

**A Broadened Concept of Inclusive  
Education,  
Inclusive Classroom-based  
Practices and Implications for  
Policy Making**

**Beirut, 13-15 July 2009**

# The workshop phases

- Phase 1 - *Making 'Education for All' inclusive*
- Phase 2 - *Towards inclusive schools*
- Phase 3 - *Inclusive education systems: what are the levers for change?*

**Phase 1. The next big  
challenge: Making  
'Education for All' inclusive**

# **Agenda for Phase 1**

- **What is meant by the term inclusive education?**
- **What should be the relationship between inclusive education and Education for All?**
- **What are the challenges in the participating countries as far as inclusive education is concerned?**

# **Rational for Inclusive Education**

- **Education as a basic right**
- **Foundation for a more just society**
- **Takes the EfA agenda forward**
- **Focus on all learners, particularly excluded groups**

# **Education for All: the challenge of inclusion**

- **‘The United Nations Convention on the Rights of the Child. 1989**
- **The Jomtien Declaration, ‘Education for All’, 1990**
- **The Salamanca Statement, 1994**
- **The Dakar Framework for Action, 2000**
- **International Conference on Education, ‘Inclusive Education: The Way of the Future’, 2008**

# **THE SALAMANCA STATEMENT**

**UNESCO 1994**

## **Regular schools with an inclusive orientation are:**

**....the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; more over the provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.**



# **International impact of Salamanca**

- **Greater awareness**
- **Policy review and development**
- **Publications**
- **Conferences**
- **Projects**

# **The challenges**

**Need to develop:**

- **Clarity of purpose**
- **Better national policies**
- **Inclusive curricula and assessment systems**
- **More effective forms of teaching**
- **Inclusive leadership**

# **Discussion**

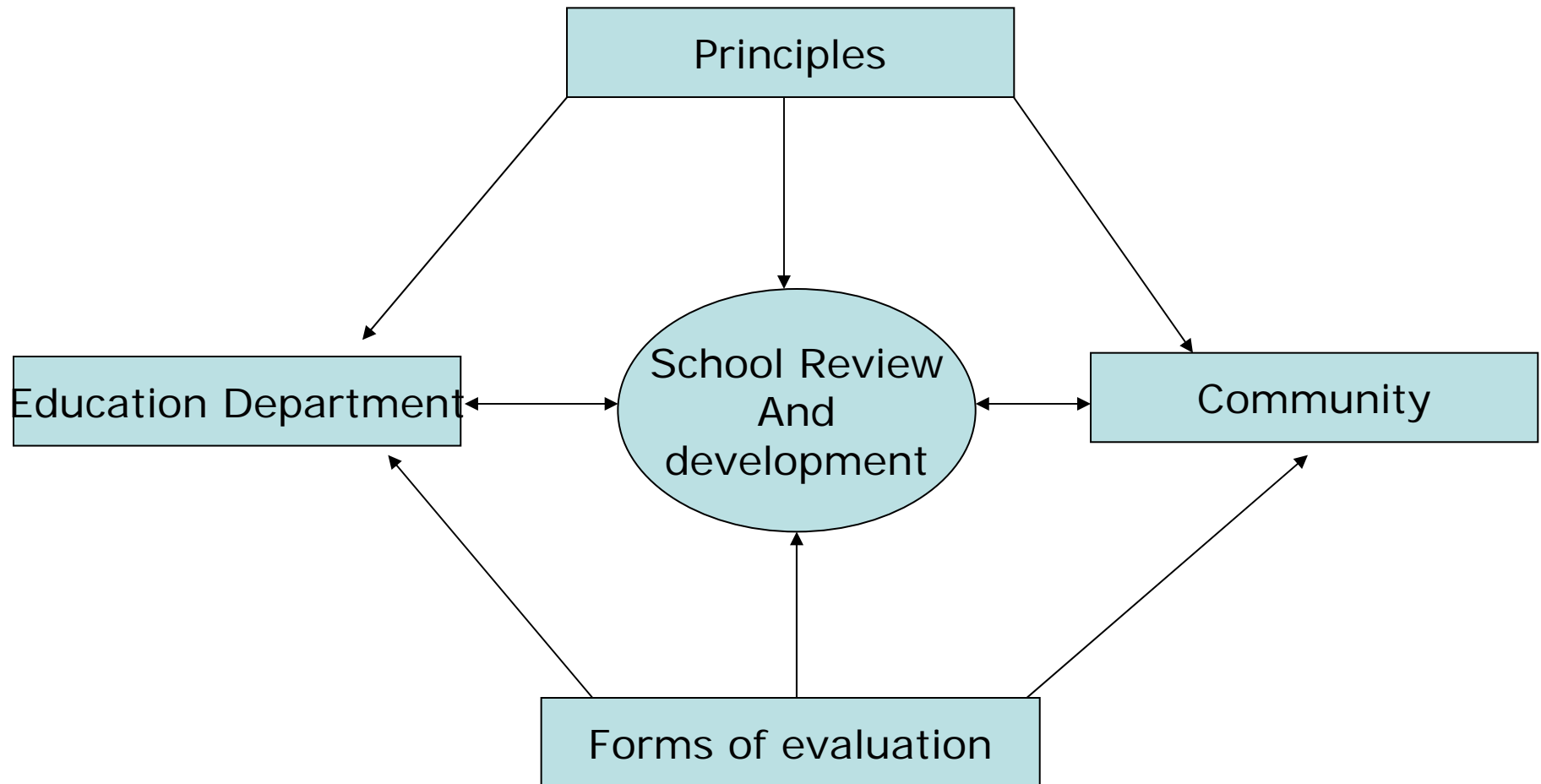
- **Who are the most vulnerable learners in our countries?**
- **What are our greatest challenges in responding to these learners?**

