCLUSIVE EDUCATION AND SOCIAL INCLUSION

The urgent need to advance in the democratization of opportunities that would enable all children to access and profit from a high-quality equitable education draws on the conception of inclusion as a guiding principle to foster educational and social change. Inclusion from an educational perspective can help address the traditional and structural problems of poverty, the challenges of modernization and social and cultural integration, and the growing diversity of national societies. Social inclusion and inclusive education are mutually implicated in a feedback relationship. Inclusive education seeks to address forms and contents of exclusion, such as the social gaps in access to information and communication technologies (ICTs); the marginalization of disaffected young people (those who do not study, do not work and do not look for work); the lack of educational opportunities and low learning outcomes among migrant populations; the cultural homogeneity of educational proposals that are not exposed to, or do not understand and value multiculturalism, and the stigmatization of cultural and social diversity as an obstacle to inclusion.

Inclusive education can therefore be considered a pathway to attain social inclusion. From a societal perspective, inclusive education is clearly and substantially linked to the discussion around the type of society to be attained; the kind of well-being desired for all citizens; and the quality of democracy and social participation we wish to pursue. On a long-term basis, education

in relation to social inclusion implies an understanding of the former as the key to citizenship and as an essential component of social policy.

Along those lines, the relationship between social inclusion and education highlights central issues of inclusive education related to: (a) the struggles against poverty, cultural and social marginalization and exclusion; (b) the consideration of cultural diversity and multiculturalism, as both a right and a learning context within a framework of shared universal values; and (c) the protection of the rights of minorities, aboriginals, migrants and displaced populations.

In the light of these issues, the following points are critical in understanding and advancing the conception and practice of inclusive education:

- a) Identifying the significance and priority given to inclusive education in governmental and state policies. Inclusive education, as a key social policy, is a powerful instrument to mitigate the negative effects of social inequalities and cultural disintegration, as well as residential segregation. Inclusive education is useful in addressing the changing cultural, ethnic, migrant and social composition of schools, a major challenge to the development of efficacious and efficient government social policies.
- b) Fostering high-quality equitable learning opportunities for all by considering the articulation, diversification and flexibility between the different ladders and pathways of the education system, its structures and contents, within a global and unified vision of basic and youth education.
- c) Developing a tailored approach to providing a real opportunity for educational success for each child by focusing on the learning needs of both potential and current students (those who have never attended school, those who are currently attending and those who have dropped out), taking into account their cultural, social and cognitive diversities as well as their ethnic origin, philosophical and religious beliefs and migrant status. Diversity in learning contexts should be considered as a challenge and an asset to education and not as an obstacle.
- d) Guiding, articulating and undertaking efforts and initiatives aimed at generating suitable conditions for achieving meaningful and relevant learning by conceiving the school as the

main force for educational change, as well as an integrated institutional and pedagogical unit within a solid educational policy and shared curriculum framework, from early childhood to youth education.

- e) Renovating and recreating teachers' professional roles taking into account their ethical and societal mission and responsibility. Teacher training and professional development should strengthen the ways in which teachers understand, approach and respond to students' differences; teaching styles should be revised and adjusted in order to be aligned with cultural and social contexts that are increasingly complex and uncertain; teachers should be considered as co-designers and co-developers of inclusive education policies at the school and classroom levels, and not as mere implementers of curriculum change.

In overall terms, the transition towards inclusive education implies collective thinking and action on: (i) the concept of social justice and social inclusion; (ii) the beliefs around the learning potential of each student; (iii) the conceptual frameworks that sustain good teaching and learning practices; and (iv) endorsing a comprehensive political and technical vision of curriculum encompassing processes and outcomes²².

²² Nind, M. 2005. Inclusive education: discourse and action. *British educational research journal*, vol. 31, no. 2, April, pp. 269–275.

III. INCLUSIVE EDUCATION IN THE ANDEAN AND SOUTHERN CONE REGIONS

A. ANDEAN REGION

1. Bolivia²³

Approaches, Scope and Content

In Bolivia the concept of inclusive education can be identified as involving different approaches, including special education, adult education, alternative education and others. Inclusive education is an effort to ensure that all children, who for various reasons have been excluded from school, have the same opportunities to access education as other students. Inclusive education is further approached as an acknowledgement of diversity, a discussion of knowledge for a self-thinking generation, which has changed from alternative education for the poor to lifelong learning (B. Pérez, 2007)²⁴. At the same time, special education in relation to children's diverse needs was identified as the predominant approach to understand inclusive education. However, the concept of special needs was considered a limited approach as it was not able to address other learning needs of children not associated with disability. A final approach to inclusive education in Bolivia is that related to social inclusion and/or exclusion. Social exclusion occurs based on social, economic and cultural conditions that go against universal human rights. Within this framework, inclusive education was noted as a means to counteract social exclusion by given attention to social groups that are at a disadvantage in relation to other more privileged groups; the former have been forced to migrate, have been displaced and/or are from a social background labelled as at risk, or as disabled. In this sense, inclusive education is also presented as a political,

²³ The information in this section was adapted from the country report "Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina, Ms. Crista Weise, Universidad Mayor de San Simón, Bolivia, September, 2007; the report was presented as a power point by Mr. Nelson Ferrufino, Universidad Mayor de San Simón; and from the ministerial power point presentation "Inclusion Educativa" presented by Mr. Jorge Ramiro Tapia Sanz, Vice Ministro de Educación Superior del Ministerio de Educación y Cultura de Bolivia; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007

²⁴ "Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina", Ms. Crista Weise, Universidad Mayor de San Simón, Bolivia, September, 2007.

philosophical and ethical commitment to contribute to building more just societies by reversing the problems of poverty and social, economic or cultural exclusion, and as promoting the conditions for the full exercise of rights and the recognition of full citizenship for all subjects.

Public Policies

One of the main objectives of Bolivia's educational policy is to generate inclusive practices with an emphasis on social inclusion and protection. In accordance, the country report denoted two lines of action for inclusive education policies. The first line of action is related to state programs, which derive from poverty reduction policies and which are often financed with international resources. The second line of action covers two types of strategies, namely strategies for education and protection in schools (akin to social policy), and strategies regarding pedagogy and curriculum, identified within the framework of the laws of educational reform. Identified strategies for inclusive education involve remedial activities aimed at reducing dropout rates, improving retention, eradicating illiteracy, ensuring the quality and respect for cultural diversity and linguistics, and supplementing these measures with social protection strategies.

Currently, inclusive education is mainly supported by the Education Reform Act 1564, the New Education Law Avelino Sinani and Elizardo Pérez, the Declaration of Tarija. More specifically, strategies regarding pedagogy and curriculum are regulated by the Education Reform Act 1565 and the New Education Law Avelino Sinani and Elizardo Pérez. These policies include measures for flexible curriculum design; organization by subjects; a competency-based approach; working with classroom projects; qualitative assessment and training; training of teachers in the design and use of special materials; curricular adaptation for bilingual and intercultural education; and production of bilingual materials, among others. In addition, to counter the social factors that can affect access and retention of children in school in Bolivia, initiatives are collectively undertaken by the Ministry of Health and municipalities to alleviate high levels of malnutrition or lack of medical care, which are observed in some communities. Thus, there are initiatives, such as school breakfast, which have influenced the retention of the children in schools, and the aid program for eyeglasses for children with visual difficulties.

Among the challenges to formulating and implementing inclusive education policies is the need for more research addressing special education, gender, populations at risk, practices of multiculturalism in the classroom, and inclusive curriculum policy. In addition, the practices of inclusive education were noted to lack the necessary human and financial resources for their implementation and development²⁵. This creates a further challenge of systematizing the results of initiatives for inclusion in order to strengthen the policies and practices of inclusive education.

Among its recommendations for public policy on inclusive education, the country report noted that the concept of inclusive education in Bolivia needs to be further discussed, and integrated within public and private initiatives. This would allow addressing the issue in a systematic manner, avoiding isolated actions without continuity. Currently, inclusive education initiatives are set in a context of social policy focusing on the reduction of poverty; rather, the scope of inclusive education policies should encompass a context of long-term, inter-sectoral strategies defining a more comprehensive focus on human development. It is also necessary to mediate between policies and practices in order to realize the principles of inclusion through clear objectives and strategies, development programs, and wide-ranging and high levels of coordination and involvement of society as a whole. This participatory approach is based on the experiences observed in Bolivia, which are the result of the commitment of institutions, actors and strategic alliances between states, institutions and community participation.

Systems, Links and Transitions

With regards to transitions, two contexts were discussed: the links between early childhood, and primary and secondary education; and the links between school and society. Among transition strategies between school levels, the country report noted that early education works with an organizational strategy by fields of knowledge. This knowledge is developed at the primary level, organizing the curriculum in 5 areas: creativity and expression, language and communication, mathematics, life sciences and technology. Additionally, early education is geared to complement

²⁵ *Ibid.*

and support the family in the educational process of a child, establishing a bridge between the learning that children develop in the family with that acquired in school.

Among the strategies for curriculum change for inclusive education, the importance of having a flexible curriculum design, organized under a competency-based approach with a constructivist approach and the use of training modules was highlighted²⁶. The modules, content and learning activities are set up according to the curricula adjustments made by each school, in response to the socio-cultural characteristics of each region. Other strategies identified for curricular change involve working with classroom projects, qualitative assessments and training. These initiatives aim to develop skills, balance participation, and seek to significantly develop learning in the child. In accordance, it is necessary to perform an educational evaluation of the learning achievement of children to determine that kind of support that is required. Among the challenges noted is the fact that little information is yet known about the resulting experiences of those schools which have adapted their curriculum and training programs. Additionally, there are difficulties in breaking with traditional ways of teaching as well as resistance to working with adapted curricula. According to the country report, this could be due to a lack of understanding on the part of teachers, a lack of support from principals and counsellors, weak participation of parents, and poor physical conditions of schools.

Learners and Teachers

The importance of improving pre-service and in-service teacher training was given considerable importance in the case of Bolivia. One of the strategies to improve pre-service training is to include the concept of educational integration in the curriculum for teacher training at the initial and primary levels. This training is designed to examine the attention mainstream schools should give to students with special educational needs. Accordingly, further modules have been developed and sent to all teacher training colleges to be incorporated into training. As for the in-service training of teachers in mainstream and special schools, various materials such as teaching guides and educational programs, newsletters, posters, etc, have been developed. The country

²⁶ *Ibid.*

report indicated that teachers have access to support materials for inclusive classroom activities, and educational modules for the organization of their activities. However, it was also noted that many of the teachers do not know or understand the new pedagogical strategies of inclusive education, and a large number of teachers have not received training in the use of teaching materials at their disposal²⁷. In other cases, the teachers themselves have indicated that the modules do not correspond to daily life in the classroom and that students have difficulties with regards to their use and interpretation. The lack of preparation of teachers, and their few abilities and specific skills to develop inclusive practices were also noted. There is a perception that the inclusion of students, with all their diversity, means more work for teachers, and therefore there is no willingness in this regard. For these reasons and other, progress in terms of curriculum development is limited, mainly in developing literacy skills. Nevertheless, those teachers who have participated in changes involving the inclusion of children with special needs in mainstream education are in the process of changing their practices and concepts on education, as well as their role and perception of themselves.

With regards to learners, various initiatives for retention and equal access were mentioned. A first example is the project Acceso y Permanencia (Access and Retention) of girls in rural schools, which is an initiative that makes part of the Agreement n° 3096 of the project Strengthening Quality and Equity in Education of the Educational Reform, formally implemented 1999 by the Vice-Ministry of Schooled Education and Alternative Education (Vice-ministerio de Educación Escolarizada y Alternativa). The project²⁸ has three components: diagnostic analysis, incorporating the issue of girls' access into the agendas of the District Boards to raise awareness; training for the educational community; and the development of targeted interventions in municipalities with obvious educational deficiencies (Ministry of Education, 2005). At the municipal level, project initiatives were identified as having emphasis on gender equity, aimed at boys and girls of immigrants, with the goal of providing educational and psychological support and protection to

²⁷ *Ibid.*

²⁸ As a base for the project Acceso y Permanencia (Access and Retention), the following three experiences can be noted as supporting school retention with meals and housing initiatives: projects Yachay Wasi of Fe y Alegría; Hospedajes Familiares de Fundación Pueblo; and the experience of boarding schools of the Treveris Foundation. All these are private initiatives. It is indicated nevertheless that until 2005 only the diagnostic part the project had been implemented with no further continuation.

children whose parents live outside the country. This is an effort by a municipality of the city of Cochabamba and a group of schools seeking answers to the problems of neglect, performance, and sexual and psychological violence²⁹. Other national initiatives were mentioned, such as the National Literacy Program, Software in Aymara and Quechua, the National Digital Literacy Campaign 2007, Labour Certification for occupational groups that organize empirical knowledge and practices, and the curricular design for a competency-based approach: Lifelong Learning Project for Teachers' Technical Training³⁰.

²⁹ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina”, Ms. Crista Weise, Universidad Mayor de San Simón, Bolivia, September, 2007.

³⁰ Ministerial power point presentation “Inclusion Educativa” presented by Mr. Jorge Ramiro Tapia Sanz, Vice Ministro de Educación Superior del Ministerio de Educación y Cultura de Bolivia; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007

2. Colombia³¹

Approaches, Scope and Content

In Colombia, the concept of inclusive education is addressed in terms of the improvement of education quality. This is understood as a guarantee that all students have the opportunities to acquire knowledge, develop skills and values needed to live together, be productive and take part in lifelong learning. Such opportunities should not only result from available income but also through a process of educational adaptation to ensure the quality of results and retention in the classroom³². Inclusive education in Colombia is understood as well as giving special attention to those vulnerable and susceptible to social exclusion. In the case of Colombia, this refers among other, to populations displaced by violence, indigenous people, working children, children with disabilities and people from rural areas. Education in Colombia still needs to address the fact that educational practices are exclusionary in relation to economic, cultural and racial differences of the population. This exclusion is reflected in social attitudes and behaviours. Thus, inclusion is meant as a mechanism to avoid any kind of discrimination. Some progress was noted in this regard as there is a gradual change of conceptions and practices within some of those educational institutions that continue to encourage discrimination and exclusion. This gradual change comes as a result of teacher training, relevance of the curriculum, and standards. Furthermore, including the family and the educational community also helps to remove barriers to the participation of students in education and society as a whole³³.

³¹ Information in this section was adapted from the country report “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007; from the power point presentation “COLOMBIA: La dificultad para concretar las normas en la inclusión educativa” presented by Ms. Gloria Calvo; and from the ministerial power point presentation “Política de Calidad Educativa” presented by Ms. Fulvia Cedeño, Ministerio de Educación de Colombia; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

³² Ministerial power point presentation “Política de Calidad Educativa” presented by Ms. Fulvia Cedeño, Ministerio de Educación de Colombia; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

³³ Information in this section was adapted from the country report “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

Public Policies

The main objective of the government of Colombia in relation to educational policy is to achieve inclusive education through increased coverage and greater efficiency in spending³⁴. There are policies aimed at increasing access and retention in schools. With regards to legal tools for the achievement of inclusion in the educational system, the country report cited the 1991 Constitution and the General Education Act (Act 115 of 1994). Act 115 defines the rights of the disabled in accessing education. Further attention to the disabled population is given in the Civil Code, the Code of the Minor (Código del Menor), the Criminal Code, labour law and social security.

Government projects are focused on providing special attention to the populations displaced by violence, and to indigenous people and Afro-Colombians. The country report noted that Decree 804 of May 18, 1995, states that education for ethnic groups is based on a collective approach where members of the community build an educational project based on their culture, language, traditions and institutions. Since May 2005, the Ministry of Education has been working with representatives of indigenous organizations for the establishment of social agreements such as the special competition for ethno-indigenous teachers, and the merit-based competition for Afro-Colombian and Raizal (raizales)³⁵ teachers. Colombia has favoured innovation from local agencies, in order to make proposals relevant to local contexts. However, it was indicated that progress has been made in coverage but that sustainability is difficult³⁶. It was noted that one of the greatest weaknesses of the national government is that the increase in coverage has taken place at the detriment of quality.

