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Объединенных Наций по  
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منظمة الأمم المتحدة  
للتربية والعلم والثقافة

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المكتب الدولي  
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国际教育局

## INTERNATIONAL CONFERENCE ON EDUCATION 48<sup>th</sup> session

*Geneva, Switzerland, 25-28 November 2008*

### “INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”



# FINAL REPORT

**UNESCO**  
International Bureau of Education

# **INTERNATIONAL CONFERENCE ON EDUCATION 48<sup>th</sup> session**

Geneva, Switzerland, 25-28 November 2008

## **“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**



## **FINAL REPORT**

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**UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION**

**INTERNATIONAL CONFERENCE ON EDUCATION**

**Forty-eighth session**

**International Conference Centre, Geneva  
25-28 November 2008**

**“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**

**AGENDA**

1. Opening of the Conference
2. Adoption of the Provisional Agenda (ED/BIE/CONFINTED 48/1)
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4. Election of the Vice-Chairs and the Rapporteur of the Conference and constitution of the Drafting Group of the “Conclusions and Recommendations”
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8. Adoption of the Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE (ED/BIE/CONFINTED 48/5)
9. Closing of the Conference

## PART I

### ORGANIZATION OF THE CONFERENCE

#### A. Opening Ceremony

1. The 48<sup>th</sup> session of the International Conference on Education (ICE), convened by the Director-General of UNESCO in accordance with the 34 C/Resolution 4 adopted by the General Conference at its 34<sup>th</sup> session, was held at the International Conference Centre, in Geneva, from 25 to 28 November 2008 on the theme “Inclusive Education: The Way of the Future”.

2. The importance of the Conference as a unique international forum for policy dialogue in the field of education and its specific place within UNESCO’s overall strategy for fostering quality Education for All (EFA) and the Millennium Development Goals (MDG) was confirmed by the exceptional level of political representation. More than 1,600 participants, including approximately 100 ministers and deputy ministers of education from 153 UNESCO Member States, alongside representatives of 20 intergovernmental organizations, 25 Non-Governmental Organizations (NGOs), foundations and other institutions of civil society, took part in the constructive and challenging debates. The list of participants is given in Annex XXIII.

3. The participants were greeted at the beginning of the Conference by the songs of the children’s choir *les Jeun’Voix*, directed by Ms. C. Fellay, from the Department of Education, Republic and Canton of Geneva. Their best wishes for a successful Conference were warmly welcomed by the delegations.

4. The session was officially opened by H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development and Head of the Delegation of India, the country that assumed the Chairmanship of the 47<sup>th</sup> session. Mrs. Purandeswari’s opening address is reflected in Annex I.

5. The Chair invited first Mr. Koichiro Matsuura, Director-General of UNESCO, and then H.E. Mr. Charles Beer, State Counsellor, Department of Education, Republic and Canton of Geneva, and Head of the Swiss Delegation, to address the Conference. Their speeches appear respectively in Annexes II and III.

6. The Chair introduced the provisional agenda (ED/BIE/CONFINTED 48/1), which was adopted as it appears at the beginning of this report, and invited H.E. Mr. Raúl Vallejo Corral, President of the Council of the International Bureau of Education (IBE), to present the recommendations made during the 57<sup>th</sup> session of the IBE Council, which took place that morning, with regard to the Bureau of the Conference, including the new Chair.

7. Upon the proposal of the Electoral Group Vb (Arab States), the Conference elected by acclamation H.E. Mr. Abdulsalam M. Al-JOUFI, Minister of Education, Yemen, as the Chair of the 48<sup>th</sup> session of the ICE. H.E. Mr. Al-Joufi’s opening address is contained in Annex IV.

8. The Conference then established its Bureau and elected the following ten Vice-Chairs by acclamation:

Ms. Fatma ABDULLAZADE (Republic of Azerbaijan)  
Mr. Michel AUDET (Canada)  
H.E. Ms. Mirna Vallejos DE CRESPO (Republic of Panama)

Ms. Irmeli HALINEN (Republic of Finland)  
H.E. Mr. Zhou JI (People's Republic of China)  
H.E. Ms. Tatjana KOKE (Republic of Latvia)  
Mr. Badru Haji LUBEGA WAGWA (Republic of Uganda)  
H.E. Mr. Geoffrey LUNGWANGWA (Republic of Zambia)  
H.E. Mr. Ali SAAD (Syrian Arab Republic)  
H.E. Mr. Ghulam Farooq WARDAK (Islamic Republic of Afghanistan)

9. Mrs. Tibisay HUNG, Vice-Minister in charge of Academic Policies, Ministry of Higher Education, Bolivarian Republic of Venezuela, was then elected Rapporteur of the Conference by acclamation.