# **Ways of looking at educational difficulties**

**Perspective 1: *Difficulties defined in terms of student characteristics***

**Perspective 2: *Difficulties defined in terms of organizational conditions***

# Inclusive Education: What are the levers for change?



# **Achieving clarity of meaning**

- **A process**
- **Identifying and removing barriers**
- **Presence, participation and achievement**
- **All students**
- **Emphasis on at risk groups**
- **Marginalisation, exclusion and underachievements**

# **Using evidence as a lever**

## **PRESENCE**

- **Placement**
- **Attendance**
- **Punctuality**

## **PARTICIPATION**

- **Range and quality of education**
- **Qualitative and quantitative**
- **Voice of the student**

## **ACHIEVEMENT**

- **Test results and public examinations**
- **Achievement across the curriculum**

# **Creating inter-dependence**

**‘The more group members work together to get the job done, the more members care about each other. The more group members care about each other, the harder they work to get the job done. The more group members work together to get the job done, the greater their social competencies and psychological health becomes...’ (Johnson and Johnson, 2002)**



# **Discussion**

- **How is inclusion defined in our countries?**
- **To what extent does the principle of inclusion inform overall educational policies?**

# **Phase 2. Towards inclusive schools**

# **Agenda for Phase 2**

- **What is meant by an inclusive school?**
- **How can schools be analysed in relation to inclusion?**
- **What are the ways of moving schools in a more inclusive direction?**

# **Developing inclusive schools**

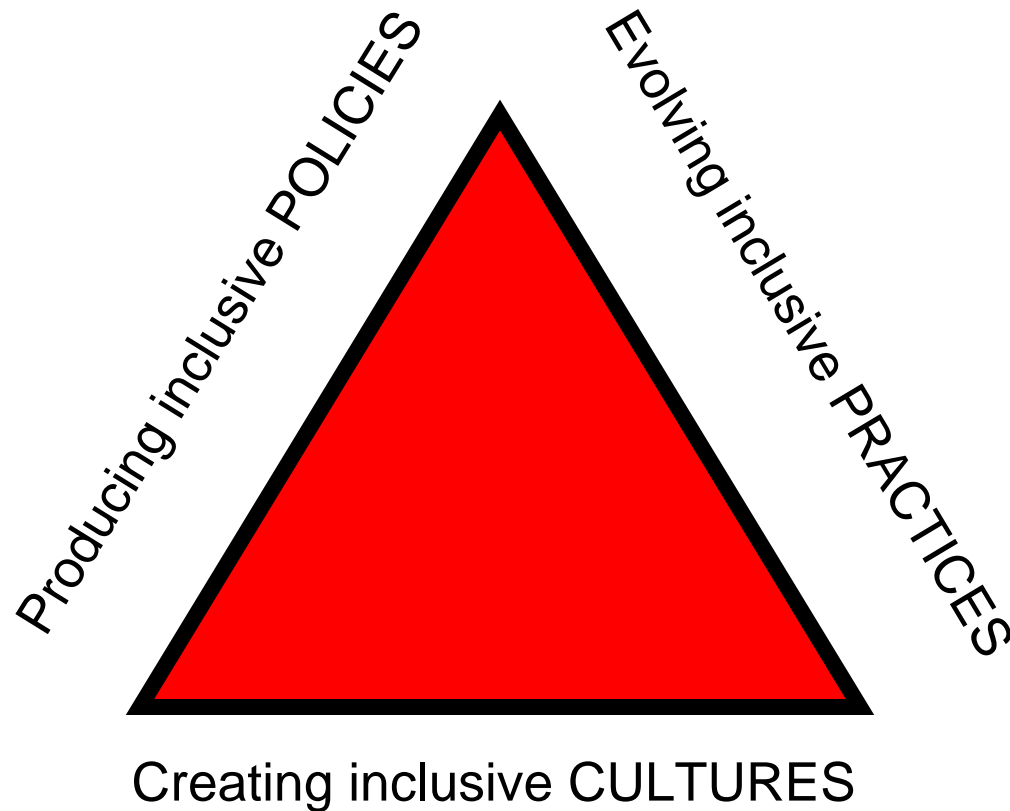
- **Schools know more than they use**
- **Improvement has to be led from within**
- **There has to be a common sense of purpose**
- **Evidence provides the ‘engine for change’**
- **School improvement is technically simple but socially complex**
- **Collaboration within and between schools is a means of mobilising available expertise**

