The Republic of Armenia
Ministry of Education and Science

United Nations
Educational, Scientific and
Cultural Organization

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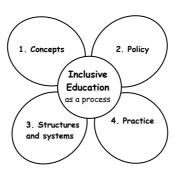
International Bureau
of Education

Education for All Regional Conference on Enhancement of Quality of Education and Curriculum Development

Tsaghkadzor, Armenia
(29-30 September 2009)

Group Session System Review Framework Template

Rapporteur:
Country Participants:

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.

Consider:

a) **What are your areas of strength?**

b) **What are the areas that need development?**

c) **How can we move forward?**

d) **What forms of support are needed?**

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

Consider:

a) **What are your areas of strength?**

b) **What are the areas that need development?**

c) **How can we move forward?**

d) **What forms of support are needed?**

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.

Consider:

a) **What are your areas of strength?**

b) **What are the areas that need development?**

c) **How can we move forward?**

d) **What forms of support are needed?**

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.

Consider:

a) **What are your areas of strength?**

b) **What are the areas that need development?**

c) **How can we move forward?**

d) **What forms of support are needed?**

5. Review Frameworks and Tools

- **What review frameworks and tools currently exist in your countries' educations systems and schools?**

- **What is valued and how is it measured?**

- **What are the challenges in using these frameworks and tools?**

- **What are the implications for your work?**

6. Incorporation of these findings into the CIS COP working plan 2010-2011

Objectives	Activities / Next Steps	Requirements

Other Comments/ Ideas