10. The Conference endorsed both the IBE Council's proposals related to the Drafting Group, namely that it should be presided over by Ambassador Michael Omolewa, Permanent Delegate of Nigeria and President of the Working Group on the ICE, and that it should be composed of two representatives from the six electoral groups and, *ex-officio*, of the members of the Working Group on the ICE (identified below with an asterisk). The Drafting Group brought together, therefore, the representatives of the following Member States:

Group I: Canada\*, the Kingdom of Belgium and the United States of America;  
Group II: The Czech Republic, the Republic of Latvia\* and the Russian Federation;  
Group III: The Argentine Republic, the Bolivarian Republic of Venezuela\* and the Federative Republic of Brazil  
Group IV: Japan, the Republic of India and the Republic of Indonesia\*  
Group Va: The Republic of Cameroon, the Republic of Kenya and the Federal Republic of Nigeria\*  
Group Vb: The Hashemite Kingdom of Jordan, the Great Socialist People's Libyan Arab Jamahiriya and the Sultanate of Oman\*

11. Upon the invitation of the Chair, Ms. Clementina Acedo, IBE Director and Secretary of the Conference, introduced and explained document ED/BIE/CONFINTED 48/2 "Proposed Organization of the Work of the Conference", which was adopted. Her address is reflected in Annex V.

## **B. Organization of Work – Working methods**

12. Based on the positive experience of previous sessions and on the recommendations of the IBE Council, the structure of the 48<sup>th</sup> session of the ICE was designed to provide multiple opportunities to foster genuine dialogue among all participants and stakeholders. The organization of the Conference, therefore, included:

- An introductory debate entitled "From Inclusive Education to Inclusive Society", followed immediately by "Research Findings and Policy Challenges for Inclusive Education";
- A total of twelve workshops on the four sub-themes around Inclusive Education, namely: (1) Approaches, Scope and Content; (2) Public Policies; (3) Systems, Links and Transitions; and (4) Learners and Teachers;
- Two plenary sessions of synthesis and discussions of the workshops' outcomes, including a brief report by the Joint Expert Group UNESCO(CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education;
- A final debate entitled: "Inclusive Education: From Vision to Practice";
- A closing session.

13. The main document of the Conference, ED/BIE/CONFINTED 48/3 “Inclusive Education: the Way of the Future – Reference Document”, was used as the conceptual basis to promote a rights-based vision of Inclusive Education that responds to the needs, abilities, characteristics and learning expectations of all students and their communities. Several other background documents were prepared by the IBE and the stakeholders to reflect various realities, approaches and challenges across regions and to support the broadened notion of Inclusive Education. The list is contained in Annex XXII.

14. The introductory debate took the form of a plenary session chaired by the Director-General of UNESCO, with five internationally renowned keynote speakers contributing their insights and perspectives namely:

- (a) H.E. Ms. Liu Yandong, State Councillor, People’s Republic of China
- (b) H.E. Mr. Xavier Darcos, Minister of National Education, French Republic
- (c) H.E. Ms. Naledi Pandor, Minister of Education, Republic of South Africa,  
Chair of the Conference of Ministers of Education of the African Union
- (d) Ms. Navanethem Pillay, United Nations, High Commissioner for Human Rights
- (e) H.E. Mr. Lenin Moreno Garcés, Vice-President, Republic of Ecuador

Their keynote speeches are reproduced in Annex VII.

15. The following plenary “Research Findings and Policy Challenges for Inclusive Education” focused on the latest trends emerging from research and cutting-edge studies and offered an analysis of comparative data on quality, equity and inclusion both from OECD–PISA (Organization for Economic Co-operation and Development – Programme for International Student Assessment) and the EFA Global Monitoring Report 2009, entitled “Overcoming Inequalities: Why Governance Matters”, which was launched during the Conference. The presentation on regional trends and main areas of policy debate on Inclusive Education as they emerged from the regional preparatory workshops and conferences organized by UNESCO and the stakeholders could not be given due to time constraints.