# **The Index for Inclusion**

## **Key ideas:**

- **Analysing barriers to participation and learning**
- **Mobilising resources for inclusive development**

# The Index for Inclusion: three dimensions



# **The Index materials:**

- **Dimensions**
- **Sections**
- **Indicators**
- **Questions**

# **Developing a focus: an example**

- 1. Lessons are responsive to student diversity**
- 2. Lessons are made accessible to all students**
- 3. Children are actively involved in their own learning**
- 4. Children's differences are used as a resource for teaching and learning**



# **Priority 1: During lessons students are encouraged to work together.**

- 1.1 Do lesson activities require students to collaborate?**
- 1.2 Do teachers ask students to discuss the content of lessons?**
- 1.3 Do teachers help students to learn the skills of working together?**

## **Priority 2: Students support one another.**

- 2.1 Do students talk to each other about their learning tasks?**
- 2.2 Do students feel that their classmates help them?**
- 2.3 Are any students ignored by other members of their class?**

## **Priority 3: Staff development policies support teachers in responding to student diversity.**

**3.1 Are there meetings where teachers can share their ideas**

**3.2 Do teachers have opportunities to observe one another's practices?**

**3.3 Do teachers feel that they are supported in dealing with difficulties?**

# Discussion

- **Is the Index for Inclusion a useful framework for our countries?**
- **What other relevant review frameworks exist?**
- **What are the challenges in getting schools to use such frameworks?**

# **Using evidence**

- **Statistical data**
- **Mutual observation**
- **Video recordings**
- **Student shadowing**
- **Student views**
- **School-to-school exchange visits**

# **What does inclusion mean for teachers?**

**They need:**

- **Positive attitudes towards learner diversity**
- **Knowledge of how to plan lessons that cater for differences**
- **Skills in developing inclusive classroom activities, particularly the use of child-to-child**
- **Skills in collecting and engaging with evidence about the impact of their own practices**
- **Ability to reflect and work collaboratively**
- **A strong commitment to social justice and equity**

# **Inclusive school development**

## **Requires:**

- **A common sense of purpose**
- **An enquiring stance**
- **Distributed leadership**
- **A problem solving culture**
- **Management of change**

# **The challenge for leaders**

- **Setting priorities**
- **Involving everybody**
- **Encouraging experimentation**
- **Using difference as a stimulus for change**
- **Promoting inclusive values**



# Discussion

- How we can encourage schools to make better use of evidence?
- What support do schools need?
- How can school leadership be strengthened?