Special programs are also being established specially in areas receiving displaced populations in order to give continuation to their education. In terms of recommendations, it was emphasized

³⁴ *Ibid.*

³⁵ “The *raizales* are a Protestant Afro-Caribbean ethnic group, speaking the San Andrés-Providencia Creole, an English Creole, and who live in the Archipelago of San Andrés, Providencia and Santa Catalina, the Colombian San Andrés y Providencia Department. They are recognized by the Colombian authorities as one of the Afro-Colombian ethnic groups under the multicultural policy led since 1991 (<http://en.wikipedia.org/wiki/Raizal>).

³⁶ “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007

how policy guidelines for educational care of vulnerable populations indicate that the Secretaries of Education should monitor and evaluate the ongoing processes of including vulnerable populations, such as displaced populations, back into mainstream education. This should be done in a joint and concerted manner with the communities. It would allow to defining the frequency, plans and strategies for quantitative improvement and the development of process and outcome indicators. Pedagogical processes and achievements and challenges would also be considered.

At the same time, there are policies aimed at strengthening the capacity of local authorities to allow for greater efficiency. According to the country report, the government is carrying out strategies to ensure the efficient use of resources. Act 715 redefines the allocation structure of resources, shifting to a scheme that rewards the number of students served. A recent reform involving transfers³⁷ also requires a consensual definition of priorities to serve the people based on their individual needs. The country report indicated that the impact of this transfers' innovation depends on the coordination of the central, departmental and municipal authorities to adapt their technical, administrative and financial structures to the new conditions. It also requires a greater commitment on behalf of the State for the timely transfer of necessary resources. Additionally, it was noted that with the decentralization processes in the education system, local authorities, departments and municipalities assume educational, financial and administrative responsibilities. The Ministry of Education has developed legal norms and action plans to strengthen government agencies, territorial and local mayors' offices, Secretaries of Education, educational centres, and organizations and individuals, to provide educational opportunities to disadvantaged populations while taking into account their particular needs. For example, the Secretaries of Education seek to strengthen local authorities and guide their actions for timely and proper attention to vulnerable populations. The aim is for local authorities to proceed with the assignment of teachers, and the coordination of necessary actions to identify vulnerable populations.

However, while there have been reforms in Colombia as a consequence of decentralization, some contend that this has not meant an improvement in the managerial effectiveness of local

³⁷ Money that the central State assigns to regions to cover the expense of education and health.

authorities³⁸. This is because while, on the one hand, the education sector is characterized by a multiplicity of actors, there is little coordination between the entities, accompanied by a duplication of functions and a lack of effective and efficient management. This indicates that it is necessary to identify gaps and strengths in policy coordination and continuation, as well as provide educational information on which to base the design and implementation of such policy.

At the same time, the Ministry of Education³⁹ noted that management tools have been proposed. These are conducive to inclusive education, such as the Plans for Institutional Improvement (PMI)⁴⁰, Improvement Support Plans (PAM)⁴¹ and the Institutional Educational Project (PEI)⁴². The Ministry of Education⁴³ also indicated that the state recognizes education as a right, and highlighted the importance of education's decentralization, institutional educational projects, and the National Council for Economic and Social Policy documents (CONPES). In terms of recommendations, the country report highlighted that a collaborative effort under the Social Solidarity Network, involved ministries in the social sector and agencies of international cooperation in the provision of services to displaced populations.

Systems, Links and Transitions

With regards to curricular changes in Colombia, flexibility was highlighted as crucial. Act 115 of 1994 indicates that the institutional educational projects for ethnic groups should define academic

³⁸ “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

³⁹ Ministerial power point presentation “Política de Calidad Educativa” presented by Ms. Fulvia Cedeño, Ministerio de Educación de Colombia; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁴⁰ Planes de mejoramiento institucional, Institutional Improvement Plans (PMI), a tool used to guide the educational institution, based on the results of external evaluations, context conditions, human talent profile, students' profiles, curricular axes, applied methodologies, and resources.

⁴¹ Planes de Apoyo al Mejoramiento (PAM), Improvement Support Plans, managerial tool for Secretaries of Education to plan, design, monitor, and evaluate actions. Under this modality, the educational institution assures that inclusion is at the core of their development, reorienting their pedagogical and management processes.

⁴² Los Proyectos Educativos Institucionales (PEI); the Institutional Educational Projects (PEI) provide a mechanism for consensus regarding the priorities and requirements of educational management, engaging the community in its monitoring and accomplishment, allowing for modifications in the school calendar, and for definitions of didactic strategies according to the students' characteristics.

⁴³ “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

calendars according to individual working methods, ecological calendars, individual conceptions of time and space, and respective geographical and climatic conditions⁴⁴. The Ministry of Education brought attention to experiences that have integrated the concept of inclusion into curricula, to different teaching methods, and to the development of skills. It also underlined the need for inter-sectoral partnerships to encourage inclusive practices. For example, in the case of pre-school education, Decree 2247 of 1997 states that the curricular processes are to be developed through the implementation of fun educational projects and activities. These take into account the integration of the dimensions of human development, the pace of learning, the needs of children with disabilities or exceptional talents, and the ethnic, cultural, linguistic and environmental characteristics of each region and community. In addition, the country report stated that flexible educational models have been implemented, along with teaching and learning materials and educational baskets. Training of officers, directors and teachers through flexible models on how to cater to vulnerable populations was also implemented as part of the curricular reform⁴⁵.

In terms of challenges encountered by curricular changes of inclusive education, the country report also noted that there is a lack of awareness on the part of parents about the purpose and importance of inclusive education, which hinders the entrance of special needs students in mainstream schools. Additionally, the extremely regulated evaluation of standards and competencies that guide education in Colombia, exclude people with disabilities, because it does not take into account differences in learning needs. Cultural ignorance or tolerance regarding diverse students generates violence⁴⁶. For example, teachers sometimes tie the hands of a deaf child to prevent him/her from making signs and force him/her to talk; there are cases in which they also prevent the indigenous learners from speaking their language, or impose literacy and ignore artistic skills. It was also noted that a link is missing between the national curricular guidelines and their application in school. Moreover, it is necessary to disseminate successful experiences, to support the generalization and durability of curricular innovations.

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

⁴⁶ *Ibid.*

A number of recommendations were put forth to address curricular change. According to the guidelines of educational policy for inclusion, educational institutions or centres designated to cater to students with special needs should include in their PEI, the guidelines for the care of these students as well as have the relevant specialized support. The inclusive education policy guidelines suggest that the local authorities should use flexible educational models for educational care. Accordingly, there is a need for identifying relevant educational models, which take into account the characteristics of the populations and, to the extent possible, are the result of consensus with those same populations. This in turn allows for changes to the school calendar, defining teaching strategies based on the characteristics of the students, emphasizing the curriculum, and so on.

The links between school and society were also illustrated. The Ministry of Education conducts cross-cutting initiatives with the goal of reducing the social, health or infrastructural factors that represent a risk for educational inclusion. In this regard, the Ministry implements programs for school transport – especially in areas with difficult access, school infrastructure projects, and school feeding programs to encourage performance and retention of students.

Learners and Teachers

The need for teachers to address the diverse needs of different populations was emphasized. In order to address the diverse needs of learners, the Ministry of Education appoints teachers belonging to vulnerable populations and trains them on relevant issues to cater to these populations. Teachers are trained in subjects related to pedagogical tools and develop skills for living together. The workshops on teaching tools are conducted in training sessions and cover, for example, the following topics: Human Rights, Culture of Peace, Sexual and Reproductive Health, Pedagogical Tools, Citizenship Skills, and Personal Skills⁴⁷.

One of the challenges faced by teachers is that educational institutions, including schools and training institutions are not well prepared in addressing children's diverse needs through their

⁴⁷ *Ibid.*

curriculum, programs and practices. Consequently, many teachers complain about the presence of, for example, children with special educational needs because they do not know how to teach them. Another challenge is addressing the needs of vulnerable populations, especially displaced persons. To address this challenge, the country report indicated the importance of Decree 2562 of November 27, 2001, which states that local authorities should develop training programs for teachers catering to the displaced population. Teachers appointed by local authorities, supported by the Secretaries of Education, can also help overcome this challenge. They can propose curricular adjustments, develop and implement flexible educational models, create teaching and learning materials, define educational baskets of tools, and train officials, principals and teachers.

With regards to learners, some best practices were noted in relation to all children in general, but particularly to displaced populations and to children with disabilities. For example, the following two pilot projects were highlighted as aiming to further develop the learning processes of students: Circles of Learning, which is project that adapts the New School model to the characteristics of displaced populations; and the *modelo relacional*, a model based on methodologies and innovative learning tools developed by Julio Fontán and Co. Ltd., and implemented in educational institutions in Bogotá (Cundinamarca) and Medellín (Antioquia). The latter project is based on a constructivist and systemic approach, with an individualized curriculum that seeks to make students autonomous in their learning processes. Another best practice with regards to the care of pupils is the experience of Promundo Activo⁴⁸, a project located in the city of Cundinamarca since 2001. The program works with displaced people registered with the Social Solidarity Network, providing them with nutritional and psychosocial care. Linked to the filed training practices of the Superior Normal School (Escuela Normal Superior), Promundo Activo develops art workshops, productive projects and the Batuta programme. The productive projects link families with the school, encouraging them to pursue an additional income for the household. The Batuta program increases the cultural capital of student by incorporating music in their educational development.

⁴⁸ Ministry of Education (2005a), pp. 47-51, as quoted in “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

Another experience working with displaced populations is the ‘La Salle School for Peace and Life’⁴⁹ (Escuela La Salle para la Paz y la Vida) of the city of Villavicencio (Meta). This project’s objective is to rekindle in the population confidence in the future and to reduce the fear related to their displacement. This school-based project includes in the children’s plans of study bilingualism, pastoral, physical education, language, mathematics, and promotes the continuity of education by training parents in the school community. Furthermore, the country report cited the experience ‘For a School of All and for All’⁵⁰, located in the city of Galap (Atlantic). For the past 3 years, this program for people with mental retardation, autism and physical limitations has been aimed at pre-school and primary levels. It combines attention to disability with attention to ethnic diversity, such as indigenous populations from the rural area of Paluato, African descendants and families displaced from the Sierra Nevada de Santa Marta. It is an educational model with effective purposes, seeking to generate a change in attitude in relation to ‘the other’. The experience illustrates an educational effort with intercultural emphasis, which addresses diversity through unconventional educational strategies. Finally, the country report mentioned the work undertaken by the Technical Institute Francisco José de Caldas (INTEC) of Supia (Caldas) with indigenous peoples, Afro-Colombians, and groups with special educational needs. Teachers work where these groups live and, seek to understand and address the roots of the student’s cultural environment, in addition to providing a quality education that will provide opportunities to access university and technical education.

⁴⁹ Ministry of Education (2005a), pp. 52-26, as quoted in “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

⁵⁰ Ministry of Education (2005a), pp. 91-94, as quoted in “Colombia. La dificultad para concretar las normas en inclusión educativa”, Ms. Gloria Calvo, Universidad Pedagógica Nacional de Colombia, September, 2007.

3. Ecuador⁵¹

Approaches, Scope and Content

The concept of inclusive education in Ecuador encompasses several approaches including social inclusion, inclusive education as quality EFA, integration, and special education⁵². The protection of the right to quality education for all persons, and the expansion of educational coverage to vulnerable groups is one of the main objectives of Ecuador's education policy. The reflection on inclusive education objectives in Ecuador is evident when various perspectives are exchanged in relation to the purpose of education, teaching and learning processes, the role of educators and their relation to the individual within a tolerant community. These aspects are addressed with the aim of opposing the practice of discrimination, rejection, exclusion or labelling in the educational field. Predominantly, inclusive education is related to the concept of special education and integration. According to the country report, special education considers inclusion as the education that must be provided to children and youth with disabilities within the regular schools; those children and youth with severe disorders should be integrated into special education institutions. Also, another approach that has developed in recent years refers to the inclusion of all social groups excluded for cultural and economic reasons, specifically ethnic minority groups, indigenous and Afro-Ecuadorians, children with disabilities, street children, working children, hospitalized children, rural migrants groups, refugees from neighbouring countries, prison population (children living with their mothers in prisons) children with HIV, teenage mothers, and women. This social inclusion approach of inclusive education considers that everyone must participate equally in the benefits that societies offer and require today, namely health, education and welfare.

⁵¹ Information in this section was adapted from the country report "Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Ecuador", Mr. Carlos Jiménez, Ministerio de Educación de Ecuador, September 2007; and from the power point presentation "Educación Inclusiva" presented by Mr. Carlos Jimenez; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁵² "Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Ecuador", Mr. Carlos Jiménez, Ministerio de Educación de Ecuador, September 2007.

Public Policies

Ecuador's public policy, including that related to education, focuses mainly on vulnerable social groups. At the institutional level, state agencies have been created to address social inclusion and special education such as the newly created Ministry of Economic and Social Inclusion, the National Division of Special Education, the technical administrative body of the National Directorate of Mainstream and Special Education, which in turn depends on the Assistant Secretary-General of Education. Ecuador has endorsed a number of conventions, which have been ratified in national legislation, in support of inclusive education. According to the country report, in the 1990s, Ecuador adhered to international agreements on Education for All, giving way to the preparation or amendment of various legal instruments for educational inclusion. During this decade, the General Regulation of the Law on Education (Reglamento General de la Ley de Educación) was established, which was implemented through the Regulation of Special Education, referring to the attention that should be given to the special educational needs of vulnerable or excluded groups. A programmatic effort of inclusive education relates to Ecuador's Ten-Year Plan for Education, approved by referendum in November 2006. This plan sets several targets such as the universalization of education starting from 0 to 5 years of age, the universalization of basic general education for grades 1 to 10, and the removal of barriers to access education, ensuring free education, increasing the retention rate, and guaranteeing school meals. The country report indicated that implementation of the Plan requires an annual increase of 0.5% in participation of the education sector in the GDP, until 2012, or at least 6%; if not, the Plan will not be successfully implemented. In this regard the government has included the Ten-Year Plan in its Government Plan until 2011. Unfortunately, according to the country report, policies of inclusive education face the challenge of allocated resources not materializing in operational terms. This challenge highlights the need for a more transparent and effective coordination at political, economic and technical levels. Finally, the education system in Ecuador was addressed as highly centralized and inflexible, and in need of improving coordination among all educational actors across all levels.

Systems, Links and Transitions

The need to further clarify the relationship between policy and implementation regarding practices of special education and integration is important in Ecuador⁵³. Under the Rules of Special Education, all schools must accept children and youth with disabilities. However, it was noted that inclusion is not met in practice, leaving it up to the will of school authorities to take in these learners. On a more positive note, the country report indicated that institutions of special education and teachers in mainstream schools are working with children with disabilities, using the general education curriculum but making adjustments according to the needs of the student. To exemplify, the country report mentioned success stories of general education institutions that cater to students with special needs. Accordingly, they set up, within their institutional education projects, care for special educational needs in order to increase the external and internal support required, such as diagnostic and counselling centres, and teachers for psychological support. However, the country report indicated that there is not much evidence of this adaptation process. On the other hand, it was noted that at a tertiary level of education, universities receive persons with disabilities in their classrooms, for which they have adapted their infrastructure and curricula.

In terms of transitions between the various levels of education, it is important to note that most schools in Ecuador were referred to as offering only one level of education⁵⁴. This practice hinders the transition between pre-school, primary and secondary schools. This dilemma applies to mainstream students as well as to students within special education settings. Additionally, transitions from one educational level to another are not smooth or cohesive as the educational frameworks used vary in their overall purpose. The pre-school level gives emphasis to the emotional development of students; in primary school, the child must attend another school and receive an education that prioritizes the development of skills and content; at the secondary level,

⁵³ *Ibid.*

⁵⁴ Power point presentation “Educación Inclusiva”; Mr. Carlos Jimenez; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

each teacher is responsible for a subject and the student has the responsibility to learn what the teacher "dictates".