16. The subsequent series of twelve workshops on the four sub-themes, as well as the final debate, were organized in panel discussions, where over one hundred ministers, senior officials, researchers, experts and representatives of the international and non-governmental organizations from all the regions of the world engaged in and played an active role as panellists, moderators and rapporteurs. The two following summing-up sessions provided an opportunity to report back to the plenary and to discuss the outcomes of the workshops. The workshops synthesis reports, the list of the final debate’s speakers and their speeches and the list of speakers in the workshops are reflected in Annexes VIII, IX, X and XX.

17. The Conclusions of the Ninth Meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, which had taken place on 25 November on “Inclusive Dimensions of the Right to Education”, was also included in the first synthesis session. The document is to be found in Annex XIX.

18. The preparatory process of the 48<sup>th</sup> session of the ICE played a key role in fostering the engagement of participants from various countries and was considered as an example of involving stakeholders and catering for public support and effective partnerships. Over the period 2007-2008, thirteen regional preparatory workshops and conferences and one international seminar took place with the aim of mobilizing knowledge on Inclusive Education and ensuring more informed debates. Over nine hundred participants from more than 120 countries were engaged in these events.

19. Four Regional Preparatory Conferences were organized upon the initiative of the host countries and with the support of UNESCO and the IBE: for Europe and North America, “Inclusive Education: from Policy Dialogue to Collaborative Action”, in Riga, on 24–26 February 2008; for the Asia-Pacific Region, “Inclusive Education: Major Policy Issues in the Asia and Pacific Region” in Bali, Indonesia, on 29–31 May 2008; for the Arab Region “Regional Seminar on Quality Education for All: No Exclusion and No Marginalization” in Beirut, Lebanon, on 25–27 August 2008; and for Africa “Inclusive Education: Major Issues and Priorities in Africa” in Yaoundé, Cameroon, on 17–18 September 2008.

20. Through the IBE Community of Practice (COP) in Curriculum Development and in close cooperation with the stakeholders, nine regional preparatory workshops were organized, aimed at promoting a participatory dialogue on key issues and challenges on Inclusive Education, at a regional and sub-regional level (in 2007, Romania/June; Kenya/July; United Arab Emirates/August; Argentina/September; Rwanda/September; Belarus/October; China/November; Jamaica/December; and in 2008 Finland/March). Most of the preparatory workshops and conferences resulted in regional “roadmaps” that participating countries adopted at the end of their deliberations, identifying concrete actions in the strategic areas of policymaking, legislation, finance, institutions, curriculum design, awareness and support.

21. A further intellectual contribution was provided by the international seminar held in Geneva in November 2008, entitled *L'éducation pour l'inclusion : de la recherche aux réalisations pratiques*, organized in cooperation with the *Faculté de psychologie et des sciences de l'éducation* (FAPSE) of the University of Geneva, and the *Service de la recherche en éducation* (SRED) of the Department of Education, Republic and Canton of Geneva.

22. Further preparatory activities contributing to the success of the Conference were the 144 personal messages received from ministers from all over the world, which addressed the Conference's theme, and which were given special visibility with an exhibition and a publication as well as with a special section devoted to the ICE on the IBE website.

23. Building on a well established tradition, 115 National Reports on the Development of Education in the different countries were also gathered and made available for the ICE. These reports can be considered as one of the main sources for comparing educational data across countries and over time, and a useful tool for the exchange of information and experience in the field of education.

24. A Special Issue of “Prospects”, UNESCO's quarterly review of comparative education was devoted to the theme of the Conference, *Inclusive Education* (145, Vol. 38, no. 1, March 2008). The issue draws together a selection of articles combining theoretical and field research dealing with the notion of Inclusive Education and the challenges encountered in the policymaking and implementation processes. The publication was distributed in English, French, Spanish and Chinese.

25. Five videos were produced for the ICE to introduce and illustrate the Conference's theme and four sub-themes in a visually inspiring manner. The footage was projected at the beginning of the introductory debate and each workshop and proved instrumental in clarifying the concept of Inclusive Education and its different implications, using images from selected concrete experiences and effective practices in various geographical regions.

26. All the ICE materials (working documents, contributions, presentations, national reports, ministerial messages, etc.) will be included in a CD-ROM which will be widely disseminated.

