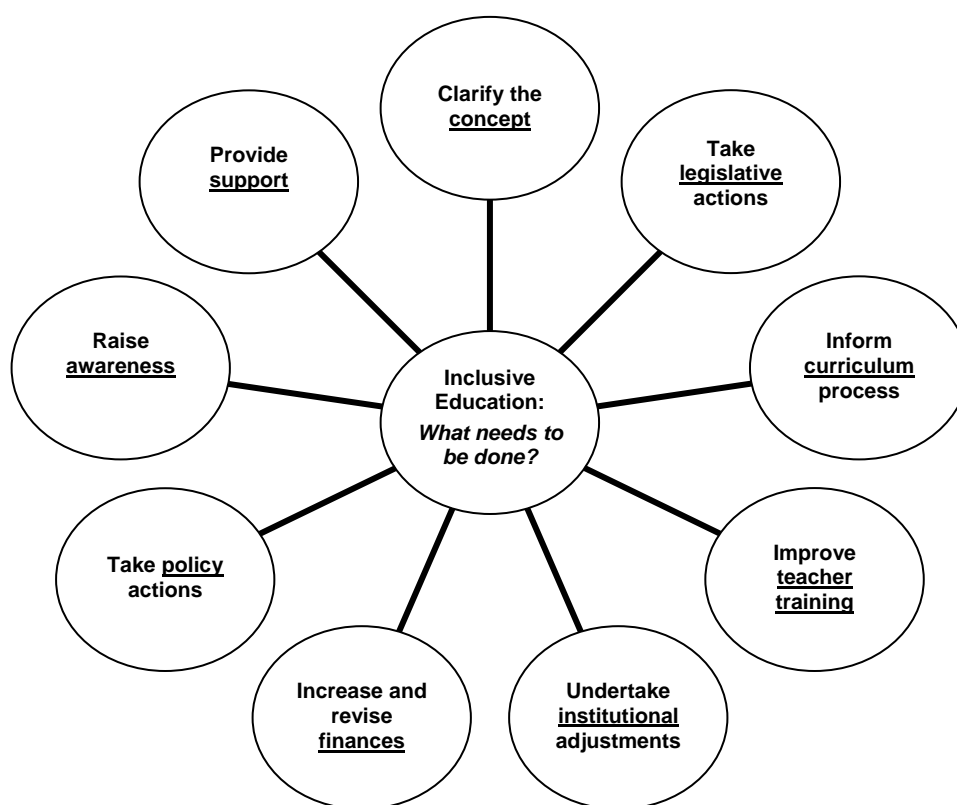


The following are some indexes that we extracted from previous IBE workshops on inclusive education held in regions (SEE, Eastern and Western Sub-Saharan Africa and Gulf Arab States), as well as from other literature, concerning the way forward in the field of inclusive education. Please suggest missing points and/or comment on those you consider as priorities in your country or in the region.



Concept

- Identify needs and excluded/marginalised groups to focus on: girls, children in rural areas, HIV/AIDS affected children, children in emergencies, refugee, displaced and returnee children, children of migrants, guest workers and temporary residents, children from minority groups, children of indigenous and (semi-) nomadic populations, children with disabilities and/or special needs, children involved in labour, street children, school dropouts, orphans, children in conflict with the law, etc.
- Translate and disseminate relevant UN conventions and guidelines.
- Formulate a policy statement on a broader concept of inclusive education.

Policy and Legislation

- Sign and ratify relevant UN conventions.
- Make infrastructures physically accessible for all.
- Guarantee to all children the right to education, regardless of their status.
- Incorporate the idea of inclusive education in and ideally at the very beginning of systemic education reform/reconstruction processes.
- Develop complementary legislation and policies in different relevant sectors (education, health, social rehabilitation, etc.) to support inclusive schools, with a special attention to identify places where deep segregation occurs.
- Strengthen legislation against child labour.
- Develop policies improving distance learning and promoting the use of ICTs for increasing learning opportunities for all children.
- Develop strategies for scaling up pilot experience on inclusion.
- In line with international consensus, adapt policies according to each country's specific situation.

Finances

- Reduce direct costs of schooling to households. Abolish school fees. Introduce grants programme to fortify deprived districts and maintain quality.
- Create well-targeted and well-managed financial incentives to increase access for the marginalized.
- Adopt long-term social and economic development policies.
- Ensure sufficient, efficient and sustainable resource allocation to education of all children, especially the most vulnerable groups. Allocate resources to social facilities and amenities.
- Further invest in pre-service and in-service teacher training.
- Use tools to monitor the implementation of inclusive education policies and programmes within the national budgets.

- Promote partnerships between public and private sectors. Introduce subsidies to fund good private schools. Promote community participation in order to counter resources limits.

Institutions

- Increase the number of schools accessible in remote locations.
- Coordinate the collaboration among sectors, regional and national networks.
- Establish a centralised, comprehensive and reliable database for statistical information concerning inclusive education.
- Plan for transition of special needs schools towards inclusive education resource centres and support institutions for regular schools.
- Make non-formal education institutions quality institutions, following as much as possible the government curriculum.
- Create temporary learning centres to follow and provide displaced school children with education facilities.
- Establish Ombudsperson/Office to monitor the implementation of the right to education.

Curriculum Design and Implementation

- Promote a more flexible curriculum which embraces EFA goals based on a national core curriculum (language-s, mathematics, science, technical and vocational education).
- Facilitate the links and transitions between early childhood, primary and secondary education in order to avoid disaffection and dropout.
- Devise minimum standards and assessment facilities for each level of education. Diversify the standards and assessments.
- Introduce rights, peace, values and citizenship into curriculum design and implementation.

- Carefully formulate syllabus so as not to introduce gender or any other discriminatory biases into the classroom.
- Conceive and implement a student-centred inclusive curriculum; involve students in the curriculum process.
- Involve teachers as co-developers of an inclusive curriculum at the school level. Make them aware that they need to be critical about classroom organization, selection of instructional materials, delivery of teaching-learning activities, seating patterns in the classroom in order to promote equity in schools.
- Develop national guidelines to assess how curriculum is implemented.

Training and Incentives for Staff and Teacher

- Improve teachers' living and working conditions, especially those in rural areas. Involve teachers in decision-making and improve their professional status.
- Reduce the length of time spent on pre-service training and develop school-based training as a strategy to increase the supply of teachers.
- Sensitize and train education professionals including ministers, inspectors, school principals, teachers and teacher trainers in terms of vision and management with regard to inclusive education.
- Incorporate pedagogical skills in the light of inclusive education as part of the whole pre-service training programme instead of addressing them separately.
- Explore alternatives such as distance training and regular upgrading so as to enhance in-service teacher training.
- In teacher training programs, further focus on learner's specific differences and needs.
- Introduce itinerant support teachers to address students' special needs.

Awareness

- Eradicate taboos associated with disabilities; change negative attitudes excluded/marginalised groups.

- Conduct advocacy campaign about inclusive education on both the global and national level and to all stakeholders that can be identified, through the media and the participation of local communities and NGOs.

Support

- Make use of alternative basic education.
- Activate the capacity of families and communities to uphold and defend the right of their children to education.
- Develop guidance and counselling services at school.
- Provide support to parents, students, teachers and educational personnel in the form of subsidies, financial aid, etc.
- Make effective use of networking. Encourage interaction and partnership between the international community, civil society and communities of parents, learners and educators.
- Promote grassroots initiatives in order to meet concrete needs.