With regards to curricular change, the Consensual Curriculum Reform for Basic Education of 1996 (Reforma Curricular del Programa Nacional de Educación Básica) gave way to a new curriculum for ten years of compulsory basic education including three school levels: preschool, primary education and the basic cycle. Along with this new curriculum, the Directorates for Early Education, Basic Education and Secondary Education were created. In 1992, the Congress recognized the importance of intercultural bilingual education, giving way to the National Directorate of Bilingual Intercultural Education (DINEIB), whose function it is to develop an education system that takes into account the socio-cultural, linguistic and economic characteristics of indigenous populations⁵⁵. In addition, the Curriculum Reform of 1996 defined basic skills and the minimum requirements for each level of basic education and for each subject of the curriculum. However, pedagogical practices in the classroom have not changed and it becomes apparent that most schools use methodologies based on repetition and memorization of the contents⁵⁶. The country report also indicated that an ongoing secondary education reform includes training in topics such as education for life, for democracy and peace, and for thought development. Importance in this reform is also given to science and research, autonomy, and educating within diversity. Challenges of curricular change pointed out to the absence of strategies for monitoring and following up on the implementation of curriculum reforms⁵⁷. There is also a lack of regular assessments of the quality of education, which hinders the building of educational standards and knowledge about the progress in implementing any reform.

Learners and Teachers

Teacher training was signalled out as in need of considerable attention for all purposes of education. In regards, to special education, the National Division of Special Education provides training for regular teachers on special educational needs and support their development of skills

⁵⁵ *Ibid.*

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*

to formulate curricular changes. However, teachers in service must complete 120 hours of training and refresher courses to move up a level. Only a small percentage of teachers attend training seminars and most of them are from preschool and elementary education⁵⁸. In parallel, the teachers' union also organizes its own workshops. At the same time, another challenge for teacher training is the fact that pre-service teacher training is not compatible with new proposals of curricular reform. There have been calls for teachers to promote active and participatory teaching, meaningful and cooperative learning, development of critical thinking and creativity; however, teachers are not prepared to undertake these new approaches. This highlights the need for comprehensive policies for training, incentives, and establishing a system for evaluating performance. The country report also noted challenges in terms of improving the professional and living conditions of teachers. Although the salary level depends mainly on seniority and the area of service, and a professor in rural areas receives a higher salary than a professor of an urban area, rural teachers tend to migrate to urban centres due to better living conditions.

With regards to learners, the country report pointed to educational initiatives focusing on learners under the initiative of bilingual and intercultural education and others related to learners with disabilities. The intercultural approaches of education include programs based on the visions, knowledge, customs and cultural characteristics of indigenous children and the life of their communities. Curricular adaptations include teaching in traditional languages, adjustments to the timetable and the daily life of the community, and enhancement of community knowledge through the creation of a communication forum run by the students themselves. In the same way, the country report pointed to some experiences in caring for children with disabilities. These experiences promote a phase of sensitization for the whole teaching staff, and later with parents, and continue through a sustained process of training about learning needs and how to meet them.

⁵⁸ *Ibid.*

4. Peru⁵⁹

Approaches, Scope and Content

In the case of Peru inclusive education is approached mainly in terms of equal access to learning opportunities, including the material conditions for learning, and an equal development of learning outcomes. Education in Peru has become more inclusive, having expanded educational coverage providing more children and adolescents access to education⁶⁰. It was also noted that while the concept of inclusive education has reached policy and academic levels, society in general has not yet recognized it as a right. This is especially true of excluded people themselves, as well as teachers and educational staff. Inclusive education was also addressed as involving the inclusion of vulnerable social groups into mainstream education by valuing diversity, which is necessary to build relationships of conviviality and for the strengthening of democracy. In Peru, these groups include populations in rural, remote and scattered areas in the Andean highlands and the Amazon, children with different abilities or characteristics, disabled persons, peasants, and the poor. Furthermore, it was emphasized how valuing diversity, does not imply assimilation. Inclusive education presupposes that each individual contributes to educational and social processes, valuable characteristics, interests, abilities and learning needs. The aim of inclusive education is that every child can have access to an education according to his/her characteristics, achieving the necessary skills to become part of social life and a knowledge society⁶¹. Finally, the concept of inclusive education in Peru is strongly related with special education and with the integration process of children with disabilities in mainstream schools.

⁵⁹ The information in this section was adapted from the country report “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007; from the power point presentation “Currículo e inclusión educativa en el Perú: Estado y perspectivas” presented by Mr. Luis Guerrero, Asesor del Consejo Nacional de Educación; and from the oral ministerial presentation of Mr. Idel Vexler Talledo, Vice Ministro de Gestión Pedagógica del Ministerio de Educación de Perú; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁶⁰ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007.

⁶¹ *Ibid.*

Public Policies

Educational policy in Peru aims to increase the quality and coverage of education, especially of initial education⁶². At the same time, it was also mentioned that educational reforms have been mainly focused on coverage and administrative regulations⁶³. From 2001 to 2006, a process of decentralization in education was undertaken, advocating for more autonomy at the local level of educational institutions and for more participation of the educational community in educational planning through Regional Participation Councils (COPARE). The decentralization reform also involved changes in the management system and producing curricula that would be more relevant to regional and local contexts⁶⁴.

It was also noted that despite the significant gaps that remain in equipment and supplies in public schools, there have been efforts by successive governments to provide schools with supplies, textbooks, materials, and support staff, so that teachers and pupils have some basic tools for teaching and learning⁶⁵. From 2001 to 2006, the New Education Act, incorporating the reform of the education system, was supported. This Act reaffirmed the centrality of the student in education as an ongoing process throughout life. It also emphasized state responsibility for educational performance and regular evaluation of the system, learners and teachers. This Education Act also called for the accreditation of educational institutions and for the participation of civil society in education, along the responsibility and participation of all social actors and sectors of the State. Along these lines, in Peru there are various institutions that devote their work to improving the quality and coverage of education. Among these institutions is the National Education Council, an autonomous agency that is responsible for the participatory formulation of the National Education Project (PEN), in collaboration with the different actors of the education

⁶² Oral ministerial presentation of Mr. Idel Vexler Talledo, Vice Ministro de Gestión Pedagógica del Ministerio de Educación de Perú; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁶³ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007.

⁶⁴ *Ibid.*

⁶⁵ Power point presentation “Currículo e inclusión educativa en el Perú: Estado y perspectivas”, Mr. Luis Guerrero, Asesor del Consejo Nacional de Educación; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

system⁶⁶. The National Plan of Education for All (2005) was prepared by a national forum of 80 governmental institutions and civil society. This forum is now working on further formulation of education policy and the subsequent monitoring⁶⁷.

In relation to the allocation of resources to education, the fiscal situation of the country was described as being in a good status⁶⁸. However, the education budget is poorly structured and distributed ineffectively and inefficiently by poor management. Despite the volume and its increase in recent years, the budget for the education sector is usually allocated to payroll, reducing the resources available to invest in quality and equity⁶⁹. Furthermore, allocating specific financial resources to inclusive education is much less of a priority in the educational agenda. In consequence, remote populations continue to suffer from limited access to education because it is not considered a priority to invest in a teacher or a school that serves a small number of students. As a suggestion, it is highly recommended to prioritize and focus expenditure in the provinces and poorest areas of the country through effective decentralization of the national budget for education, so that regions are able to determine with greater relevance and knowledge, the allocation of resources, prioritizing the vulnerable areas⁷⁰.

Lack of monitoring, evaluation and systematization of successful experiences that would improve the design of public policies based on evidence was also noted as inflecting on effective policymaking. Although there are outstanding and successful local experiences of inclusive education (e.g. FORMABIA- bilingual training initiative in the Amazonia region), it is unfortunate to see that the State is not able to further use and develop such initiatives into wider

⁶⁶ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007.

⁶⁷ Oral ministerial presentation of Mr. Idel Vexler Talledo, Vice Ministro de Gestión Pedagógica del Ministerio de Educación de Perú; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁶⁸ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007.

⁶⁹ *Ibid.*

⁷⁰ *Ibid.*

levels of curricular policy reform. Furthermore, studies are needed to ascertain what is really happening at the local levels of educational reforms.

Systems, Links and Transitions

As a step closer to inclusive education, integration of special needs children in mainstream education is taking place in Peru. However, this integration is noted as not implying any further change of school and classroom dynamics, with a detriment to the quality of life and learning opportunity of children. The Ministry of Education is expected to incorporate 60,000 children with special educational needs into institutions of basic education by 2011⁷¹. This initiative came as a surprise to teachers, who lack the necessary preparation and relevant educational materials or appropriate infrastructure to cater to the limits and potential of these children. While there is a law for the access of children with special educational needs to mainstream education, these rules are little known and rarely recognized as a right, both by the very people who are excluded and by the rest of the citizens.

Inter-sectoral efforts focused on the relation between school and society were exemplified with various national programs linking education and poverty alleviation objectives⁷². For example, the program CRECER⁷³ has components related to children's nutrition, health and education. Another example is the JUNTOS⁷⁴ program, which provides economic incentives for families from poor areas who accept to receive healthcare, education and legal services for their children. In education, this monetary incentive allows for retention of the children in school.

⁷¹ *Ibid.*

⁷² Oral ministerial presentation of Mr. Idel Vexler Talledo, Vice Ministro de Gestión Pedagógica del Ministerio de Educación de Perú; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007

⁷³ CRECER is an inter-sectoral program that provides assistance to pregnant women; it undertakes nutritional advocacy campaigns and provides economic support conditioned to born children obtaining a legal identity and schooling. (<http://www.crecer.gob.pe/inicio.htm>)

⁷⁴ JUNTOS is another inter-sectoral program aimed at people living in extreme poverty, risk and exclusion. This program offers with no conditions a monetary incentive of 100.00 nuevos soles (30 USD) to household representatives that accept to receive for their household nutritional, health, education and a legal identity services. (<http://www.juntos.gob.pe/>)

With regards to the curriculum, it was noted that coherent and smooth transitions across grade levels are supported by curricular policy discourse. However, in practice the various educational levels are working with different approaches and objectives⁷⁵. Teachers from secondary schools criticize those from primary for the lack of knowledge depth of the students entering secondary school. In Peru, it is not expected that students arrive with a set of skills but with a body of knowledge and information. Specifically, the country report states that, theoretically, the curriculum of basic education enables people to continue their education after 16 or 17 years. However, in practice, the education system is not supporting the attainment of skills that students need to continue their studies. Thus, schools are not providing opportunities for quality education that facilitates the access to higher education. The need for a coherent and inclusive transition between levels of education was recommended through the development of curricula that in practice consider the characteristics of the children in their communities.

As for curricular change, the National Curriculum Design (DCN) was noted to take place from 2001 to 2006. This involved a single curriculum for all mainstream basic education, combining existing curricula. In the past, existing curricula provided very different approaches and structures that hindered the assessment of any learning development progress throughout the schooling years. This curricular reform proposed to tackle the demands of each education level, looking for consistency and continuity of accomplishment in the student's studies. The National Curriculum Design (DCN), for example, emphasized learning by level and included citizenship education. It also incorporated an intercultural approach to the diversification of curricular content. However, inclusion is not addressed directly by the curricular changes⁷⁶. Some believed that a diverse curriculum implied inclusive education; however, there is a contradiction between the conception of inclusion in the new curriculum and its implementation in the classroom where practices of discrimination and exclusion prevail. As a suggestion, the need for curriculum-wide inclusion should be linked not only to the selection of content but also to a participatory process

⁷⁵ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Peru”, Mr. Luis Guerrero and Ms. Karin Rivas, Consejo Nacional de Educación, September 2007

⁷⁶ *Ibid.*

of development⁷⁷. All actors should be involved so that curriculum is responsive to the learning needs of all, and that its implementation will provide adequate opportunities to all.

Learners and Teachers

In recent years, the number of Pedagogical Institutes, privately run, has increased, causing an oversupply of teachers in Peru⁷⁸. As for national educational training institutions, there are now fewer and many have moved to remote areas. The importance of training teachers in remote areas in order to cater to the remote populations was highlighted. These populations are often served by distant or nearby local professionals who understand their needs better and who undertake more to address their needs. However, the academic training of these local professionals is sometimes inadequate. On a more optimistic note, some successful experiences in the training of bilingual teachers in initial and primary education can be noted. This is the case of the program FORMABIA, which assumes the training of bilingual Amazonian teachers from various departments where assimilatory and Spanish education has failed. Some challenges faced by teachers were also identified. The country report indicated that while the new curricular approaches promote education based on developing skills in students and the construction of knowledge, teachers are sometimes too poorly trained to promote reflection, and thus reproduce discriminatory attitudes and marginalization. In that regard, the need to develop new skills in teaching, for citizenship and life, and for strengthening the personal dimension was emphasized⁷⁹. Additionally, young people who are trained as teachers do so in the poorest and most neglected area of higher education due to the poor quality and professional conditions of pre-service teacher training programs. Following, teachers also compete to be in larger cities as a result of preferred basic living conditions such as education for their children. Poor working conditions, particularly in the State system, also demonstrate that teaching is valued as a marginal profession by the system and society.

⁷⁷ *Ibid.*

⁷⁸ *Ibid.*

⁷⁹ *Ibid.*

With regards to learners, experiences of curricular adaptations for the learning needs of children with special educational needs were noted⁸⁰. For example, children with special needs are integrated into mainstream schools through adjustments to the regular curriculum. This implies adapting subjects, activities, tasks, instruments, assessment procedures and support for professionals in special education. In addition to these curricular changes, schools may receive special education support provided by resource centres; such is the case of the Kallpa Center for Special Education. The centre caters to school-age children with special educational needs, including regular private schools in the city of Lima, suggesting concerted strategies among teachers, assistants, directors, parents and specialists to address the individual development needs of children.

⁸⁰ *Ibid.*

5. Venezuela⁸¹

Approaches, Scope and Content

In Venezuela, the concept of inclusive education is approached as the right to quality education under equal conditions and opportunities, tailored to individual differences in aptitude, vocation and aspirations. The objective of inclusive education is to create the environmental, political, economic and social conditions, which help to ensure access and retention in the education system of the most vulnerable sectors excluded by economic weaknesses of the family, illiteracy and low education of the parents⁸². In terms of obstacles, regional imbalances in the distribution of schools, as well as the weak ability of schools to retain children were underlined. Additionally, in Venezuela, inclusive education is a broad concept which is not limited to the school environment. It involves providing opportunities for human development, education, health, quality of life and personal development, knowledge and strengthening of cultural diversity. This is addressed to all excluded groups or vulnerable groups, including children between 0 and 6 years old, rural and border populations, children and young people excluded from formal education, indigenous groups, women, and the poorest.

Public Policies

According to the country report, the strategic lines of the National Plan for Social Development that are related to education have as main objectives to offset social inequities and provide quality education for all. These objectives can be achieved through the implementation of the so-called Bolivarian Education, which envisages lifelong learning and care for the most vulnerable sectors. The implementation of the Bolivarian School has among its main features a ban on tuition in public schools, the incorporation of meals to school services, strengthening the

⁸¹ The information in this section was adapted from the country report “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Venezuela, Ms. Maria Carlota Terán, Independent Researcher, September 2007; and from the power point presentation “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, políticas y estrategias, El caso de Venezuela” presented by Ms. Carlota Terán; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁸² “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Venezuela, Ms. Maria Carlota Terán, Independent Researcher, September 2007.

organizational capacity, critical thinking, and community action and the promotion of community participation in school decisions. In the 1990s, with the implementation of the Bolivarian Education, a policy for strengthening Venezuelan school management was initiated to overcome problems of coverage related to a bureaucratic and outdated educational organization. Thus, the Action Plan of the Ministry of Education promoted the decentralization of functions to the provinces and municipalities, supporting the autonomous management of schools, promoting collective action, group work and interaction among all actors. Along with this plan, Pedagogical School Projects - *Proyectos Pedagógicos de Plantel (PPP)* - are to be formulated and implemented. The PPPs cover actions collectively-planned by teachers, directors and members of the education community to solve the main problems of the school itself. A budgetary allocation to the education system, which is more than 7% of GDP, was also highlighted. However, the strategies undertaken to achieve inclusion represent very high costs due to the diversity and size of the services provided (for example, full-time care of students and food service), and reveal a lack of monitoring and evaluation regarding the effectiveness and efficiency of the strategies⁸³. Despite the above advances, the transformation of regular Bolivarian schools and the construction of new schools, have encountered administrative and managerial difficulties. While the Bolivarian Education advocates decentralization and community participation in developing educational policies, decentralization, in terms of decision-making, has made little progress and education continues to be highly centralized. Communities have mobilized, with the communal councils for example, but lack substantive decision-making power in the education sector affairs.