27. The organization of the 48<sup>th</sup> session of the ICE has benefited from the support (in the form of intellectual and/or financial contributions) of a wide range of partners, including governments, ministries of education, UNESCO National Commissions, organizations of the United Nations System, intergovernmental organizations, international non-governmental organizations, foundations, the private sector, as well as research and academic institutions in a number of countries. The list of sponsors and donors is contained in Annex XXI. The close cooperation and active support, in all preparatory phases and during the actual week of the Conference, of staff from UNESCO Headquarters, Regional Bureaus, Cluster and National Offices, Education Institutes and Centres have also made an important contribution to the Conference. The UNESCO representatives and the IBE Secretariat are listed in Annex XXIV.

### C. Closing Session

28. The Chair officially opened the closing session of the ICE and gave the floor to Mrs. Tibisay Hung (Bolivarian Republic of Venezuela) as the Rapporteur of the Conference, to present her oral report. The report highlighted the key points, challenges and achievements on Inclusive Education, as they were debated during the works of the ICE, and was adopted by the Conference by acclamation. It is reproduced in Part II A. of this report.

29. A brief pause then followed when the Chair announced that a musical performance on HIV and AIDS would be carried out on stage within the framework of the 20<sup>th</sup> Anniversary of World AIDS Day, which was to be celebrated on 1 December. Mr. Serge Djoungong, also known as Nega, a Swiss rapper of Cameroones origin, was then called to sing a song that had been especially composed for the Conference and its theme and which was well received by the audience.

30. The Chair resumed the official session and invited Ambassador Michael Omolewa, President of the Working Group on the ICE and President of the Drafting Group, to present the “Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE”, reflecting the deliberations of the Conference. The President of the Drafting Group informed the Conference that a minor addition had been suggested by the joint meeting of the Bureau of the 48<sup>th</sup> ICE and the Steering Committee of the IBE Council. The Conference accepted the addition, and the final document of the 48<sup>th</sup> session of the ICE (ED/BIE/CONFINTED 48/5) was adopted by acclamation. The document is contained in Part II B. of this report.

31. The President of the Drafting Group also took the opportunity to read aloud the proposed text of a resolution, then fully endorsed by the Conference, that would convey to the Government and People of India a “Message of Peace and Good Will”, as an acknowledgment of the tragedy that occurred on 26 November in Mumbai, India. H.E. Mrs. D. Purandeswari, Minister of State for Human Resource Development and Head of the Delegation of India, was then given the floor and expressed her appreciation and thanks for the gesture and the sentiments of the delegates. The texts of the resolution and of the “Vote of thanks” are to be found in Annex XI.

32. The formal closing ceremony was then officially opened by the Chair, who called upon Ms. Clementina Acedo, IBE Director and Secretary of the Conference, to address its participants. Ms. Acedo expressed her thanks to all those who had contributed to the Conference and acknowledged their strong support, which constituted the precondition for the success of the ICE. Her closing address is illustrated in Annex XII.

33. The Chair gave the floor, first, to Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education, representing the Director-General of UNESCO, and, then, to H.E. Mr. Charles Beer,

State Counsellor, Department of Education, Republic and Canton of Geneva, and Head of the Swiss Delegation. Their closing addresses are reflected in Annexes XIII and XIV.

34. Finally, the Chair delivered his brief closing address and pronounced the works of the 48<sup>th</sup> session of the ICE officially closed. The speech of H.E. Mr. Abdulsalam M. Al-Joufi is reproduced in Annex XV.

#### **D. Award Ceremony of the J. A. Comenius Medal**

35. In the early afternoon of 26 November, the award ceremony of the J. A. Comenius Medal took place under the chairmanship of H.E. Mr. Raúl Vallejo Corral, President of the Comenius Medal Jury. The Medals and the Diplomas were awarded by Ms. Eva Bartonova, First Deputy Minister of Education, Youth and Sport of the Czech Republic and Mr. Koïchiro Matsuura, Director-General of UNESCO to nine educators and one project. The speeches of H.E. Mr. Raúl Vallejo Corral, Mr. Koïchiro Matsuura and Ms. Eva Bartonova are contained in Annexes XVI, XVII and XVIII.

36. The Laureates were identified through a thorough selection process, conducted by the Jury, whose recommendations had been endorsed by the Director-General of UNESCO. The Comenius Medal aims at rewarding outstanding achievements in the fields of educational research and innovation and exceptional examples of personal devotion to education and the ideals of UNESCO demonstrated throughout an important part of one's life. As well as commemorating the spiritual heritage of Jan Amos Comenius, its principal goal is to promote and encourage new initiatives making a significant contribution to the development and renewal of education.