# **Phase 3. Inclusive education systems: what are the levers for change?**

# **Agenda for Phase 3**

- How can we review the situation in each of the participating countries?**
- What needs to be done to move policy and practice forward?**
- What are the implications for our work?**

# **Patterns of development**

- **From exclusion;**
- **To institutional provision;**
- **To integration; and finally,**
- **To inclusion**

# **Inclusive education: what are the levers for change?**

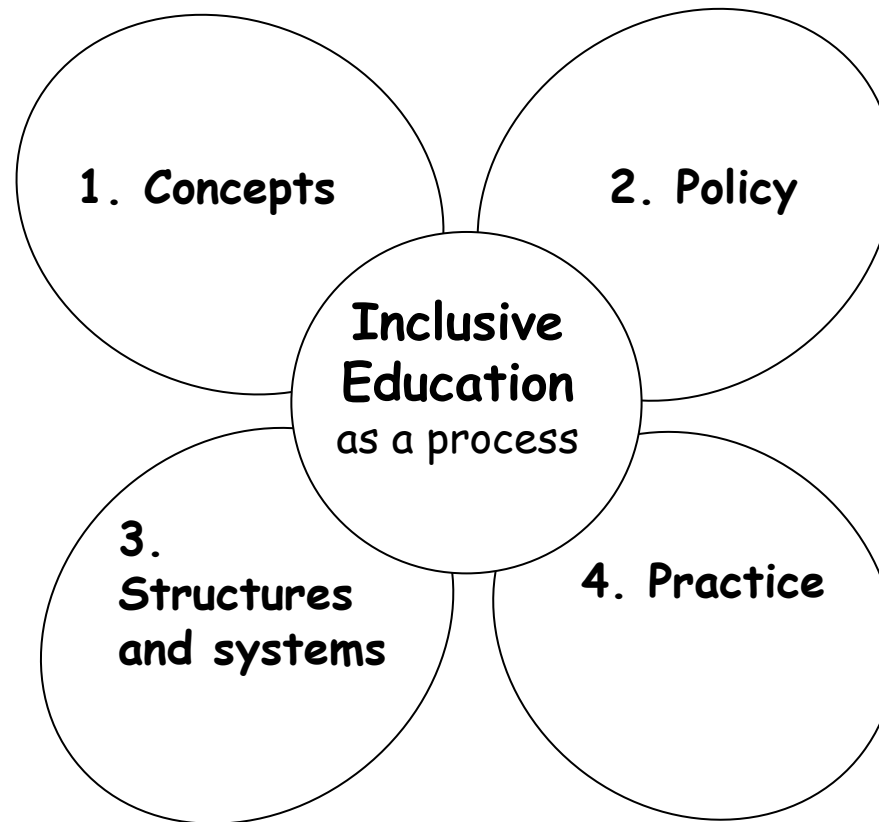
**1. Clarity of purpose**

**2. The study and development of teaching and leadership in schools**

**3. Measuring what we value**

**4. Involvement of all stakeholders**

# A framework for reviewing education systems



# **1: Concepts**

**In a national education system that is becoming inclusive:**

**1.1 Inclusion is seen as an overall principle that guides all educational policies and practices.**

**1.2 The national curriculum and its associated assessment systems are designed to take account of all learners.**

**1.3 All agencies that work with children, including the health and social services, understand and support the national policy aspirations for promoting inclusive education.**

**1.4 Systems are in place to monitor the presence, participation and achievement of all learners within the education system.**

## **2: Policy**

**In a national education system that is becoming inclusive:**

**2.1 The promotion of inclusive education is strongly featured in important national policy documents and EFA strategies**

**.**

**2.2 Senior staff at the national and district levels provide clear leadership on inclusive education.**

**2.3 Leaders at all levels articulate consistent policy aspirations for the development of inclusive practices in schools.**

**2.4 Leaders at all levels challenge non-inclusive practices in schools**



# **3: Structures and systems**

**In a national education system that is becoming inclusive:**

**3.1 There is high quality support for vulnerable groups of learners.**

**3.2 All services and institutions involved with children work together in coordinating inclusive policies and practices.**

**3.3 Resources, both human and financial, are distributed in ways that benefit vulnerable groups of learners.**

**3.4 There is a clear role for specialist provision, such as special schools and units, in promoting inclusive education.**

# **Theme 4: Practice**

**In a national education system that is becoming inclusive:**

**4.1 Schools have strategies for encouraging the presence, participation and achievement of all learners from their local communities.**

**4.2 Schools provide support for learners who are vulnerable to marginalisation, exclusion and underachievement.**

**4.3 Trainee teachers are prepared for dealing with learner diversity.**

**4.4 Teachers have opportunities to take part in continuing professional development regarding inclusive practices.**

# **Discussion**

**In terms of items on the review framework:**

- 1. What are our areas of strength?**
- 2. What are the areas that need development?**
- 3. How can we move forward?**
- 4. What forms of support are needed?**