With regards to legislation supporting inclusive education, Venezuela's accession to the World Conference in Jomtien in 1990 came as a turning point. Since its accession, Venezuela sought the universalization of basic education, ratifying the subsequent conferences and meetings in the 1990s⁸⁴. This began a series of reforms in the Venezuelan education system. Additionally, the Constitution recognizes education as democratic, free and compulsory education from pre-school to lower secondary education as a right to basic education. It states that everyone has the right to

⁸³ *Ibid.*

⁸⁴ World Education Forum on Education United Nations Educational, Scientific and Cultural Organization (UNESCO), Dakar 2000 and Regional Meeting on Education of Latin America and the Caribbean, UNESCO, La Habana, Cuba 2002.

comprehensive quality and permanent education with equal opportunities and conditions and without restrictions other than those arising from their aptitudes, vocation and aspirations.

Systems, Links and Transitions

As a comprehensive educational reform, Venezuela's education is undergoing changes based on the concept of the Bolivarian School; such reform covers the different levels of education with interrelated comprehensive axes. This allows for consistent and continued education. However, the country report noted that the education system has failed to develop mechanisms to counter drop-out rates and seems to have no appropriate strategies in place yet to facilitate an effective and successful transition between the levels. Under this notion of comprehensiveness, the country report also highlighted links between formal and non-formal education. The Ministry of Education⁸⁵ has developed a strategy line in non-formal education through the Missions (Misiones)⁸⁶, which is aimed at ensuring the inclusion of students outside the formal education system back into schools. These students are offered non-formal study paths as a short-term option, and may qualify for a scholarship during their years of study. Graduates of the Missions can only enter the Bolivarian universities⁸⁷; the possibility of this single option limits the access of these students to other traditional professional paths of higher education.

The example of the state program Simoncito was also mentioned with importance. This program focuses on early childhood development of children and has developed two strategies: the conventional strategy which provides assistance to children at the Centre, and the non-conventional strategy (Simoncito Community) with teachers visiting the community or homes of children who are not in the formal education system, developing with them training and guidance activities. At the societal level, strategies of inclusive education in Venezuela have been

⁸⁵ Named after January 2007 as the Ministerio del Poder Popular para la Educación.

⁸⁶ Missions (Las Misiones) are social programmes implemented by the State and which are focused on education, nutrition, basic services, and improvement of the living conditions of people under vulnerable and/or detrimental social conditions. Educational missions focus also on reducing illiteracy (Misión Robinson); providing basic education (Misión Ribas); and preparing students for higher education (Misión Sucre). <http://www.embavenez-suiza.com/misiones.html>

⁸⁷ Created by the presidential decree N° 2,517, of July 18th 2003, the Universidad Bolivariana de Venezuela is created as an alternative institution of higher education with emphasis on technical and vocational education.

implemented with a focus on comprehensive care with the aim of reducing the economic and social variables that influence equal access, performance and retention of students. Thus, the report highlighted the intensification of food supplementation programs, including the School Feeding Program (Programa de Alimentación Escolar) which provides a daily diet adequate to the nutritional requirements and cultural patterns of students. The examples of the Simoncito Program and the Simoncito Community were again used to illustrate this point. The aims of these two programmatic strategies of providing full-time care of children between 0 to 6 years of age (education, food, recreation and legal protection) are key examples of comprehensive approaches of inclusive education and human development. Both Simoncito programmes, provide care for pregnant mothers through guidance on health, nutrition and strategies to foster the development of their children before birth. The goal is to make of the Simoncito not only an educational centre but also a door open to social policies.

With regards to curricular reform, in the 80s Venezuela began working on developing a new curriculum, with a constructivist and comprehensive development approach. The new curriculum was to focus on the interests of the child, on the integration of educational levels, and on incorporating elements of the family and socio-cultural context. This curriculum was developed through a participatory approach which involved supervisors, principals and teachers throughout the nation, contextualizing the curriculum to incorporate those aspects relevant to each of the regions and types of people. Moreover, teaching strategies were incorporated, such as the Pedagogical Classroom Projects (Proyectos Pedagógicos de Aula) focusing on the interests of children across horizontal axes, including education in values and education for employment. In terms of challenges, the country report noted that there is a lack of assessment of the training and compensation processes proposed by reform strategies. In recent years, the National Assessment of Learning (SINE) has not conducted assessments, and the last assessment, dating back to 1998, revealed low levels in the areas of reading comprehension and mathematics, especially in those students who attend public schools⁸⁸.

⁸⁸ “Currículo e inclusión en el nivel inicial y el primer ciclo de la primaria: Visiones, estrategias, experiencias y buenas prácticas en la Región Andina. El caso de Venezuela, Ms. Maria Carlota Terán, Independent Researcher, September 2007

Learners and Teachers

With regards to teachers, pre-service and in-service teacher training was emphasized. Since the beginning of the implementation of Bolivarian Education, a program of training and sensitization of teachers has developed through the creation of 315 Municipal Teacher Support Centres (Centros Municipales de Apoyo al Docente) which provide teaching resources. The implementation of the new curriculum design that started in the 1980s led to an effort to improve teacher training. Modules in developmental psychology, in research, and characteristics of the child and its environment were incorporated into the training. However, the learning of these new skills requires prior skills that teachers do not possess, and thus teachers are unprepared to meet the diverse needs and expectations of students. In recommendation, the country report emphasized the need to create networks of teachers to encourage dialogue on knowledge in order to sponsor interactive support and share solutions of problems faced. In turn, this would allow for the development of skills, including those as co-developers of educational policies.

With regards to learners, the country report argued that, despite the policies of inclusion, in practice, education is not totally inclusive, especially when it comes to children's participation. Learners do not have opportunities to make decisions, to investigate, and develop their own knowledge.

B. SOUTHERN CONE REGION

1. Argentina⁸⁹

Approaches, Scope and Content

The concept of inclusive education in Argentina is presented as the entitlement of all to equal learning opportunities, regardless of their socio-cultural background, skills, abilities and expectations⁹⁰. This implies a diversification of educational opportunities suited to the individuality of students. Accordingly, any action of inclusive education should aim to achieve significant and high-quality performance in students. This involves not only the acquisition of "substantive" knowledge, but the ability to solve problems and learn throughout life. In addition, it was noted that inclusive education is a process by which to identify and respond to the diversity of needs and ways of learning for all students. This involves changes and modifications in the educational system, approaches and teaching strategies to suit each individual based on his/her differences. Moreover, inclusive education was noted to imply a moral responsibility in giving priority to students who are at risk of being marginalized or excluded from school and/or from equally reaching quality learning outcomes⁹¹.

Public Policies

The policy of inclusive education in Argentina is aimed at promoting and ensuring access to equal educational opportunities, as well as at enhancing educational retention and continuity for all segments of the population, with emphasis on vulnerable sectors⁹². In doing this, Argentina's inclusive education policy is careful to recognize the particularities of different social groups and

⁸⁹ Information in this section was adapted from the country report "La inclusión educativa en la Argentina de hoy: Definiciones, logros y desafíos a futuro", Mr. Jason Beech and Ms. Marina Larrondo, Universidad de San Andrés, September 2007; the report was presented as a power point by Jason Beech, Universidad de San Andrés; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁹⁰ "La inclusión educativa en la Argentina de hoy: Definiciones, logros y desafíos a futuro", Mr. Jason Beech and Ms. Marina Larrondo, Universidad de San Andrés, September 2007.

⁹¹ *Ibid.*

⁹² *Ibid.*

their educational needs; this approach has opened the way to guarantee a State commitment to institutionalize tailored and inclusive educational pedagogies. Two periods of education reform were highlighted⁹³ as relevant to objectives of inclusive education. The first (1993 - 2000) coincides with the Federal Education Law (Ley Federal de Educación) and the implementation of the Social Education Plan (Plan Social Educativo). The Social Education Plan, created by the Ministry of Culture and Education in 1993 addressed basic social needs in the population, including education (schools and resources), and providing schools with autonomy on how to use resources according to their locally defined projects. This plan gave priority to the allocation of resources benefitting populations with the highest index of unmet basic needs. The plan outlined management criteria considering a direct relationship between the National State and schools and the control and distribution of resources. Educational institutions manage resources and develop their projects, adapting the guidelines according to the needs of their community. The provincial governments choose schools, advising them and providing information for monitoring and control. At the same time, this educational reform period (1993 – 2000) was characterized by a series of compensatory material strategies, such as the Program for Improving Educational Infrastructure and the National Student Scholarship Program, leaving aside other aspects of educational inclusion.

The second period of education reform started in 2003⁹⁴ and includes the adoption of the Law on Educational Financing (Ley de Financiamiento Educativo) of 2006, the Law on Professional Technical Education (Ley de Educación Técnico Profesional) of 2005, and the National Law of Education (Ley de Educación Nacional) of 2006 which replaced the Federal Education Law. From 2003 to the present, educational programs have been designed with greater specificity in relation to the specific educational requirements and needs of populations. The approach of these programs integrates both pedagogical and material needs. Also, in this second reform period, programs as the National Program for Educational Inclusion (Programa Nacional de Inclusión Educativa, PNIE), the Integral Program for Equal Education (Programa Integral para la Igualdad

⁹³ *Ibid.*

⁹⁴ The prior years between 2000-2003 are not considered to produce key policy changes in comparison to previous reforms. Though there is a change of Presidential Administration (F. De la Rúa), this coincided with a deep social and economic crisis that did not allow the continuation of new policy actions of inclusion.

Educativa, EIIP), and the National Program of Bilingual Intercultural Education (Programa Nacional de Educación Intercultural Bilingüe) were implemented. Further details on the PNIE demonstrate that this program includes the design and implementation of an educational project for inclusion. It is carried out by a group of beneficiary schools, and civil society organizations in the community who, with the assistance of educational facilitators, accompany youth in its mainstream reintegration and help with their retention. Moreover, in terms of resource allocation, the country report observed that through the Educational Financing Law⁹⁵, educational spending was increasing in relation to pre-established goals, providing stable resources for the funding of educational planning priorities.

Systems, Links and Transitions

In the case of Argentina, much attention has been given to special education. Special education is overseen by the National Directorate of Curricular Management and Teacher Education (Dirección Nacional de Gestión Curricular y Formación Docente); this office is then responsible for the development and improvement of proposals for special education, in coordination with the regional administration⁹⁶. This Directorate develops curricular guidelines for all educational levels, providing support to technical regional teams and for undertaking different training tasks nationwide for special education. In addition, this office is also responsible for education in prison settings. Therefore, special education and education in prison settings are integrated by this Directorate into the national curricular policy. Nevertheless, this office does not intervene with specific curricular programs, but only proposes and implements guidelines.

Links between formal and non-formal education were also noted as important with examples of particular program initiatives. After the enactment of National Law of Education compulsory secondary education was established, obliging the State to ensure universal education and to supply different forms of education: artistic education, technical and vocational education, special education, youth and adult continuing education, rural education, intercultural bilingual

⁹⁵ “La inclusión educativa en la Argentina de hoy: Definiciones, logros y desafíos a futuro”, Mr. Jason Beech and Ms. Marina Larrondo, Universidad de San Andrés, September 2007.

⁹⁶ *Ibid.*

education, education in prison settings, and education in home and hospital settings. Also, attention was given to early childhood development to be provided outside of special school settings. The implementation of this proposal involved inter-sectoral collaboration among NGOs, health centres and other social institutions. Other initiatives have involved professional development of adults; teacher training through workshops and seminars, and the implementation of projects integrating ICTs in Special Education.

Learners and Teachers

With regards to teachers, various teacher training efforts were noted as focusing on the diversity of learners' needs. In the context of the Integral Program for Equal Education (Programa Integral para la Igualdad Educativa, EIIP), which targets urban and suburban primary schools that cater to socially vulnerable students, a professional development forum is implemented involving training sessions and teacher exchanges. Another example that was noted is the National Program for Bilingual Intercultural Education (Programa Nacional de Educación Intercultural Bilingüe, PNEIB) created in 2004. This program recognizes the right to educate according to specific cultural values and in mother tongue. Accordingly, teacher training takes place through the opening of forums for consultation between the different actors in formal and non formal education.

With regards to learners, the country report indicated numerous examples of inclusive education programs that have given attention to the needs of children from specific populations. For example, the National Program for Educational Inclusion (Programa Nacional de Inclusión Educativa, PNIE) implemented projects designed according to the target population, mainly by age and individual needs. This program also works with the juvenile justice system and the young people undergoing judicial process or seclusion. Other examples that were highlighted include the "Back to School" (Volver a la Escuela) Program for students 6 to 14 years old who were outside the system during the previous year. Also, the "All Back to Study" (Todos a estudiar) was presented as a program aimed at all children and youth aged 11 to 18 who have dropped out of school, and which offered them alternatives to enter the 3rd round of general basic education and the second cycle of secondary education (polimodal). Finally, the National Program for

Inclusive Rural Education (Programa Nacional de Inclusión Educativa “Rural”), increasing the educational opportunities of children and young people from rural areas.

2. Brazil⁹⁷

Approaches, Scope and Content

In Brazil, inclusive education is addressed with various approaches. One of them brings attention to the educational integration of individuals with disabilities into the mainstream school system, and another one to the right of all children to basic free and compulsory education⁹⁸. It was further indicated that inclusive education refers to the democratization of education, which means ensuring the equitable distribution of quality education through the educational access, retention, and completion of the entire population⁹⁹. Inclusive education involves changes in the education system as well as mechanisms that increase the participation of all actors who have a stake in education and social affairs (e.g. students, teachers, the community). The ministerial presentation also stated that inclusive education is related to the concept of an inclusive society. Both, an inclusive education and an inclusive society presuppose not rejecting, segregating or marginalizing people; rather, education and society should aim to modify their environments, attitudes, behaviours and structures to equally involve all members of society. In Brazil, inclusive education thus also refers to the reduction of social inequities such as inequality in access and quality education. The notion of the "Republicanización" of the teaching system was also noted, referring to the balance between universalism and differentialism, by respecting ethnic, cultural and regional diversity and integrating it with universal issues¹⁰⁰.

⁹⁷ The information in this section was adapted from the power point presentation "Inclusión Educativa en Brasil", Mr. Ricardo Henriques, Banco de Desarrollo Económico y Social; and from the ministerial power point presentation "Educação Inclusiva: a Experiência Brasileira", Ms. Misiara Oliveira, Ministerio de Educación de Brasil; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁹⁸ Ministerial power point presentation "Educação Inclusiva: a Experiência Brasileira", Ms. Misiara Oliveira, Ministerio de Educación de Brasil; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

⁹⁹ Power point presentation "Inclusión Educativa en Brasil", Mr. Ricardo Henriques, Banco de Desarrollo Económico y Social; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

¹⁰⁰ *Ibid.*

Public Policies

Brazil possesses a variety of policy instruments for inclusion such as the Convention on the Rights of Persons with Disabilities, the Brazilian Federal Constitution (1988), the Statute of the Child and the Adolescent – ECA (1990), la ley de Líneas Directrices y de Bases of National Education (1996), law n°7853/89 which regulates the integration of persons with disabilities, and the law on Brazilian Sign Language. Brazil also implements the National Guidelines of Special Education in Basic Education. With regard to education policy, the Plan for the Development of Education (Plano de Desenvolvimento da Educação, PDE) was also highlighted. It was launched in 2007 by the Ministry of Education and approved by law. It is based on education as a centrepiece of national development, according to the objectives of Education for All. Additionally, in 2007, the federal government, in an inter-ministerial action, set the social agenda to establish a better allocation of resources (R\$ 32.000,00) for strategies promoting accessibility, adaptations of school buildings and the implementation of multifunctional resource rooms, in cities with over 60,000 inhabitants¹⁰¹. Among the challenges to policy, there is the issue of duplication of functions and the ineffectiveness of policies. Unfortunately, social policy is fragmented and isolated in relevant sectors. Thus, it is important to systematically integrate strategies of inclusion. In this sense, educational policy should be complemented by the social component of other sectors, becoming a cross-cutting regulator. For this, institutional, inter-sectoral and integrated, not divided, arrangements are required¹⁰².