37. The 2008 Laureates are:

- (1) Ms. Samira AL SAAD (KUWAIT)
- (2) Mr. Daniel Fernando FILMUS (ARGENTINA)
- (3) Mr. Phillip William HUGHES (AUSTRALIA)
- (4) Mr. Dr. Basu Dev KAFLE (NEPAL)
- (5) Ms. Laila Ahmed El-Sayed KARAM EL-DIN (EGYPT)
- (6) Ms. Onerva MÄKI (FINLAND)
- (7) Mr. Mamadou NDOYE (SENEGAL)
- (8) Ms. Sylvia Irene SCHMELKES DEL VALLE (MEXICO)
- (9) Mr. Tirussew TEFERRA (ETHIOPIA)
- (10) World Literature Centre, Bishwo Shahitto Kendro (BANGLADESH)

38. The Comenius Medal Award Ceremony was well received by the ICE delegates and given full prominence. According to the established tradition, the Government of the Czech Republic offered a study tour in Prague to the Comenius Laureates, immediately after the ICE. Suggestions for a possible follow-up event or conference that could present the work and contributions to the field of international comparative education of past and present laureates were made.

#### **E. Side events and other events**

39. Several new activities were organized alongside the official ICE agenda, with the aim of providing enhanced opportunities for reflection and dynamic interaction on the main theme of the Conference, targeting different audiences and strengthening partnerships, sharing and networking with different stakeholders.

40. Over the three-day conference period, eight side events were organized, providing opportunities to focus on specific topics selected on the basis of their relevance and links to Inclusive Education and contributing to a better understanding of the different aspects of inclusion. The themes debated were the following: “The UNESCO Initiative Basic Education in Africa Program (BEAP)”; “The Role of ICTs in Curricular Innovation”; “Disaster Risk Reduction as an essential contribution to Inclusive Education”; “The World Programme for Human Rights Education”; “Quality Education, Equity and Sustainable Development as a holistic vision through UNESCO’s four World Education Conferences 2008-2009”; “Regional Issues and Challenges of Inclusive Education: From Romania to Cameroon”; “Policy Guidelines on Inclusion in Education”; and “The Right to Inclusive Education: Concerns, Issues and Challenges”.

41. A very innovative initiative was the web-cast round table entitled “From Theory to Practice: Young People Address Ministers of Education on Policies and Ground Realities”. Chaired by Mr. Nicholas Burnett, UNESCO Assistant Director-General for Education, and moderated by the renowned BBC journalist, Mr. Tim Sebastian, the round table brought together six young people from around the world with different experiences who shared common perspectives on inclusion. They had the opportunity of putting critical questions to five ministers of education from different geographical regions, and comparing common/different approaches to inclusive education systems and societies. The great interest demonstrated by the participants in the frank interactions resulted also in high media visibility for UNESCO. The list of Round Table’s participants is included in Annex XXIII.

42. During the Conference, the EFA Global Monitoring Report 2009 “Overcoming inequalities: why governance matters” was officially launched, with an interactive meeting mainly devoted to journalists. Eight years after the World Education Forum in Dakar (Senegal), the report assessed the progress towards achieving the EFA goals, providing fresh data and trends analysis. The modality of launching the EFA Global Monitoring Report during the 48<sup>th</sup> session of the ICE proved to be ideal, with both events receiving excellent media coverage.

43. The very large gathering of participants during the ICE provided an opportunity for the organization of bilateral meetings as well as other events of specific interest, including:

- a. On 25 November: meeting of the Ministers of Education of the Group 77 and China; and the Ninth Meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, on “Inclusive Dimensions of the Right to Education”;
- b. On 26 November: the signing of the Cooperation Agreement between UNESCO and Bahrain for the establishment of a Regional Centre for Information and Communication Technology in Manama, Bahrain; and the consultations with the E9 Ministers of Education;
- c. On 27 November; consultations with the ministers of education who would participate in the 8<sup>th</sup> High Level Group meeting on EFA, Oslo, 16-18 December 2008;
- d. On 27 November: “Diálogo literario intercultural con los escritores ecuatorianos Raúl Vallejo y Ariruma Kowi” by H.E. Mr. Raúl Vallejo Corral, Minister of Education and Mr. Ariruma Kowi, Under-Secretary of Education for Intercultural Dialogue, Ecuador.

