

Inclusive education systems in practice

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Education for All



EDUCATION HAS THE POTENTIAL TO
TRANSFORM THE PLANET, BUT FIRST WE
MUST TRANSFORM OUR
EDUCATION SYSTEMS



bit.ly/sdg4all

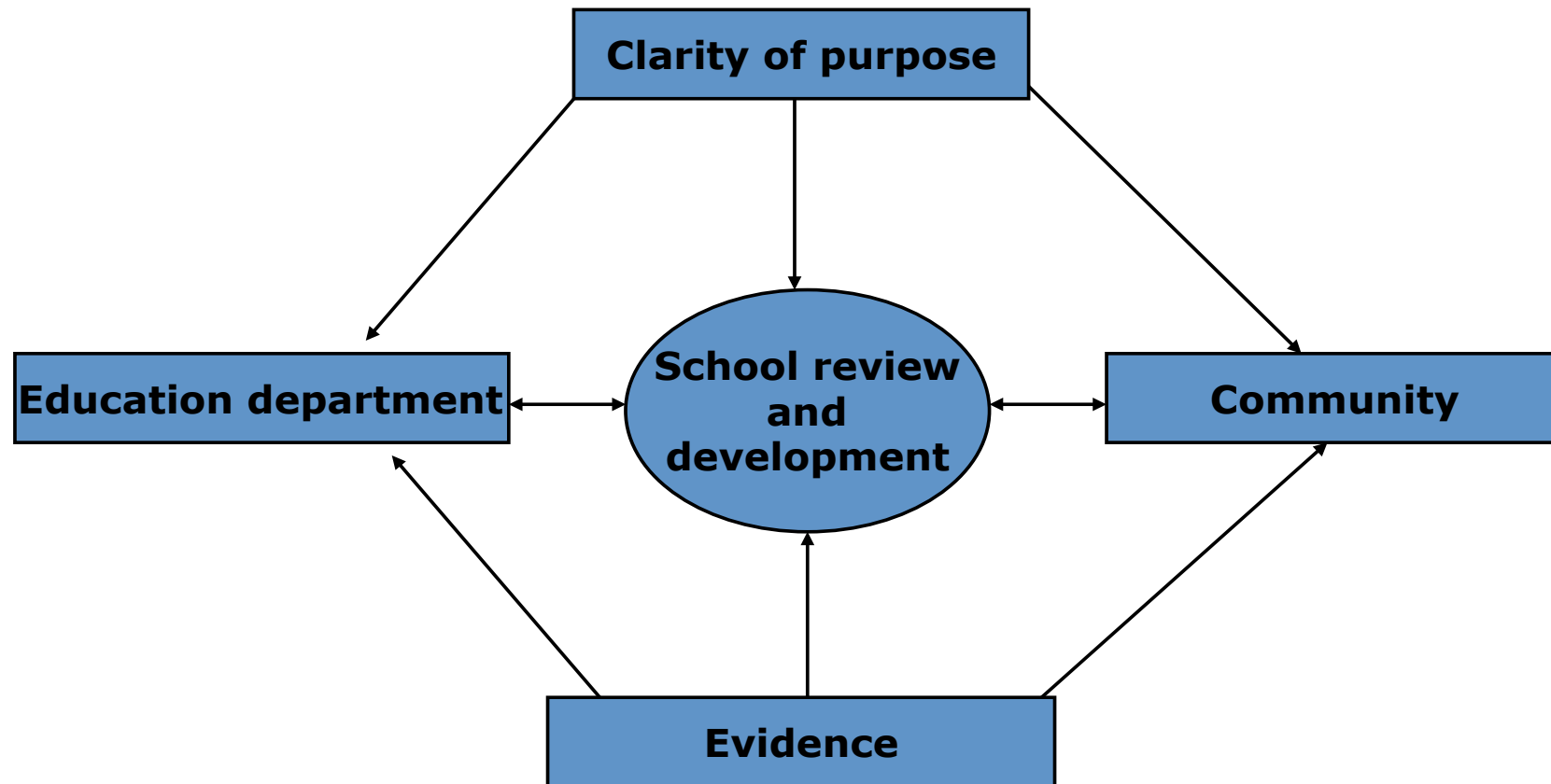
#SDG4ALL



Changing education systems

- **Policy is made at all levels of a national education system, not least at the classroom level**
- **Educational change is technically simple but socially complex**
- **Clarity of purpose is essential in order to mobilize widespread support**
- **Evidence of various kinds is the catalyst for successful change processes**

What are the levers for change?



Video



What does this school do to include all of its students?