Systems, Links and Transitions

Several efforts of special education, adapted integration and inclusion within mainstream education were mentioned as existing in Brazil. For example, there are initiatives of educational integration supporting both special schools and special classes within mainstream schools. In this sense, there is advocacy for equal access to education, supporting the participation, learning and

¹⁰¹ Ministerial power point presentation “Educação Inclusiva: a Experiência Brasileira”, Ms. Misiara Oliveira, Ministerio de Educación de Brasil; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

¹⁰² Power point presentation “Inclusión Educativa en Brasil”, Mr. Ricardo Henriques, Banco de Desarrollo Económico y Social; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007

achievement at all levels of education for all students with special educational needs. For this, the program proposes to design flexible curricula, teacher training and the enhancement of accessibility options.

Another initiative of inclusive education points to the creation of the Secretary for Continued Education, Literacy and Diversity (Secretaria de Educação Continuada, Alfabetização e Diversidade – SECAD), which aims to adapt the content and school process to persons and groups excluded from the regular education system. Among its programs are the following: Open School, Brazil without Homophobia (Inter-ministerial), Literate Brazil, Education in Prisons, School that Protects, Human Rights Education, Aboriginal Education, Quilombola Education, and Rural Education. With regards to the latter, the program Knowledge from the Earth (Saberes da Terra) allows for educational flexibility respecting the cycles of agricultural activity and admits the division of study time between school and home/farm.

With regards to curricular change, using a diversity approach to curriculum content was underlined. Since 2003, the government aims to implement Law 10,639/2003, which makes mandatory the teaching of Afro-Brazilian history and culture in public and private schools. It was noted that while inclusive education becomes a necessary condition for the reduction of inequalities, it requires minimal social equity to enable the use of learning opportunities on the part of the population. In particular, the school should become a "unity of change" at the heart of the socio-educational network, a producer of knowledge, inclusion and an advocate of autonomous beings. The school must be integrated in the community, mobilizing and valuing local knowledge; schools should guarantee the retention of students through material assistance (meals, diversified teaching materials, transportation)¹⁰³.

¹⁰³ *Ibid.*

Learners and Teachers

With regards to teachers, there is a need for adequate training, which should start from their initial basic training¹⁰⁴. The Program for Inclusive Education: The Right to Diversity (Programa Educação Inclusiva: direito à diversidade) proposes strategies for training managerial staff and teachers in specialized educational including concepts related to inclusive education practices and the recognition of differences.

With regards to learners, the need to address their diversity, based on their socio-economic and cultural context, was underlined. For example, the program Knowledge from the Earth (Saberes da Terra) aims to increase schooling and professional certification of rural students, based on the notion of adapting the school to the reality of the students. As noted earlier, this program is flexible to adapt to the cycles of agricultural activity and admits the division of study time between school and home/farm.

¹⁰⁴ *Ibid.*

3. Chile¹⁰⁵

Approaches, Scope and Content

In Chile, inclusive education is based on human rights, where equity in access and participation to quality education is a fundamental right of all human beings. Since the 1990s, equity in Chile is understood as access and coverage, at the same time that quality is understood as part of educational equity and inclusion. The concept of inclusive education in Chile comes from special education. From this perspective, prevalence was given to the bio-medical tradition, hindering progress towards a more holistic concept that encompasses all children excluded from and within the educational system. It was noted that inclusive education is both a cause and an effect of social exclusion¹⁰⁶. Educational inclusion seeks to ensure the right of education for all persons irrespective of their ethnicity, gender, learning style, etc. The country report indicated that inclusive education strategies in Chile have focused on positive discrimination of specific cultural groups (indigenous, students with special needs or poor), establishing specific measures for each of them.

Public Policies

The general purpose of Chile's educational policy is to equally guarantee the right to a quality education for all, directing its actions to the elimination of barriers to learning and access. This includes the design of compensatory policies to eliminate situations of exclusion that some groups suffer due to economic, social, ethnic or territorial reasons, among others. However, there is a lack of articulation in the representation of vulnerable groups as described in the various public policies; yet, also, there is no integration in the way these groups self-represent

¹⁰⁵ The information in this section was adapted from the country report "Inclusión Educativa en el Cono Sur: Chile", Ms. Martha Infante, Pontificia Universidad Católica de Chile Septiembre 2007; and from the ministerial oral and power point presentation "Educación inclusiva: desafíos de la educación chilena", Mr. Mauricio Nercellas Pérez, Ministerio de Educacion de Chile; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

¹⁰⁶ "Inclusión Educativa en el Cono Sur: Chile", Ms. Martha Infante, Pontificia Universidad Católica de Chile Septiembre 2007.

themselves¹⁰⁷. With regards to legislation in support of inclusive education, the following were mentioned. Intercultural education has been inserted into national policy supported by Law 19,253 of 1993 (Indigenous Law), The Organic Constitutional Law of Teaching (Ley Orgánica Constitucional de Enseñanza, LOCE) and the International Convention on the Rights of the Child (UN, 1989). The latter became law of the Republic on August 14, 1990 through decree No. 830. Additionally, projected changes in the LOCE are foreseen, which would impact the entire Chilean education system. In this regard, there is discussion for the repeal of the LOCE and the Draft General Law on Education (LEGE). The latter is proposed by the current government, and provides a definition of education that emphasizes respect for human rights, and the exercise of tolerance and respect for diversity. The LEGE refers to special education, establishing criteria and guidelines for the diagnosis of students with special needs and for the development of adequate mainstream curricula adapted to the needs of these children. However, it was indicated that the policy of special education places the medical model as an important basic element¹⁰⁸. This hampers the development of inclusive education initiatives by understanding diversity in learning as a synonym of special needs, legitimizing certain practices of segregation within the school. In line with this discussion, the special education policy was also highlighted. It includes a funding increase of special education for students with special needs; access to the national curriculum with adaptations; development of special educational materials; teacher training; design and implementation of a system to ensure quality in special schools; and design and implementation of a system of detection and assessment of special needs and accreditation. Finally, there was also mention of the intercultural education policy in Chile. This policy focuses on the development of indigenous languages and on increasing the degree of participation of the local communities in educational programs. However, the majority of the indigenous groups in Chile prefer to speak in Spanish and not in their native language¹⁰⁹ as the former facilitates their integration into mainstream society.

¹⁰⁷ *Ibid.*

¹⁰⁸ *Ibid.*

¹⁰⁹ *Ibid.*

Systems, Links and Transitions

The necessity of adapting the educational system to address students' various needs was highlighted. For example, the special education system presents what was noted as adapted Educational Options such as special schools, hospital classrooms, regular establishments, and differentiated groups. Another example concerns indigenous groups. Among the programs carried out under the perspective of intercultural education, the Program for the Comprehensive Development of Indigenous Communities was illustrated. In 2006, the design of the Indigenous Language subsector was approved, seeking to ensure the teaching of indigenous languages in those educational units with a majority of girls and boys of indigenous descent. In this regard, study programs are currently being established for each of the languages (Mapuche, Aymara, Rapa Nui and Quechua) (MINEDUC, 2007)¹¹⁰. Another program mentioned was the Intercultural Bilingual Education Program (PEIB). It aims to promote dialogue between the school and the community through pedagogical activities, content selection, the development of institutional and intercultural educational projects, cultural advice, and curricular contextualization.

With regards to curricular change for inclusive education, it was noted that the curriculum should allow for knowledge building within a specific socio-cultural and historical context. This understanding and practice of the curriculum should respond to the world interpretation that individuals have (school and university students). The Ministry of Education made a proposal for Service-Learning (MINEDUC, 2007)¹¹¹, as a methodology designed for secondary education levels. The aim is to integrate into the regular curriculum, a new way to consolidate and deepen academic learning, with the aim to respond to the problems of the local community. This tool includes the development of a community project based on the needs of students and the community, including the school in the local social context. The country report indicated that the link with the community would bring about a more flexible regular curriculum, making room for the diverse interests of students. Furthermore, such projects would facilitate a smoother transition

¹¹⁰ *Ibid.*

¹¹¹ *Ibid.*

to higher education or working life of students and would provide means of connecting the school and the community, increasing support networks inside and outside.

The importance of participation and support of all stakeholders, both internal and external to the school was emphasized. The Ministry of Education provided technical assistance to those schools that have low results in national outcomes of learning, high rates of repetition and dropout rates. The aim was to provide intensive support from external institutions (education schools of universities and foundations, etc.) for the development of teaching methodologies and teacher training in the areas of language and mathematics for the first basic and secondary cycles. This support includes development programs for principals and teachers in the development of skills at the level of educational management. Additionally, the government has implemented the project Red Links (Enlaces Rojos) with the aim of establishing a national network among all Chilean public schools incorporating new information and communication technologies to the educational context. This initiative began with the training of teachers and the installation of needed equipment, software and teaching resources. For example, ICTs were incorporated into schools seeking to expand opportunities for access to quality learning resources, regardless of geographic location or socio-economic status of schools.

Learners and Teachers

With regards to teachers, it was recommended that the university curriculum for teacher education should focus on the acquisition of skills that enable teachers to make adjustments to their teaching practices and to the general curriculum, so as to encourage students to have access to quality education. Accordingly, there is a need to begin a dialogue with teacher training universities in order to guide the perception of teachers about their own role and profession. Moreover, the national policy on special education noted that universities have started to include subjects such as pedagogy for diversity, education for diversity and care to children with special educational needs in teacher training curricula of general basic education and kindergarten.

With regards to learners, the need to address indigenous needs was emphasized. Mention was given to including native languages and cultures into the curriculum. This highlights the

importance of contexts and the need to adapt curricula to their various characteristics, so that all learners are given equal opportunities.

4. Paraguay¹¹²

Approaches, Scope and Content

In Paraguay, inclusive education is considered as a right of all children to have equal opportunities of access to quality education, irrespective of their social and cultural characteristics, and their differences in aptitude and capacities¹¹³. The concept of inclusive education begins in the field of special education. Currently, the approach to educational inclusion is also presented as a process to overcome the forms of discrimination and exclusion, including social exclusion. The concern for the rights to education and equity in education is based on the recognition of mechanisms that cause and perpetuate discrimination and exclusion of children from the school system. These mechanisms are related to socio-economics, language, gender, belonging to certain cultural groups, characteristics of families, migration, etc. On the other hand, the conceptualization of inclusive education was referred to as being new in the educational field and there is not yet a shared common understanding about the term. Inclusive education is also considered as a process of bringing flexibility to school structures, curricular content, pedagogical approaches and strategies in order to adapt them to meet the diverse needs and expectations of all students.

Public Policies

Paraguay was noted as a country with a very high degree of social inequality, which is why, from the onset of the Paraguayan Education Reform, the need to develop strategies to overcome inequality and discrimination that exist inside the education system was proposed¹¹⁴. In terms of

¹¹² The information in this section was adapted from the country report “La Educación Inclusiva en Paraguay”, Mr. Rodolfo Elías, Instituto de Capacitación y Estudios del Desarrollo, September 2007; from the power point presentation “La Educación Inclusiva en Paraguay” presented by Mr. Rodolfo Elias; and from the ministerial oral presentation, Ms. Maria Lafuente, Vice Ministra del Ministerio de Educación y Cultura de Paraguay; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

¹¹³ Peters, S. (2004). Inclusive Education: An EFA Strategy for all children. Washington D.C., World Bank.

¹¹⁴ Ministerial oral presentation, Ms. Maria Lafuente, Vice Ministra del Ministerio de Educación y Cultura de Paraguay; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

legislation, Paraguay ratified the International Convention on the Rights of the Child, and it currently has a comprehensive regulatory framework that includes the National Constitution, the Code of Childhood and Adolescence and the General Law on Education. Moreover, a draft law on antidiscrimination is currently being worked upon, analyzing the situation of the Guarani-speaking population, indigenous peoples, and the degree of existing discrimination against these groups in relation to their gender, age, religion, sexual orientation, HIV/AIDS, socio-economic status and migration patterns.

A number of policy recommendations were put forth. First, consensus building regarding the concept of inclusion is required to establish priorities in public policy, allowing for a comprehensive, well-articulated and long-term approach to address issues of inclusion. It is necessary to eliminate the fragmentation of isolated sectoral responses towards inclusion which should rather entail a collaborative inter-sectoral approach. Also, short-term approaches of social policy planning should be prevented; at present, the educational agenda is the only one that the country has envisioned until 2020¹¹⁵.

Second, there is a need to formulate policies with relevance to community and school contexts (urban-rural-indigenous). Also, the education system still lacks flexibility in its management structure at the central, intermediate, and school levels¹¹⁶. This inflexibility hinders the implementation of inclusive education models tailored to the needs of the people, excluding those who do not meet their standards. Third, there is a need to systematize and undertake research regarding the experiences and challenges in the development of inclusive models, allowing for the formulation of policies based on evidence. In addition, a greater understanding of the processes and social changes affecting the country (migration, increasing urbanization, structural changes, conditions of poverty, etc.) is required, so that education will respond appropriately to the needs of society.

¹¹⁵ “La Educación Inclusiva en Paraguay”, Mr. Rodolfo Elías, Instituto de Capacitación y Estudios del Desarrollo, September 2007.

¹¹⁶ *Ibid.*

Systems, Links, Transitions

The importance of balancing and linking different levels and forms of education in relation to objectives of inclusive education was noted through several reform initiatives. For example, the design and modification of educational centres to support the access of students with disabilities to mainstream schools was mentioned. However, these children still face difficulties in terms of access and retention in schools. Additionally, progress has been made in terms of affordability and accessibility of education. It is noted that basic secondary has been included in compulsory education, expanding coverage at this level. Moreover, the coverage of preschool education has expanded, reaching almost universality. In the same way, there was an increase in retention in the education system¹¹⁷. In terms of formal and non-formal education, there are also experiences of intervention according to the specificity of the contexts such as rural schools, urban schools, poor urban schools, indigenous schools¹¹⁸. Bilingual education initiatives were also noted as conducive to accomplishing education equity. More broadly, some challenges were pointed out with regards to the links between school and society. There is an isolation of the school vis-à-vis social reality, with little community involvement in the educational processes¹¹⁹. The school and teachers in particular tend to attribute the problems of students to extrinsic factors, without incorporating them into the classroom activities. The Paraguayan legislation includes various elements of inclusiveness; however, they have not yet provoked changes in local and institutional practices. There is also need for a more comprehensive school, which admits all and adapts to the diversity in characteristics, capabilities and motivations of its children. Finally, in terms of curricular change, the competency-based approach introducing the concept of flexibility and cross-cutting issues of democracy, family and environment is being implemented in the education system. This requires overcoming the psychometric assessments that, as was noted, tend to give asymmetrical results, which prevent seeing reality in a different way¹²⁰.

¹¹⁷ *Ibid.*

¹¹⁸ Ovelar, B., op.cit as quoted in the country report “La Educación Inclusiva en Paraguay”, Mr. Rodolfo Elías, Instituto de Capacitación y Estudios del Desarrollo, September 2007

¹¹⁹ “La Educación Inclusiva en Paraguay”, Mr. Rodolfo Elías, Instituto de Capacitación y Estudios del Desarrollo, September 2007.

¹²⁰ *Ibid.*

Learners and Teachers

In the case of Paraguay, it was noted that teachers still lack the skills and attitudes to meet the diverse needs and expectations of students. It is very difficult to create inclusive practices in teachers who have lived through the dictatorship and who see differences as a problem rather than as a learning potential¹²¹.

With regards to learners, creating learning environments that facilitate inclusive education in schools and classrooms are still isolated experiences. Elements of accessibility for people with disabilities are being incorporated in the design and construction of schools.

¹²¹ Ministerial oral presentation, Ms. Maria Lafuente, Vice Ministra del Ministerio de Educación y Cultura de Paraguay; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

5. Uruguay¹²²

Approaches, Scope and Content

In Uruguay, inclusive education is approached in terms of equal educational access, participation and academic performance, which must be ensured for every child. It was noted that the role of the State is to guarantee all the necessary conditions to make children's schooling and learning accessible and of quality, compensating for any situation that may block their right to education. Inclusive education is also approached as a never-ending process that aims to promote the inclusion of all in school and society, eliminating the processes of exclusion that are generated, among other, by socio-economic and cultural backgrounds, gender, and ethnicity. Accordingly, the education system continuously changes to respond to the linguistic, cultural, social, gender and personal diversity of every student. In addition, diversity in a student is also related to the child's difference in accessing social knowledge and in his/her need of receiving special education support. Education must ensure attendance, participation and achievement of all these learners. Inclusive education is a relatively new term, which has its roots in special education. However, it was noted that the two terms are different, as inclusive education encompasses all students. At the same time, it was underlined that in Uruguay, the new conception of inclusive education should become more than a rhetorical device meant to replace the term of special education¹²³.

