

**FIFTY-NINTH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

PROGRAMME

**FORUM: “INCLUSIVE EDUCATION
WITH SPECIAL FOCUS ON CURRICULUM DEVELOPMENT”**

to be held on
Wednesday, 27 January 2010 from 3:00 to 6:00 p.m.
at the Varembe Conference Centre, 9-11, rue de Varembe.

Objectives

This forum aims at discussing the implications that an inclusive education approach has in curriculum development and how it can further accelerate the attainment of Education for All (EFA) goals and contribute to building more inclusive societies. It will thus address school development towards inclusion, the central role of curriculum in this process and the complex interfaces between social and educational inclusion.

Context

The preparation, outcomes and follow-up of the 48th session of the International Conference on Education (ICE) on “Inclusive Education: The Way of the Future” have considerably contributed to establishing a general global consensus on a broadened concept of inclusive education as a core strategy for achieving EFA goals and, in particular, as “*an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination*” (48th ICE Conclusions and Recommendations, November 2008).

The discussions surrounding the 48th ICE have also provided a unique opportunity for countries to share experiences where individuals and groups have been excluded from education systems, and the reasons behind this exclusion, as well as to identify respective priorities and successful initiatives for promoting educational and social inclusion. Policymakers, educators, curriculum developers, teacher trainers, supervisors, principals and teachers have also been supported in the development and implementation of inclusive educational policy and curricular frameworks, through capacity development activities and the provision of useful reference materials. UNESCO is increasingly recognised and acknowledged for its leading role in this field.

Agenda

1. Opening of the forum and introduction of panellists by the IBE Director (7 minutes)
2. Projection of the video on approaches, scope and content of inclusive education, prepared for the 48th session of the International Conference on Education (11 minutes)
3. “Developing Inclusive Education Schools and Classrooms: Levers and Barriers from an International Perspective”, Prof. Mel Ainscow (15-20 minutes)
 - Prof. Mel Ainscow will focus on the main levers and barriers for developing inclusive education schools and classrooms, the essential role of fostering close collaboration and partnership between all educational stakeholders, and the development of curriculum and learning support materials relevant to regional contexts.
4. “Developing and Implementing an Inclusive Curriculum”, Ms. Irmeli Halinen (15-20 minutes)
 - Ms. Irmeli Halinen will focus on defining inclusive curricular frameworks, effective strategies for inclusive curriculum development and implementation at national and local levels, and encouraging and integrating innovative approaches to teaching, learning and assessment which support inclusive curricula.
5. “Complex Interfaces in Developing Public Policies to Promote Educational and Social Inclusion”, Prof. Juan Carlos Tedesco (15-20 minutes)
 - Prof. Juan Carlos Tedesco will focus on the complex interfaces between social and educational inclusion; current challenges, priorities and reform strategies for education systems across Latin America; and effective public policies to promote inclusive education.
6. Discussion based on comments and feedback (1 hour)
7. Wrap-up by the three keynote speakers (5 minutes per speaker)

Annex 1: Biographies

Mr. Mel Ainscow

Professor, School of Education, University of Manchester
Manchester, United Kingdom

Professor of Education and co-director of the Centre for Equity in Education, University of Manchester. The British Government's Chief Adviser for the Greater Manchester Challenge, an improvement programme aimed at breaking the link between social disadvantage and educational outcomes, as well as an experienced and widely travelled UNESCO consultant. Previously a head-teacher, local authority inspector and lecturer at the University of Cambridge. His research explores connections between learner diversity, teacher development and school improvement. He is one of the most recognised authors in the field of inclusive education. He recently co-published two books: *Improving Urban Schools: Leadership and Collaboration*; and *Improving Schools, Developing Inclusion* (2006). He also published the *Index for Inclusion: Improving Learning and Participation in Schools* (2002), which has been widely applied by schools in both developed and developing countries.

Ms. Irmeli Halinen

Head of the National Curriculum Development Unit
Finnish National Board of Education, Helsinki, Finland

Head of the National Curriculum Development Unit of the Finnish National Board of Education. She is also a member of the Finnish Education Evaluation Council and the Finnish National Commission for UNESCO, and a permanent expert member of the Advisory Board of the Ombudsman for Children in Finland. Since the 1970's, she has been actively involved in developing Finnish basic education and in other national reform projects. She is also the author of numerous publications, including *Towards Inclusive Education: The Case of Finland* (Prospects No. 145, UNESCO-IBE, 2008).

Prof. Juan Carlos Tedesco

Executive Director, Unit of Strategic Planning and Evaluation of Education in Argentina,
Presidency of the Republic, Buenos Aires, Argentina

Secretary of State, Executive Director of the Unit of Strategic Planning and Evaluation of Education in Argentina. Former Minister of Education of Argentina and Secretary of Education of Argentina. Previously, the Director of the Regional Office of the International Institute of Educational Planning, (Buenos Aires, Argentina), the International Bureau of Education (Geneva, Switzerland), UNESCO's Regional Office for Education in Latin America and the Caribbean (Santiago, Chile), and UNESCO's International Institute for Higher Education in Latin America and the Caribbean, (Caracas, Venezuela). He is the author of several articles and books on education and society, including *The New Educational Pact: Education, Competitiveness and Citizenship in Modern Society* (1997). He has also been a member of the Academic Council of the University of Geneva (Switzerland), and of the Council of the National Institute for the Quality of Education (INCE), Madrid (Spain).

Annex 2: Overview of the follow-up to the 48th International Conference on Education (ICE)

Background

The 48th ICE involved a dynamic process encompassing the preparatory stage, the ICE proper and follow-up events with the view to promoting, fostering and contributing to the attainment of policy and curriculum frameworks grounded on a broadened concept of inclusive education (IE).

The IBE has organized, co-organized or participated in a total of 34 follow-up activities of the 48th ICE, namely 17 policy dialogue workshops, 10 conferences relating to IE and 7 capacity development workshops on inclusive education and inclusive curricula. Over 2,600 participants from 113 countries were involved in these activities. The IBE has been working with a range of experts, partners and stakeholders at the international, regional, national and local level.

Key achievements

- (a) Awareness raised and consensus developed on a broadened concept of IE as a key strategy for achieving EFA and the relevance of changing the curricula to support policy developments on IE;
- (b) Increasing recognition of UNESCO's leading role with regard to IE;
- (c) Identification of the respective challenges and priorities of different regions and countries for supporting the implementation of a broadened concept of IE in 2010-2011;
- (d) Policymakers, curriculum developers and teachers supported in the development and implementation of inclusive education policies and strategies, mainly through capacity development and provision of useful materials online and face-to-face, e.g. relating to the 48th ICE outcomes, inclusive education and inclusive curricula (policy briefs, guidelines, tools, multimedia, reports, useful websites and publications) in all UNESCO languages.

Main challenges

- (a) Engage, convince and mobilize institutional support and understanding from key partners, i.e. inter-governmental organizations, universities, NGOs and other institutions of civil society, to foster policy and curriculum frameworks around a broadened concept of IE, as a key principle to further attain EFA goals;
- (b) Effectively implement a policy dialogue and IE initiatives across all UNESCO regions.

Lessons learnt

- (a) Relevance of carefully tailoring the activities to the regional and national expectations and needs;
- (b) Need to generate a sense of ownership at the regional and national levels;
- (c) Added value of positioning the IE agenda within activities which involve UNESCO effectively working as a whole;
- (d) Added value of a variety of strategic partnerships at all levels;
- (e) UNESCO's comparative advantage as a well respected and experienced international organization, with the necessary tools and capacities for supporting reform efforts and mobilising resources amongst a range of experts, partners and stakeholders.