



Education For All (EFA) & Inclusive Education A Renewed Discussion

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Jomtien (1990); Salamanca (1994); Dakar (2000)

1. Inclusive education began as a response to special education and integration/mainstreaming
 - Regular schools with an inclusive orientation, achieving education for all in a cost-effective way and encouraging inclusion of learners with special needs
 - Placement Paradigm: inclusive education is more than just a changing places for learners, it is also a service (Peters, 2004)
2. Related to the prioritisation of targeted excluded groups, linked to ethnic, gender, cultural, socio-economic and migrant factors
 - Access-based approach





Developing Inclusive Education as the core of a refined EFA agenda



Step 2: Broadening Inclusive Education

UNESCO's definition from 2005 onwards

“Inclusion is 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.”



Developing Inclusive Education as the core of a refined EFA agenda



Step 3: A Common and Integrated Vision of Inclusive Education

UNESCO-IBE and the 48th ICE:

- **Strong endorsement** of a broader concept of inclusive education by 128 countries and over 780 participants in the ICE preparatory activities and by 101 Ministers of Education at the ICE
- “a broadened concept of inclusive education can be viewed as a **general guiding principle** to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities” (Conclusions and Recommendations, November 2008)



Key features of Inclusive Education as the core of a refined EFA agenda



- **Transversal approach to all dimensions and levels** providing access to lifelong learning opportunities from a rights-based perspective
- **Understanding, addressing and responding to the diverse needs of all learners** through the provision of quality, friendly and diverse learning opportunities
- **Personalised education and support** (i.e. a variety of learning opportunities and modes of instruction to engage learners; tutorial guidance; engaging families; ensuring high teacher expectations for all learners)
- Inclusive education aims to ensure the **presence (access and attendance), participation (quality learning) and achievement (quality outcomes)** of all students at all levels of education



Key features of Inclusive Education as the core of a refined EFA agenda



- **Understanding, identifying and removing barriers** to participation and factors of exclusion (from “blaming” and “penalizing” students’ profiles for low achievements...to looking at learning difficulties from the multi-dimensional perspective of the education system e.g. factors relating to cultures, communities, curricula)
- Inclusive education entails the restructuring the **cultures, policies and practices to respond to the diversity** of students (e.g. prioritization towards learners at risk of exclusion), while **providing equivalent learning opportunities** in all schools to targeted and non-targeted learners
- Understanding diversity in the classroom as **cost-effective** and a strong sign of **societal integration and cohesion**



Key features of Inclusive Education as the core of a refined EFA agenda



- **Various levels of intervention** across the education system:
 1. Inclusive education guides a clear and unified **policy planning process**, the **allocation of resources** and the **impacts** pursued and attained
 2. Inclusive education helps to better visualize the **interfaces and synergies between social and educational inclusion**
 3. Inclusive education orientates the **design and implementation of inclusive schools and curricula** to address all learners' needs
 4. Inclusive education promotes the **diversification of teaching practices** for engaging the students effectively in the learning process

