



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

# *ICE 2008: “Inclusive Education: The Way of the Future”*

**A challenge to share**

**Regional Preparatory Workshop  
Gulf Arab states  
27-28 August 2008  
Dubai, UAE**

# Objectives of the Session



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

- to share visions, strategies and practices on inclusive education at the regional and national level;
- to identify common challenges related to inclusive education;
- to provide structured technical inputs from a regional perspective for the debates of the 48th session of ICE.

# Agenda



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

- Inclusive Education as a core strategy to attain EFA goals.
- The Right to Education for All.
- Inputs from the European Perspectives on Inclusive Education.
- Country presentations on issues around Inclusive Education.
- Group work on the four ICE 2008 sub-themes.
- Shaping a Regional Roadmap.

# Expected Outcomes



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

- discuss and clarify the relationship between Inclusive Education, EFA goals and Education as a Right;
- analyze and conceptualize the four ICE 2008 sub-themes from a national and regional perspective;
- a regional “Road Map” is formulated to feed into the 48th session of ICE.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## Institutional framework

- General theme proposed by The International Bureau of Education (IBE-UNESCO) Council: “Inclusive Education: The Way of the Future”
- Four sub-themes proposed: “Approaches, Scope and Content”; “Public Policies”; “Systems, Links and Transitions” and “Learners and Teachers”.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## Issues under discussion

- 1. The roles of Education as a right.
- 2. Normative framework. EFA goals as a core strategy.
- 3. Significant sources of exclusion.
- 4. Concept and key dimensions of Inclusive Education.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

# 1. The Roles of Education as a Right

## Education as:

- providing the conceptual and the empirical foundations of a democratic citizenship;
- a key economic and social policy;
- a main factor to reduce poverty and marginality under a long-term vision;
- a crucial factor in facilitating an intelligent and productive integration of national societies in a globalized world;
- a way of contributing to establish a solid basis of cultural and social integration.

# Core elements of a Holistic Approach towards Education as a Right



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

- Guaranteed funding. Investing more and better. Improve the impacts.
- Free and compulsory education. Scope and content.
- The struggle against all forms of exclusion and discrimination.
- The strengthening of the quality of learning. Conditions, inputs, processes and outcomes.





United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## 2. Normative framework. EFA goals as a core strategy.

### Five main international instruments:

- The Convention on the Elimination of All Forms of Discrimination against Women (1979)
- The Convention on the Rights of the Child (1989)
- Salamanca Statement (1994) on Inclusive Education
- The Dakar Framework for Action (2000)
- United Nations Convention on the Rights of Persons with Disabilities (2006)



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

# Education as a Human Right: a worrisome reality

- Insufficient consciousness and lack of political willingness on the importance of funding and investing in Basic Education.
- The maintenance of school fees and the penalization of the most socially deprived sectors.
- The existence of discriminatory visions, provisions and practices related to gender, ethnic origin, migrant status and rural residence.
- Unbearable cultural, social and educational gaps between groups and persons. The equity and quality dimensions and their interdependence.

# Education for All (EFA) Goals as a powerful commitment of the international community



International Bureau of Education

- The expansion of early childhood care and education.
- The provision of free and compulsory primary education for all.
- The promotion of learning and life skills for young people and adults.
- The increase of adult literacy by 50 per cent.
- The achievement of gender parity by 2005 and gender equality by 2015.
- The improvement of the quality of education.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## Pending Challenges on EFA goals

- Assuming and implementing in a more decisive way a human-rights based approach.
- Better visualizing education as a public good based on an irreplaceable government mission and responsibility.
- Developing a clear and explicit comprehensive agenda of educational change and policy reform in order to attain a high quality equitable education.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## The democratization of Basic Education as a key issue in the UNESCO Agenda

- Removal of institutional, pedagogical, curricular and teaching barriers between Childhood, Primary and Youth Education. EFA goals altogether form the Basic Education Agenda.
- Ensuring real access to knowledge and skills (a relevant and pertinent curriculum) based on a triad: a solid and shared educational policy, a common curriculum framework for all levels of Basic Education and a strong emphasis on the teacher's professional development.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

### 3. Significant sources of exclusion

- Endogenous vision of the educational policy.
- A prescriptive vision of curriculum top-down far from the school mission and the classroom.
- The “imposition” of homogenous ways of teaching. The ideal over the real student.
- Lack of learning materials. Textbooks.
- A worrisome miscomprehension of teachers’ histories, identities, beliefs and expectations.
- Non critical assimilation of an international model that must be “followed”.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## 4. Concept and key dimensions of inclusive education BEFORE

- Group of students categorized as with special needs such as and predominantly physically and/or mentally handicapped students and refugees.
- The approaches and the responses have been essentially remedial and corrective. Institutional and curricular segregation.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

# The concept of Inclusive Education TODAY

- The concept has evolved towards the idea that children and young people should attend the mainstream school (equal learning opportunities) regardless of their cultural and social backgrounds as well of their differences on abilities and capacities.
- The nature of the concept is non categorical, it is about providing friendly and effective learning opportunities to every child by respecting and taking care of its uniqueness and diversity.
- UNESCO defines Inclusion “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”.





United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

# Inclusive Education

- *From a societal vision:*  
the **type of society and the quality of democracy we wish and we pursue.**  
Education as a central social policy.
- *From a strictly educational vision:*  
a careful consideration of the **specificity and uniqueness of each child and teenager** so as to provide them a real educational opportunity all along their lives.  
Key role of Cognitive Education.  
Mutual empathy and nearness between teachers and students.



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## Five critical dimensions to consider as part of an Agenda on Inclusive Education:

- the significance and priority given to IE within the government policies;
- the integration between the different ladders and pathways of the education system;
- the individualization of the learning needs of both potential and current students taking into account their cultural, social and cognitive diversities;
- the conceptualization and organization of the school as an integrated institutional and pedagogical unit;
- the renovation and recreation of the teachers' profile and role (teachers education and professional development).



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## **Inclusive Education implies four key elements:**

- **to learn how to learn from the differences;**
- **to stimulate students' capacity of addressing and resolving problems;**
- **the right of every child to attend school and have high quality learning experiences;**
- **the moral responsibility of prioritizing those students who are in risk of being marginalized and excluded from the school.**