Public Policies

In Uruguay, policies of recent administrations focus on increasing equity, efficiency and quality of public education. The Uruguayan education system depends on the National Administration of

¹²² Information in this section was adapted from the country report "La inclusión educativa en el Uruguay: Avances y Desafíos", Ms Rosalia Barcos, Universidad Católica del Uruguay – UCUDAL, September 2007; from the power point presentation "La inclusión educativa en el Uruguay: Avances y Desafíos", Ms Rosalia Barcos; and from the ministerial power point presentation "Caminos hacia la Inclusión", Mr. Hector Florit, Consejo Directivo Central de la Administración Nacional de Educación Pública de Uruguay; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

¹²³ "La inclusión educativa en el Uruguay: Avances y Desafíos", Ms Rosalia Barcos, Universidad Católica del Uruguay – UCUDAL, September 2007

Public Education (Administración Nacional de Educación Pública, ANEP) managed by the Central Board of Direction (Consejo Directivo Central, CODICEN). The latter is responsible for three decentralized councils, which were noted as in need of better coordination¹²⁴. Each subsystem works in isolation, hampering dialogue and collaborative work. However, some coordinated actions between the National Administration of Public Education and other governmental agencies were observed. For example, they are aiming to implement an educational association of all high schools by 2009¹²⁵, in cooperation with the National Telecommunications Administration; also the provision of free transportation for students under 16 years of age throughout the country has been proposed; and increasing the provision of family allowances for families with students in the Basic Cycle, in coordination with the Ministry of Social Development and the Bank of Social Welfare.

Policy recommendations noted the need to implement an adaptable and flexible education systems providing school autonomy in decision-making and project development based on the needs of the community and students. Additionally, the building of cooperation networks is needed for policymaking, inviting the participation of all stakeholders, enabling inter-sectoral work, and integrating individual efforts. There is also a need to conceive education as a State policy, avoiding that each administration starts all over again to raise new proposals in education. A final suggestion was the need to strengthen state responsibility to ensure human, material and teaching resources required by educational institutions.

Systems, Links, Transitions

In terms of integration and transitions of students in mainstream education, some positive and negative experiences were noted. The Educational Improvement Projects (Proyectos de Mejoramiento Educativo (PME) were illustrated as a positive experience of integration. These projects' purpose is to set up conditions and strategies necessary for the educational integration

¹²⁴ *Ibid.*

¹²⁵ Ministerial power point presentation "Camino hacia la Inclusión", Mr. Hector Florit, Consejo Directivo Central de la Administración Nacional de Educación Pública de Uruguay; International Workshop on Inclusive Education, Andean and Southern Cone Regions, Buenos Aires, Argentina, September 12-14, 2007.

and inclusion of students of children with special educational needs and/or disabled in the classrooms of public mainstream educational institutions¹²⁶.

Additionally, the following programmes¹²⁷ were noted as good examples of inclusive efforts linking formal and non-formal education: The Full-Time Schools (Escuelas de Tiempo Completo); Schools in Critical Socio-cultural Contexts (Escuelas de Contexto Socio Cultural Crítico); Community Teachers Program (Programa Maestros Comunitarios); and inclusion in rural areas regarding Technical and Vocational Education. More broadly, linking school to society, it was noted that the public school has an important safety net for vulnerable children, through various programs such as School Cafeterias. There are also other social programs providing dental care, eye care, scholarships, shelters, and recreation. An experience illustrating remaining challenges in terms of transitions between educational levels – primary and secondary – is exemplified by the curricular design of the Basic Cycle of Secondary Education, which was organized into subject areas, with individual goals, specific academic settings and teacher training. This set up is noted as generating a gap between the different levels of education, creating different school modalities (“de la escuela al liceo”), curricular discontinuity, changes from one school group to another, changes in the student's personality, and new family expectations. To address this challenge, the reform of the basic cycle, Plan 96¹²⁸ proposed a curricular design that reduces the impact of transition. Knowledge is organized in areas reducing the teaching load, thus allowing for more personalized attention.

Plan 96 involved major changes involving the length of teaching time with a new allocation of teaching hours that would allow for coordinated work spaces. Also, the curriculum replaced subjects by areas as a subject-oriented curricular structure of secondary education was noted as not always related to the experiences, needs and interests of adolescents¹²⁹. One of the weaknesses noted about Plan 96 points to the lack of participatory strategies needed to engage all

¹²⁶ *Ibid.*

¹²⁷ *Ibid.*

¹²⁸ “La inclusión educativa en el Uruguay: Avances y Desafíos”, Ms Rosalia Barcos, Universidad Católica del Uruguay – UCUDAL; from the power point presentation “La inclusión educativa en el Uruguay: Avances y Desafíos”, Ms Rosalia Barcos, September 2007

¹²⁹ *Ibid.*

stakeholders (teachers, principals, parents and students) who were strongly opposed to the changes. Another example of curricular change noted for the case of Uruguay is Plan 2007¹³⁰ for the Basic cycle of secondary education implemented with national coverage. This Plan was noted as lacking clear and decisive innovations with regard to earlier curricular designs¹³¹. Recommendations regarding curricular changes conducive to inclusive education highlighted the following. For example, the curriculum should encourage the development of cultural identity in each individual (heritage) as well as provide students with the resources (knowledge, skills, competences) to adequately incorporate themselves in society. For this, a broad and flexible curriculum is needed, which allows for a re-contextualization of the prescribed curriculum according to the varying interests, abilities, and personal, social and cultural rights of students in basic and compulsory education.

Learners and Teachers

There is a need for institutions to develop a policy of continuous training of teachers to diagnose the various learning situations and needs of children in order to analyze such situations to formulate problems and find solutions. This will involve collaborative planning to develop an action plan that supports teachers to adequately respond to the diverse needs and characteristics of their students. The Community Teachers Program, implemented under the coordination of Administration of Public Education (Administración Nacional de Educación Pública, ANEP) in collaboration with other institutions, was used to illustrate the importance of teacher training. This program takes place in schools that have a high rate of repetition, in which community teachers are then incorporated. These teachers work with the children at school and at home, supporting them with their learning difficulties. These children usually have a history of academic failure, and are over-aged for their grade level, and present a high rate of repetition. This program involves working directly with families to ensure their participation in the process. As a result, there has been a decrease in the rate of repetition; positive developments in reading,

¹³⁰ *Ibid.*

¹³¹ *Ibid.*

writing, mathematics and attitude towards school work, as well as important advances with regards to absences, reversing dropout rates and improving attendance rates¹³².

In relation to learners, the importance of reaching all students and supporting lifelong learning was noted. In this context, the Youth in Motion Program (Jóvenes en Movimiento) was mentioned. It aims to help young people finish their education in the Basic Cycle and 'bachillerato' (high school diploma), reducing the defection of those over 18 years old by promoting the social value of work. This program gives scholarships to these students in 62 schools in Montevideo and 37 in Canelones¹³³.

¹³² *Ibid.*

¹³³ *Ibid.*

IV. THEMATIC DISCUSSION ON INCLUSIVE EDUCATION¹³⁴

The following section addresses the four ICE sub-themes - *approaches, scope and content; public policies; systems, links and transitions; and learners and teachers* - as identified in seven thematic presentations related to inclusive education. These presentations are addressed by identifying discussion points provided by the presenters as a way to further enrich debates on the status of inclusive education in Latin American countries.

Approaches, Scope and Content

The concept of inclusive education was approached as referring to the extent to which the school is democratically accessible to all children regardless of their social class, residence (urban or rural), gender, race or physical condition, as noted by Mr. Christian Cox from the Pontificia Universidad Católica de Chile. Inclusive education was also approached as the equal and democratic attainment of quality educational outcomes. At the same time, as noted by Mr. Cox, the concept of inclusive education was identified as a new rhetorical term that could be already addressing, the same challenges of past educational reforms aiming to improve education quality and equity. On the other hand, this term may be useful to incorporate characteristics of our time. Mr. Cox continued to remark that it is very important to explain to our education systems the reason why and for what purpose this new term has been created; it is important to understand the re-signification of inclusive education.

¹³⁴ Information in this section was adapted from thematic presentations on inclusive education in Latin America as presented during the International Workshop on Inclusive Education, Andean and Southern Cone Regions, 12-14 September, 2008: Linda Asturias, Coordinator, Curriculum Reform Secondary Education, Ministry of Education, Guatemala, “Educación Inclusiva en Guatemala”; Rosa Blanco, Interim Director, Regional Bureau of Education for Latin America and the Caribbean (OREALC-UNESCO) “Inclusión: El derecho de todos a una Educación de Calidad”; Cristian Cox, Graduate Studies Director, Pontificia Universidad Católica de Chile, “Inclusion Educativa: Conceptos, etapas, dilemas de implementación”; Silvina Gvirtz, Director, School of Education, Universidad de San Andres “De la Inclusión a la Justicia Educativa: La Educación como un Derecho”; Vernor Muñoz, Special Rapporteur on the Right to Education, “Aplicación de la Resolución 60/251 de la Asamblea General, de 15 de marzo de 2006, Consejo de Derechos Humanos, El Derecho a la Educación de las Personas con Discapacidades”; Mr. Juan Carlos Tedesco, Vice-Minister of Education, Science and Technology of Argentina (en “Discurso de Bienvenida”; Conferencia Inaugural: La Inclusión Educativa como un eje central de las agendas de cambio educativo en la región. ¿Una nueva oportunidad?; presentación ministerial de Argentina); Emilio Tenti, Consultant, International Institute for Educational Planning (IIEP-UNESCO), Regional Office Buenos Aires, “Dimensiones de la exclusión educativa y las políticas de inclusión”.

Along these lines of reflection, Mr. Tedesco, Vice-Minister of Education, Science and Technology of Argentina, emphasized the need to question why do we want to educate, why inclusive education? As a response, he noted how education has been understood and given meaning within a society of knowledge, yet, he continues, we have seen that this kind of society has generated exclusion and inequality; new capitalism, in addition to its short-term vision concentrating on the present, has created exclusion. Mr. Tedesco, referring to a study of Daniel Cohen, noted the extent to which a society of information and knowledge has possibilities of exclusion more powerful than those of an industrial society. Thus, it is important to discuss the meaning and/or purpose of a society of knowledge and information, most importantly, to question ourselves in relation to the kind of society that we want. In this regard, we should be discussing concepts of justice; what does it mean to have a just society? Mr. Tedesco continued to emphasize that we cannot irresponsibly dismiss those who are at a disadvantage, which is the trend in a market society that establishes winners and losers. Neoliberal policies unify in competition whereas integration implies a new conception of the dependency notion, not as domination but as a tie of responsibility. What is the minimum of social equity that is needed in order to guarantee a high quality education? According to Mr. Tedesco, inclusive education cannot be considered without responding to human development.

Further referring to inclusive education in terms of social justice, Ms. Silvina Gvirtz, from Universidad de San Andrés, noted that education is a right that has been threatened by privatization trends in education, by differentiated tracks in the schools, by social discrimination according to socio-economic stratum, and by the unfortunate capacity of the State to handle group pressures that prevent it to attend to the basic needs of the population.

The connection of inclusive education to education as a human right and a public good was also addressed by Mr. Rosa Blanco, from the Regional Bureau of Education for Latin America and the Caribbean. Education implies the right to life long learning within a high quality education that offers the necessary competences for an individual to exercise his/her freedom, and increasing his/her ability to choose. Education as a right is based on the State's obligation to guarantee free

education within an understanding of equal opportunities for all and the right to no discrimination. In terms of social justice, Mr. Rosa Blanco also addressed the relationship between education and poverty and social inequities. Education does not compensate the inequity between rural and urban populations, and their socio-economic differences. In Latin America, illiteracy has been reduced but repetition rates are still problematic, at the same time that young ones in secondary education are dropping out of school. In addition, there is also a low quality education at the primary level of education, where also repetition rates are unresolved affecting children's self-esteem. Countries cannot invest in teacher education at the same time that they have to address the above problems. Ms. Blanco remarked that there is injustice when only a minority has access to education, as well as when the outcomes of education are unequal.

Mr. Emilio Tenti, consultant for the International Institute for Educational Planning - UNESCO at the Regional Office Buenos Aires, expressed that those who are socially excluded have various needs and differences that unfortunately constitute an obstacle to their learning. For example, it is not only a matter of addressing their material needs, which can be resolved with a distribution of resources, but of how to include in social and educational processes their different cultural and linguistic resources that are not valued by the school institution, thus becoming an obstacle to their learning. In the case of countries like Panamá, El Salvador and Costa Rica, Ms. Linda Asturias from the Ministry of Education of Guatemala, noted that inclusive education is addressed as an ethical and ideological movement which is expressed within the school's context. Inclusive education is opposed to any form of discrimination regarding cultural, social, economic and personal characteristics of the population.

The Special Rapporteur on the Right to Education, Mr. Vernor Muñoz, noted that the concept of inclusive education presupposes questioning traditional education and its patriarchal, utilitarian and segregating features. At the same time, he also referred to mechanisms that should aim to ensure quality education for people with disabilities and for other discriminated groups. In the case of special education, attention should be given to address the special individual needs of all children and not only of those who are disabled. Finally, Ms. Asturias noted that inclusive education should innovate with respect to education, not only in its conception but also in its

practice at the classroom level with the goal of attending to all children within their own diversity.

Public Policies

In what pertains to normative frameworks related to inclusive education, Mr. Muñoz, noted that the concept of inclusive education is contained implicitly in paragraph 1 of Art. 13 of the International Covenant on Economic, Social and Cultural Rights, and in Articles 29 y 23 of the Convention on the Rights of the Child; and explicitly, among others, in the Salamanca Statement and the Framework for Action on Special Need Education, approved by the World Conference on Special Needs Education: Access and Quality in 1994; and recently as well in the adopted Convention on the Rights of Persons with Disability, which establishes the duty of States to guarantee inclusive education systems.

Mr. Muñoz highlighted the importance of providing long-term continuity to inclusive education policies. He emphasized that States must guarantee normative, political and financial frameworks that are structured and effective. Such frameworks should provide a detailed plan of transition to inclusive education, preventing a break in the education process of students. One of the obstacles to fully exercise the right to inclusive education is the discrepancy between legal frameworks and the available resources for their implementation. He underlined that the effect of such frameworks depends on their implementation and on the continuation of relevant allocation of resources in hand with transparent accountability and evaluation systems. Normative frameworks should be more detailed and set in context to the extent that they guarantee changes at the practice level. Along these lines, Ms. Gvirtz pointed out to the need to have transparent policies that clearly set objectives and priorities and that are accompanied by adequate monitoring and evaluation.

Mr. Muñoz also noted that several of the obstacles encountered by inclusive education can be confronted at the macro-level by reaffirming the role of the State and guaranteeing human rights. Furthermore, as noted by Mr Tedesco, inclusive education cannot be addressed only within national frameworks that are evidently dependent on the global. Policy decisions on inclusive

education must be taken in participatory fora. In this regard, Mr. Muñoz underlined that States should consider the family, students, the community and civil society as active participants in decision-making processes related to inclusive education for the achievement of its objectives. At the same time, he noted how the State should determine the responsibilities of the main actors and delegate such responsibilities to the central, provincial and local levels, involving the ministries of education, school administration, teachers and the community. Bringing attention to the local policy level, Mr. Tenti noted that education policies in many Latin American countries predominantly operate within centralized top to bottom approaches in one direction, unfortunately proposing programs that have been designed outside to be applied at the interior of a school. The school should be considered as a space for negotiation, articulation, design and production of practices in which external programs acquire a meaningful interpretation and application in the school context.