<http://www.ibe.unesco.org/en/video/48th-ice-2008-approaches-scope-and-content>

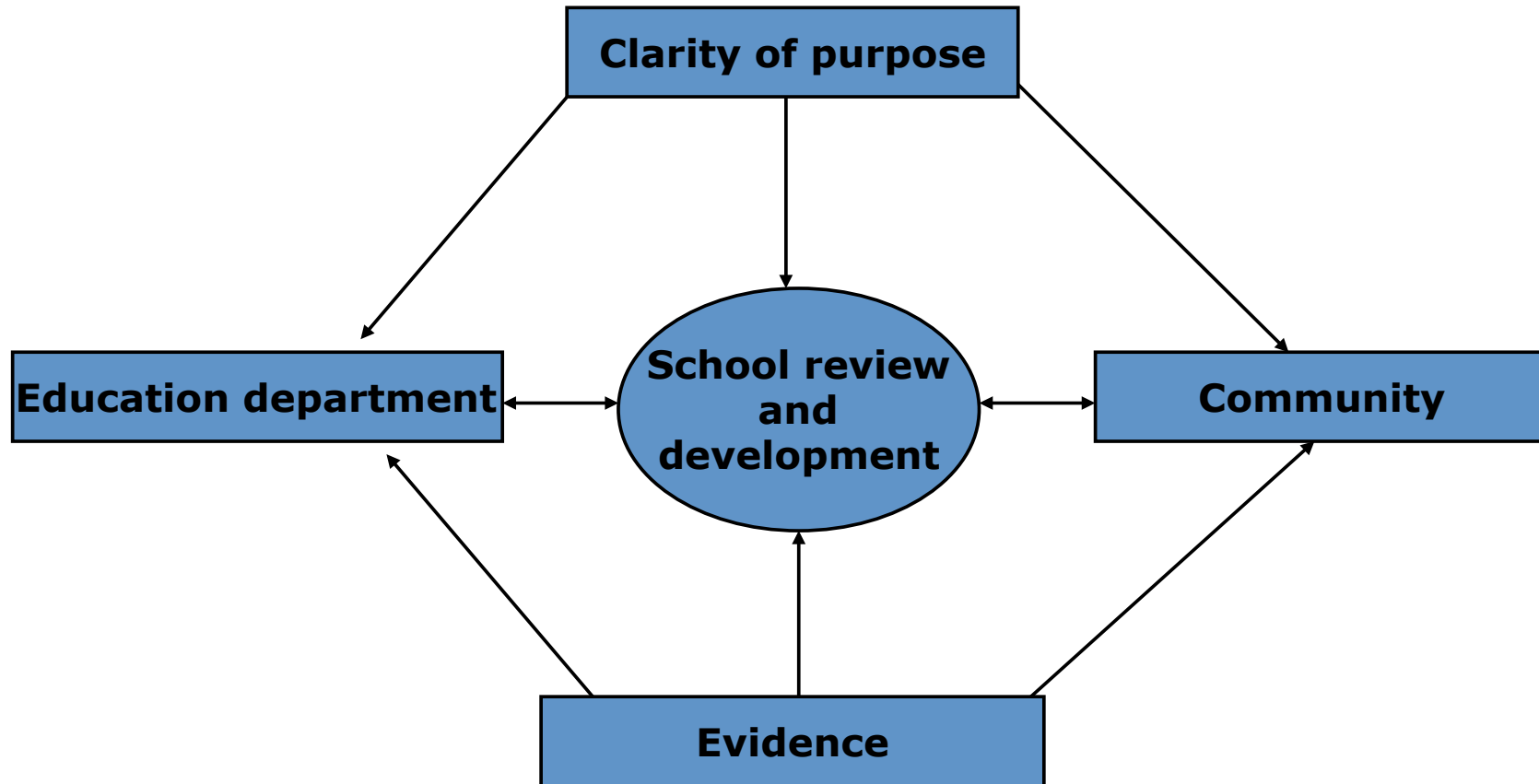
Some features

- **A common sense of purpose**
- **Rich learning environments**
- **Systematic tracking of individual progress**
- **Collaborative problem solving**
- **Involvement of the community**
- **Leadership at all levels**

Developing inclusive practices

- **Schools know more than they use**
- **Practice is largely inarticulate and reflects taken-for granted assumptions**
- **The development of a language of practice**
- **Inquiry leads to ‘interruptions’**
- **Overlooked possibilities for moving practice forward**

What are the levers for change?



Taking an inclusive turn

- **Inclusion as a process**
- **Identifying and removing barriers**
- **Presence, participation and achievement**
- **All students**
- **Emphasis on at risk groups**
- **Marginalisation, exclusion and underachievement**

Using evidence as a lever

PRESENCE:

- **Enrolment**
- **Attendance**
- **Punctuality**

PARTICIPATION:

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

ACHIEVEMENT:

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

Education 2030

The logo for Sustainable Development Goal 4 (Quality Education) is a circular emblem composed of 17 colored segments, with the number '4' in the center. The colors include shades of blue, green, yellow, orange, red, and purple.

**The Incheon Declaration
Education 2030: Towards inclusive and
equitable quality education and
lifelong learning for all**

‘Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes’

‘We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind’





A guide for ensuring inclusion and equity in education



Education
2030



**International Bureau of
Education**

‘Reaching Out to All Learners’

**A resource pack for supporting the promotion
of inclusive education**

**Available free
at: [http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-
inclusiveeducation-2016_eng.pdf](http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf)**

In summary:

- **Policies for promoting inclusion in education should be based on a clear and widely understood definition of what the term means.**
- **Policies for promoting inclusion should be informed by evidence regarding the impact of current practices on the presence, participation and achievement of all students.**
- **Efforts to develop policies in relation to inclusion should emphasise a whole-school approach in which teachers are supported in developing inclusive practices.**
- **Education departments must provide leadership in the promotion of inclusion as a principle that guides the work of teachers in all schools.**
- **Policies for promoting inclusion in education should draw on the experience and expertise of everybody who has an involvement in the lives of children.**

**The most important factor:
the collective will to make it happen**