Inter-sectoral and collaborative work among social sectors was highlighted by all presenters as essential to efforts of inclusive education. According to Mr. Tedesco, when addressing inclusive education, one must refer to two simultaneous processes, both the process of inclusive education (its policies) and the construction of a just society (employment policies, improving people's basic living conditions, etc.). This requires collaboration with other sectors with a sense of unity around a comprehensive human development policy. The achievement of a just society requires the participation of all social actors with the aim of guaranteeing cohesion, governance, and basic levels of integration and equity. Furthermore, when examining the participation of all actors in inclusive education policymaking, Mr. Tedesco questioned the extent of adhesion that exists among stakeholders to the idea of an equal society. He noted – “if everyone would agree we would not have the levels of inequality that we have”. A just society requires greater levels of reflection and a stronger will than what has existed until now. Mr. Tedesco emphasized that we should consider who is supportive or not of the idea of a just society, and the reason why. In this regard, it is important to turn our attention to those who are not. That is, for example, when referring to inclusive education policies, we should consider the education of the elites. To a great extent, inclusion processes depend on elite groups and their commitment to a just society according to their values and their sense of responsibility to such a society.

Further noting the importance of inter-sectoral collaboration, Mr. Tenti indicated that there is inter-dependency between education, economic and social development. Education policy cannot achieve its objectives without a comprehensive articulation between economic policies (productive and distributive), and social policies (redistributive). At the same time, economic policies will not be effective without the development of education. Thus, economic development will not be possible without education development and the latter will not be possible without the production of wealth and its equitable distribution. In line with an approach of social inclusion to inclusive education and noting the necessary strategic collaboration across programmes, Ms. Linda Asturias mentioned how in August 2007, there was an agreement in Guatemala to create within the new ministerial structure a Division for the Education of Vulnerable Populations (Sub-dirección de Educación para Poblaciones Vulnerables). This division works closely with the departments of special education, education for populations in social risk, education of immigrants and displaced people and education for girls.

More specifically, in relation to inclusive education policies, Mr. Tenti identified the various strategies that tend to be available in Latin America: a) diversification of supply (e.g. multiplication of modalities, tracks, sequences and pedagogical methods, etc.); b) strengthening of institutional initiatives to adapt to the particular (e.g. institutional projects, institutional and teachers pedagogical autonomy); c) a range of compensatory policies that pretend to break with the classical criteria of “igualitaristas” (egalitarians), i.e. the same resources for everyone and in the same proportion.

Most ministries of education in Latin America have undertaken education policies that are compensatory in nature. These policies use national resources and international loans. As noted by Mr. Tenti, these policies aim their actions to provide schools, students and their families, with material or financial resources (e.g. scholarships, school meals, school transportation, education material, incentives for teachers to work with vulnerable populations, and improvement of infrastructure). At the same time, these policies are also aiming to develop capacities, competences and values in people, for example, by increasing the abilities of families to actively

participate in social affairs, by developing teacher training, and by increasing the managerial capacity of directors, etc. According to Mr. Tenti, these kinds of compensatory policies and their programmes have improved school coverage, especially at the primary and secondary levels in rural and urban areas. Nevertheless, in the last years it has become evident that there is a problem with adolescents staying in school due to a deterioration of education quality and to the increasing difficulties faced by families that are usually excluded from educational opportunities. Moreover, compensatory policies are not able to break the vicious cycle of social poverty and schooling. In addition, Mr. Tenti also indicated that there are also some “perverse” effects related to compensatory policies such as stigmatizing effects that solidify institutional divisions and hierarchies. By emphasizing their focus on the most disadvantaged, compensatory policies tipify, solidify and perpetuate condescending pedagogical patterns such as calling beneficiary schools “marginal schools” for “children who are not in the same conditions to learn as those from ‘normal’ schools”. In addition, schools are overwhelmingly targeted by childhood and adolescent policy objectives, and though having few resources, are saturated by a variety of tasks and activities that could be decreasing the professional capacity of teachers in relation to educational outcomes. In this regard, economic and social policies should complement and support those of the school. At the same time, in order to resolve the new challenges faced by the school, Mr. Tenti highlighted the dilemma of societies choosing between two alternatives: a) the school preserves its original purpose of being a specialized agency that transmits the cultural capital of society (pedagogic function) or b) the school becomes an agency for the integral development of childhood. Mr. Cox noted that in order to achieve democratic societies, social cohesion is fundamental. In this context, Mr. Cox noted another perspective on the many expectations that are placed on schools in relation to society: to generate critical individuals in their diversity at the same time that they are expected to construct a symbolic communitarian shared space.

During the presentations, attention was given to how difficult it is to evaluate the impact of inclusive education programmes. Along those lines, Mr. Tenti identified this difficulty in relation to the evaluation of the development of competences, values, or of the impact of programmes in the educational performance of students. He noted that it is more more easy to evaluate the extent of allocation of material or financial resources. Mr. Tenti recommended that the evaluation of

inclusion programmes should use qualitative methodologies that allow the reconstruction of cases, situations, dynamics, and strategies based on testimonies and experiences of the administrative staff, teachers and other institutional actors.

Systems, Links and Transitions

Presenters highlighted the importance of the school as a public good. For example, Ms. Gvirtz noted that is necessary to conceive the school as a social-educative-communitarian centre. In this view, the school can be conceived as a unit of social change and the teacher as a key actor in bringing such change. The Right to Education can be taken as an axis of intervention and the school as an institution that protects the right of the child. As Mr. Tenti stated, the public school is one of the last bastions of the State as a public benefactor. The massive presence of public schooling converts it into one of the most powerful tools of public policy and as such it is one of the main upholders of collective values which should not only be defended but, strengthened and expanded.

Today, as Mr. Tenti noted, the school is expected to develop objectives that are contradictory or not always complementary such as socialization, personalization, professional education, access to an inherited cultural capital, education in competences for employment, and the education of critical citizens, etc. School agents, including parents, students, administrative personnel, and teachers, have to choose, articulate and structure strategies in relation to their life conditions, available resources, and traditional and cultural values. Thus, the school no longer produces “standard products”, as the school experience is much more diverse and unpredictable. Mr. Tenti recommended that educational systems should aim to develop in students a basic cadre of knowledge, competences and values necessary for the development of their autonomy and their insertion in society. He also stated that learning takes place if there is demand for an education in which schools and pedagogical conditions are delivered according to the various characteristics of the students, which are becoming more and more unequal and different. Today, societies should be able to define in a democratic way what constitutes the fundamental knowledge that should be developed in students in order to guarantee their active participation in society. Nevertheless, there is inequity in the demand of this kind of education; those who have more

cultural capital are in much better condition to demand than those who are supposedly dispossessed of such capital.

Mr. Cox identified that there have been three stages and agendas in relation to education systems and inclusion. The first one involves a democratization of the school (understanding inclusion as universal access to education; however, this is problematic when acknowledging, for example, the dividing lines between in and out of school; social classes; gender and race; urban and rural). The second stage presupposes a democratization of learning outcomes (understanding inclusion as access to quality learning outcomes; the battle between quality and equity; this is problematic when considering, for example, if learning outcomes are comparable and the new distributions of learning). The third stage involves the personalization of the education experience (inclusion understood as the relationships and experiences that take care of individual requirements; in this case, the focus is on the individual with less attention to social categories).

In relation to the curriculum¹³⁵, Ms. Linda Asturias mentioned that this should be based on a philosophy of equality and difference; unity within difference. That is, the curricular process should make possible for different cultural groups to co-exist. However, to achieve this, it is necessary to redefine those values and attitudes that are so entrenched in and inclined to individualism. Indeed, as expressed by Mr. Tedesco, it is important to question the extent to which educational institutions have become socially homogenous; schools are of the “poor” or of the “rich”, there is no space for what is different and thus, socialization processes within schools lack experiences of diversity; they no longer reflect the role of the ‘public’ in the school. Ms. Rosa Blanco also confirmed that inclusive education implies a link with a diverse society: what is common is diversity (“lo común es la diversidad”). According to Ms. Blanco, processes of integration are not enough as they do not transform the system; the status quo has been kept, whereas inclusion requires that the system be changed. Ms. Blanco detailed that such change

¹³⁵ Mr. Abraham Magendzo K., from the Community of Practice for the Southern Cone (September 11, 2007) added during the COP annual meeting preceding the workshop, that the curriculum is a space of dilemma (dilemático) which when undergoing elaboration and development, it confronts different interests and perspectives about society; “Dilemas en el curriculum: una modalidad para promover diálogos curriculares”.

implies among other, to guarantee the access to education (physical, curricular and economic); diversification and adaptation of the supply of education, of the curriculum, and of teaching and evaluation mechanisms; and the provision of support available to all. In addition, Ms. Blanco contended that another approach is required to identify and resolve the problems that arise in the school: the problem is the system not the child. In relation to curricular changes, Mr. Cox noted the dilemma that is present when inclusive education is balanced between a common curriculum for all children vs. a differentiated one. Mr. Cox presented two approaches to consider regarding this dilemma by noting that it is not in the interest of the child or young one – who needs special support – to be taught with the same ample curriculum of the majority. At the same time, equity means to have the same learning opportunities – including a common curriculum.

Mr. Muñoz noted that inclusive education should be understood within a long-term comprehensive vision that encompasses life-long learning, starting from pre-school education to tertiary education, including as well adult education and the education of the elderly for purposes of an active life. Within a context of inclusive education, special education schools could be redefined as useful resource centres. Mr. Muñoz noted that education needs to allocate more resources to improve the infrastructure of schools to make these accessible to all students, and to guarantee the presence of specialized staff in mainstream schools.

Learners and Teachers

As mentioned earlier, regarding learners it was emphasized that the school should not “produce standard products”. According to Mr. Tenti, students are not an object of education, but on the contrary, they are key protagonists and participants of their educational experiences. These can be very different from each other, that is, more or less successful on different paths, contrasting with the “homogeneity” of institutional variables and their evaluation mechanisms. Mr. Cox gave attention to the dilemmas created when the acknowledgement and attention given to children’s differences lead to the creation of categories. These categories vary according to, for example, social differences, and according to definitions of developing countries and of exclusion. The overall of purpose should be at the end to bring each student to the maximum development of

his/her potential. In addition, Mr. Cox quoted two perspectives on the dilemma of inclusion or exclusion of the so-called “difficult” children. The first one, “if the conduct of (such) students is so bad that the education of other children will be perturbed or impeded, there is no question about the case – those children have to be excluded from school. A regular school cannot foresee the specific needs that certain children with emotional and behavioural difficulties may have”. The second perspective implies “teachers and schools must understand what is meant by ‘emotional and behavioural difficulties’ as opposed to normal disorder. Exclusion or placement in a special school cannot sometimes be better, but, whatever the difficulties are in doing something, all teachers should try to respond to the emotional needs of children and young ones with significant behavioural problems”.

In relation to teachers, there was overall consensus in the need to invest in pre-service and in-service teacher education and professional development as well as in the training of educational staff in relation to inclusive education. As noted by Mr. Muñoz, there should also be budget allocations for adequate salaries of teachers as well as of specialized and/or related personnel. He noted that inclusive education requires further work in what pertains to the lack of knowledge, and negative attitudes and practices of teachers and administrators towards people with disabilities and special needs. Along those lines, Ms. Linda Asturias highlighted that one of the main obstacles to inclusive education is the lack of support given to in-service teachers and the lack of educational staff’s capacity to respond to the diverse needs of learners in a classroom.

V. CONCLUSION - REGIONAL ROAD MAP: RECOMMENDED ACTIONS ON INCLUSIVE EDUCATION¹³⁶

This sections presents a Regional Roadmap that participating countries outlined at the end of the seminar after group work deliberations. It is the result of discussion within and between two groups involving the combined participation of all Andean and Southern cone countries, including the diverse combination of ministerial representatives, education experts and policy-makers. The road map outlines recommended actions to follow with respect to inclusive education in the region. Such actions contribute to the development of strategic areas of policy-making, legislation, finance, institutions, curriculum design, awareness and support within the ICE 2008 sub-themes. It is important to consider and pursue the suggested actions of this road map in the context of challenges already reviewed in the previous section, as well with consideration to build suggested strategies on policy initiatives and good practices already existing in the region.

Inclusive Education: Approaches, Scope and Content

- After group deliberations the concept of inclusive education was defined mainly in terms of social justice and social inequity. Participants emphasized how social equity cannot be separated from the understanding of inclusive education. Inclusive education cannot be accomplished without a just society, thus, implying a dialectic relationship social justice-inclusive education. Inclusive education also involves valuing diversity as part of social cohesion. Inclusive education also involves life long quality education.

- More conceptual work is needed to enrich the term of inclusive education; work is needed to advance in the appropriation of this new term. The conceptualization of inclusive

¹³⁶ This section draws from final group notes taken by the two working groups in response to IBE-UNESCO proposed roadmap categories: concept of inclusive education; institutions; legislation; finance; curriculum design; teacher training and development; awareness and support) and the final collection of such points in one single document by UNESCO and IBE staff.

education as well as its policies should incorporate criteria that allow identifying the extent to which education is responding to inclusion.

Inclusive Education: Public Policies

- Good practices of inclusive education should be systematized in a framework of social inclusion. To develop inclusive education, it is important to have policies of social protection that promote a coordinated effort of social actors working on childhood policies.
- Strategies focused directly on the child should be designed, assuring and recognizing diversity. Policy initiatives should aim to improve the material conditions that allow for all children to access the necessary tools and quality standards of the education process. Such conditions should be improved to reassure the equal access of the same learning outcomes.
- At the local level, inclusive education implies integration at the school level; no discrimination, no labelling in the way schools work. The rights of the child have to be safeguarded at the local levels. The school has to be able to respond to children's problems (health, food nourishment) since the scope and concerns of the school (la escuela) as a social institution should be integral and not only focused on education purposes. There should also be an environment to create childhood protective policies
- Current laws should be revised to see their relevance and/or adaptation to a refined concept of inclusive education. There should be legislative mechanisms to demand and protect principles of inclusive education.
- Inclusive education requires an increase in financial resource allocation; such resources should be redistributed with equity criteria. There is need of having monitoring mechanisms that are used with transparency. Social control of allocations and their use is

equally important. It is necessary to Allocate funds for early childhood development within a comprehensive approach involving all sectors. There should be funding of cost analyses examining the costs involved in the provision of an education of quality in different contexts and addressing personal needs.

- Education is a public good and a right that should be guaranteed by the State at the same time that it promotes a coordinated effort with:

- Inclusive education implies a reform of all the education system at the national, regional and local levels including as well the level of higher education.

- Inter-sectoral policies are recommended with the aim of collaboratively aiming to improve levels of socio-economic development that reaffirm a vision of human development, with a focus on rights. The design and implementation of inclusive education should involve all social actors (e.g. religious groups, media, business, unions, social movements, ombudsmen, those enforcing or in charge of the right of law, etc.)

- Regarding the kind of legislative measures that should be encouraged and adopted, the regions agree on having anti-discrimination laws that explicitly protect vulnerable groups.

- The public sense of education should be promoted.

- Legal texts regarding education should incorporate the topics of inclusion.

- There should be encouragement and support to adopt the necessary legal international frameworks that protect the rights of childhood and children. Good legislation needs funding to be accomplished effectively. At the same time, not every law implies funding support to be successful, since a good law in itself should contribute to improve conditions of inclusion.

- There should be policies that generate the necessary conditions to define, create and build laws that respond to the needs and objectives of an inclusive policy. In conjunction with a set of conditions that prevent bureaucratization that impedes the final end of the law.

- As a way to respond to lack of social awareness regarding the importance of inclusive education, workshop participants emphasized how all actors at stake in inclusive education should be involved in policy-making debates at all levels: international, national, regional and local. Governments and civil society should both be committed to pursue goals of inclusive education with the aim of impacting the public policy agenda. Media would have a key role in disseminating the objectives of such an agenda, supported by UNESCO's role in being helpful to highlight the importance of the right to education as part of social justice. Along these lines, UNESCO's role should also be more political to influence national agendas. Information should be addressed as a public good that cannot be protected and used without the strength of social capital. Inclusive education implies a change in the way society lives and in the extent of civil participation, which should be increased.

Inclusive Education: Systems Links and Transitions

- Participants agreed that current evaluation systems in the curriculum promote exclusion. Evaluation methods should be designed and implemented in the context of a comprehensive integral child development. Curricula should be implemented always guided by notions of quality education. Along these lines, curricula should be revised with a competency based approach.

- Curriculum reforms involve social responsibility and collaboration. Changes in the curriculum should be able to go beyond the national context in order to include global issues such as human rights as these are everyone's responsibility. Policies and curricular reforms have to be designed and implemented with consideration to the context, especially in what pertains to changes at the local school level.

- Curricular reforms regarding inclusive education should take into account the importance of learning within diversity as a key aspect of human development; this is necessary especially with heterogeneous groups of students.
- When considering objectives of education quality and equity, new ways of teaching and of organizing learning have to be considered. Collective negotiation, a participatory approach regarding the organization of learning is also recommended.
- Curricular policies for learning, such as higher order level thinking, should be designed with teachers. Implementation of such policies should take into account any resistance that teachers may have about it; implementation procedures should aim to have consensus about the demands for a new sense of direction.
- The curriculum should reassure that all children will learn equitably. The region should be able to guarantee minimum standards of learning as a right.
- Curricular policies should make teachers understand that children do have the capacities to learn.
- The curriculum should be implemented in a way that incorporates the different rhythms of learning that children have.
- The use of technology in the classrooms should be considered in ways that do not promote and extend inequity. The curriculum and its implementation should aim to diminish this. Teachers should be able to redefine the learning of and use of technology and they should be trained to do so keeping in mind the various needs and ways of learning.
- In order for schools to function at a basic minimum level, they should be equipped accordingly with the infrastructure needed for education processes of inclusive education.

Schools should also be understood as key axis of justice. Social and educational outcomes should be interpreted always in line with goals of social justice. The school in itself should be understood also as a community centre that is empowered for change. Education policies addressing learning contexts should consider the creation of welcoming environments in which collaborative relationships among students and teachers are encouraged.

Inclusive Education: Learners and Teachers

- In relation to teachers and inclusive education, the two working groups agreed on the need of developing frameworks of teacher training that have as a main objective quality education. Special attention should be given to those who train teachers. As a starting point, this implies focusing on a particular group of teacher trainers that is of a doable size in order to accomplish desired outcomes.

APPENDIX

AGENDA

TALLER INTERNACIONAL SOBRE INCLUSION EDUCATIVA

AMÉRICA LATINA – REGIONES CONO SUR Y ANDINA

Buenos Aires, Argentina.

12-14 Septiembre de 2007

MARTES 11	
Todo el día	Llegada de participantes
18:00 en adelante	Registro de participantes en el Hotel Sol Meliá
MIÉRCOLES 12	
8:45 – 9:00	Café Inicial
9:00 – 9:45	<p>Discursos de Bienvenida y presentación de los participantes</p> <ul style="list-style-type: none">• Palabras de Bienvenida, Directora de la Escuela de Educación de la Universidad de San Andrés, Sra. Silvina Gvirtz.• Palabras de la Directora interina de la Oficina Regional de Educación para América Latina y el Caribe (OREALC-UNESCO), Sra. Rosa Blanco.• Presentación del Taller Regional sobre Inclusión Educativa, Directora de la Oficina Internacional de Educación (OIE-UNESCO), Sra. Clementina Acedo.• Palabras del Viceministro de Educación (Ministerio de Educación, Ciencia y Tecnología de Argentina), Sr. Juan Carlos Tedesco.• Presentación de los participantes.

	Moderador: Sr. Renato Operti, Coordinador del Programa de Construcción de Capacidades Curriculares, OIE-UNESCO, Ginebra.
9:45 – 10:30	<p>Conferencia Inaugural: La Inclusión Educativa como un eje central de las agendas de cambio educativo en la región. ¿Una nueva oportunidad?</p> <ul style="list-style-type: none"> • Viceministro de Educación, Ciencia y Tecnología de Argentina, Sr. Juan Carlos Tedesco. <p>Moderadora: Sra. Clementina Acedo, Directora de la Oficina Internacional de Educación (OIE-UNESCO), Ginebra.</p>
10:30– 11:00	Pausa - Café
11:00– 12:45	<p>SESIÓN 1 – Inclusión educativa e inclusión social. ¿Qué se puede impulsar y hacer desde los sistemas educativos?</p> <ul style="list-style-type: none"> • Sr. Cristián Cox, Director de Postgrado, Pontificia Universidad Católica de Chile. • Sr. Emilio Tenti, Consultor del IPE-UNESCO en su Oficina Regional de Buenos Aires. • Sra. Silvina Gvirtz, Directora de la Escuela de Educación de la Universidad de San Andrés. <p>Discusión abierta</p> <p>Moderadora: Sra. Margarita Poggi, Directora IPE-UNESCO en su Oficina Regional de Buenos Aires.</p>
12:45 – 14:45	Almuerzo
14:45 – 16:30	<p>SESIÓN 2 – Inclusión Educativa como estrategia clave para la consecución de las metas de Educación para Todos (EPT) y del Derecho a la Educación. ¿Dónde estamos? y ¿Hacia dónde queremos y podemos avanzar?</p> <ul style="list-style-type: none"> • Sra. Clementina Acedo, Directora de la Oficina Internacional de Educación (OIE-UNESCO), Ginebra.

	<ul style="list-style-type: none"> • Sra. Rosa Blanco, Directora interina de la Oficina Regional de Educación para América Latina y el Caribe (OREALC-UNESCO), Santiago de Chile. • Sr. Vernor Muñoz Villalobos, Relator especial del Consejo de Derechos Humanos de la ONU. <p>Discusión abierta.</p> <p>Moderador: Sr. Luis Gallegos, Embajador de Ecuador ante Estados Unidos (Ex Presidente de la Convención de Naciones Unidas sobre derechos de las personas con discapacidades).</p>
16:30 – 17.00	Pausa – Café
17:00 – 18:30	<p>SESIÓN 3 – El concepto y las prácticas de Inclusión Educativa (1). ¿Cuáles son los ejes de discusión en otras regiones?</p> <ul style="list-style-type: none"> • Sr. Alexandru Crisan, Presidente Ejecutivo, Centro Educación 2000+, Rumania, Punto Focal Comunidad de Práctica en Desarrollo Curricular Sur-Este y Este de Europa. • Sra. Irmeli Halinen, Directora, Desarrollo de la Educación Preescolar y Básica, Consejo Nacional de Educación, Finlandia, Punto Focal Comunidad de Práctica en Desarrollo Curricular Países Nórdicos. • Sr. Iouri Zagoumenov, Director de Educación Comparada, Instituto Nacional de Educación, Ministerio de Educación de Bielorusia, Punto Focal Comunidad de Práctica en Desarrollo Curricular Confederación de Estados Independientes (CEI). <p>Discusión abierta</p> <p>Moderador: Sr. Renato Operti, Coordinador del Programa de Construcción de Capacidades Curriculares, OIE-UNESCO, Ginebra.</p>
JUEVES 13	
8:45 – 9:00	Café Inicial

<p>9:00 – 10:45</p>	<p>SESIÓN 4 – El concepto y las prácticas de Inclusión Educativa (2). ¿Cuáles son los ejes de discusión en otras regiones?</p> <ul style="list-style-type: none"> • Sr. Ali Bubshait, Especialista en Educación, Centro de Investigación Educativa de los países del Golfo de Arabia, Kuwait, Punto Focal Comunidad de Práctica en Desarrollo Curricular Países del Golfo de Arabia. • Sr. Godswill Obioma, Secretario Ejecutivo del Consejo de Investigación y Desarrollo Educativo (NERDC), Nigeria. • Sra, Linda Asturias, Coordinadora de la Transformación Curricular de la Educación Media, Ministerio de Educación de Guatemala (MINEDUC). <p>Discusión abierta</p> <p>Moderador: Sra. Maria Paz Echeverriarza, Oficial Profesional del Sector Educación, Oficina de la UNESCO en Montevideo.</p>
<p>10:45 – 11:15</p>	<p>Pausa – Café</p>
<p>11:15 – 13:15</p>	<p>SESIÓN 5 - Inclusión Educativa en la Región Andina (1).</p> <p>Presentación estudios de consultores:</p> <ul style="list-style-type: none"> • Presentación del estudio, Sr. Manuel Bello, Decano de la Facultad de Educación de la Universidad Peruana Cayetano Heredia y (5) Sra. Verónica Villarán, Investigadora y Docente de la Facultad de Educación de la Universidad Peruana Cayetano Heredia. • BOLIVIA: Sr. Nelson Ferrufino Rodriguez, Jefe de la Oficina Educativa de la Facultad de Ciencias y Tecnología, Universidad Mayor de San Simón • PERÚ: Sr. Luis Guerrero, Asesor del Consejo Nacional de Educación en temas de políticas educativas • ECUADOR: Sr. Carlos Jiménez, Jefe de la División de Educación Especial del Ministerio de Educación de Ecuador

	<p>Presentación de Representantes Ministeriales:</p> <ul style="list-style-type: none"> • BOLIVIA Sr. Jorge Ramiro Tapia Sainz, Vice Ministro de Educación Superior del Ministerio de Educación y Cultura de Bolivia. • PERU: Sr. Idel Vexler Talledo, Vice Ministro de Gestión Pedagógica del Ministerio de Educación de Perú. • ECUADOR: Sra. Gloria Vidal, Vice Ministra del Ministerio de Educación de Ecuador. <p>Discusión abierta.</p> <p>Moderador: Sr. Mariano Palamidessi, Coordinador Académico de la Maestría en Educación, Escuela de Educación de la Universidad de San Andrés.</p>
13:15 – 15:15	Almuerzo
15:15 – 17:15	<p>SESIÓN 6 – Inclusión Educativa en la Región Andina (2)</p> <p>Presentación estudios de consultores:</p> <ul style="list-style-type: none"> • VENEZUELA: Sra. María Carlota Terán, Consultora independiente en programas convencionales y no convencionales de educación y desarrollo infantil con base comunitaria • COLOMBIA: Sra. Gloria Calvo Catedrática del Departamento de Postgrados de la Facultad de Educación, Universidad Pedagógica Nacional • SÍNTESIS preliminar de la perspectiva sub-regional: Sra. Verónica Villarán Investigadora y Docente de la Facultad de Educación de la Universidad Peruana Cayetano Heredia y Luis Guerrero Asesor del Consejo Nacional de Educación en temas de políticas educativas, Perú. <p>Presentación de Representantes Ministeriales:</p> <ul style="list-style-type: none"> • VENEZUELA: Representante del Ministerio del Poder Popular para la Educación de Venezuela. • COLOMBIA: Sra. Fulvia Cedeño, Funcionaria de la Dirección de

	<p>Cobertura y Equidad del Ministerio de Educación de Colombia.</p> <p>Discusión abierta</p> <p>Moderadora: Sra. Jill van der Brule, Inclusión Educativa, División para la promoción de la Educación Básica (ED/BAS), UNESCO París.</p>
17:15	Cierre y traslado al Hotel
19:00 – 21:00	<p>CONFERENCIA ABIERTA - Debates actuales sobre el Currículum de la Educación Básica: la experiencia internacional</p> <ul style="list-style-type: none"> • Alexandru Crisan, Presidente Ejecutivo, Centro Educación 2000+, Rumania. • Irmeli Halinen, Directora, Desarrollo de la Educación Preescolar y Básica, Consejo Nacional de Educación, Finlandia. • Iouri Zagoumenov, Director de Educación Comparada, Instituto Nacional de Educación, Ministerio de Educación de Bielorusia. • Ali Bubshait, Especialista en Educación, Centro de Investigación Educativa de los países del Golfo de Arabia, Kuwait. • Godswill Obioma, Secretario Ejecutivo del Consejo de Investigación y Desarrollo Educativo (NERDC), Nigeria. <p>Moderador: Mariano Palamidessi, Coordinador Académico de la Maestría en Educación, Escuela de Educación de la Universidad de San Andrés.</p> <p>Lugar: Auditorio - Sede Capital de la Universidad de San Andrés</p> <p>Dirección: 25 de Mayo 586 - Subsuelo, Capital.</p>

VIERNES 14

8:45 – 9:00	Café Inicial
9:00 – 11:00	<p>SESIÓN 7 – Inclusión Educativa en el Cono Sur (1)</p> <p>Presentación estudios de consultores:</p> <ul style="list-style-type: none">• ARGENTINA: Sr. Jason Beech, Director de la Licenciatura de Ciencias de la Educación de la Universidad de San Andrés.• BRASIL: Sr. Ricardo Henriques, Integrante del Instituto BNDES –Banco de Desarrollo Económico y Social -, Profesor de la Universidad Federal de Fluminense (UFF) y ex Viceministro de Educación.• CHILE: Sra. Marta Infante, Jefa de Programas de Magíster en Educación, Pontificia Universidad Católica de Chile. <p>Presentación de Representantes Ministeriales:</p> <ul style="list-style-type: none">• ARGENTINA: Sr. Juan Carlos Tedesco, Vice Ministro del Ministerio de Educación, Ciencias y Tecnología de la Nación.• BRASIL: Sra. Misiara Oliveira, Jefa de Gabinete de la Secretaria de Educación Especial del Ministerio de Educación de Brasil.• CHILE: Sr. Mauricio Nercellas Pérez, Ministerio de Educación, Chile. <p>Discusión abierta</p> <p>Moderador: Sr. Renato Operti, Coordinador del Programa de Construcción de Capacidades Curriculares, OIE-UNESCO, Ginebra.</p>
11:00 –11:30	Pausa – Café

11:30 – 13:00	<p>SESIÓN 8 – Inclusión Educativa en el Cono Sur (2).</p> <p>Presentación estudios de consultores:</p> <ul style="list-style-type: none"> • PARAGUAY: Sr. Rodolfo Elías, Integrante del Instituto de Capacitación y Estudios Desarrollo • URUGUAY: Sra. Rosalía Barcos, Especialista Curricular, Universidad Católica del Uruguay –UCUDAL. <p>Presentación de Representantes Ministeriales:</p> <ul style="list-style-type: none"> • PARAGUAY: Sra. Marta Lafuente, Vice Ministra del Ministerio del Educación y Cultura de Paraguay. • URUGUAY: Sr. Héctor Florit, Consejero del Consejo Directivo Central de la Administración Nacional de Educación Pública de Uruguay. <p>Discusión abierta</p> <p>SINTESIS preliminar de la perspectiva sub-regional: Sr. Mariano Palamidessi, Coordinador Comunidad de Práctica en Desarrollo Curricular Cono Sur.</p> <p>Moderador: Sr. Manuel Bello, Decano de la Facultad de Educación de la Universidad Peruana Cayetano Heredia.</p>
13:00 – 15:00	Almuerzo
15:00 – 16:45	<p>¿Qué temas y acciones se sugieren plantear en la 48^{va} reunión de la Conferencia Internacional de Educación (CIE)?</p> <p>Sesiones Paralelas</p> <p>SESIÓN 9 – Diálogo entre Viceministros</p> <p>Moderadores:</p> <p>Sra. Rosa Blanco, Directora interina de la Oficina Regional de Educación para América Latina y el Caribe (OREALC-UNESCO), Santiago de Chile.</p> <p>Sra. Clementina Acedo, Directora de la Oficina Internacional de Educación (OIE-UNESCO), Ginebra.</p>

	<p>SESIÓN 10 – Diálogo entre Consultores</p> <p>Trabajo de los cuatro temas de los talleres de la Conferencia Internacional de Educación (CIE 2008) coordinado por los consultores a cargo de las presentaciones nacionales.</p>
16:45 – 17:15	Pausa – Café
17:15 – 18:30	<p>SESIÓN 11 – Presentación en plenario de los resultados de los diálogos (Sesiones 9 y 10). Discusión y esbozo de un rútero crítico para avanzar en una agenda regional sobre Inclusión Educativa. Moderadores:</p> <p>Sra. Clementina Acedo, Directora de la Oficina Internacional de Educación (OIE-UNESCO), Ginebra.</p> <p>Sra. Rosa Blanco, Directora interina de la Oficina Regional de Educación para América Latina y el Caribe (OREALC-UNESCO), Santiago de Chile.</p> <p>Sr. Renato Operti, Coordinador del Programa de Construcción de Capacidades Curriculares, OIE-UNESCO, Ginebra.</p>
18:30 – 19:00	Clausura
21:00	Cena de despedida
SÁBADO 15	
	Salida de los participantes