44. Lastly, as is customary, the IBE Council held the two parts of its 57<sup>th</sup> session on 25 November, immediately before the Conference opening to review any last-minute issues, and on 28 November, immediately after the conclusion of the Conference, to draw a preliminary evaluation of the Conference’s outcomes.

45. On 28 November in the afternoon, after the conclusion of the Conference, a special screening was organized for all participants, of “The Class”, a film by Laurent Cantet, *Palme d’or* of the 2008

Cannes film festival. The film represents a rare example of cinema interest in education, highlighting the several challenges all education systems face worldwide and, in particular, the teacher-student relationship in a learning environment characterized by multicultural diversity.

## **F. Exhibitions**

46. Under the theme “Practising Inclusion”, this exhibition added value to the Conference by offering an attractive learning space, where participants could become acquainted with innovative technologies and interact, share visions and insights, and acquire relevant materials. It showcased, in an attractive manner, concrete experiences and effective practices of Inclusive Education, involving over 30 exhibitors from UN agencies, NGOs, the private sector as well as key IBE and UNESCO partners. The exhibition’s arrangements were also successfully used for fund-raising purposes.

47. An exhibition of UNESCO education publications was organized with the participation of UNESCO Headquarters in Paris and 11 UNESCO Institutes, Centres and Regional Bureaus. The books, journals, CD-ROMs and information brochures, displayed and disseminated, attracted the interest of a high number of participants.

48. Finally, in coordination with the Pedagogical Museum of J. A. Comenius in Prague, the exhibition entitled “Education for All. The Legacy of J. A. Comenius to the World” was held. It was dedicated to the legacy of the “Teacher of the Nations” J. A. Comenius, his concept of education for all people regardless of their social position or gender and his timeless teaching principles. A screening of the concert “Vivat Comenius”, organized by the Uffizi Gallery in Florence, Italy, was also presented, alongside posters and other images of J. A. Comenius life and studies.

The list of all exhibitors is included in Annex XXIII.

## PART II

### DOCUMENTS ISSUED BY THE CONFERENCE

#### A. GENERAL REPORT OF THE 48<sup>th</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

Presented by Ms. Tibisay Hung Rico, Deputy Minister for Academic Development, Minister of the People's Power for Higher Education, Bolivarian Republic of Venezuela

Chairman of the 48<sup>th</sup> session of the International Conference on Education,  
Director-General of UNESCO,  
President of the IBE Council and other Members of the Bureau and Drafting Group of the 48<sup>th</sup> International Conference on Education,  
Ministers, Deputy Ministers and High Authorities of the different countries,  
Members of the Diplomatic Missions present,  
Representatives of multilateral organizations, NGOs and other participating institutions,  
Distinguished Delegates,  
Ladies and Gentlemen,

I should like to begin by expressing my personal gratitude for the honour you have bestowed on the Bolivarian Republic of Venezuela by appointing me General Rapporteur for the 48<sup>th</sup> International Conference on Education (ICE).

I take this opportunity to convey the warmest and friendliest greetings of the Bolivarian Republic of Venezuela, on behalf of our President, Hugo Chávez Frías, of the Ministers of the People's Power for Education and Higher Education, Doctors Héctor Navarro and Luís Acuña, and on my own behalf.

Taking part in an event such as this, which we share with the highest authorities of the member states of UNESCO, Vice-Presidents, Ministers, education experts, teachers, students and the general public, represents for us the realization of an essential part of the ideal of our Liberator, Simón Bolívar, of unity among nations, and even more so in the case of an educational event, at which we have had occasion to discuss *Inclusive Education: The Way of the Future*. We feel sure that being concerned with what is happening in the world and discussing it in an academic setting constitutes one of the loftiest expressions of humanity and the drive for human achievement in the active construction of a better future for all.

Our warmest thanks go to the organizers of this Conference. The chosen theme allowed for a rich and interesting debate from different points of view, which we believe established agreement on the urgent need for inclusive education – without confusing the concept of inclusive education with that of assimilation, but taking inclusion to mean a way of integrating cultural, political, racial, ethnic, gender and linguistic diversity, the self-determination of indigenous peoples, etc., and covering also persons who for some reason are temporarily deprived of their liberty.

The theme was analyzed in depth, with the participation of delegates and other participants from the majority of countries, in the course of four workshops, as well as at four round tables to discuss issues related to inclusive education. These round tables addressed topics connected with the definition, characteristics and other aspects of inclusive education, such as approaches, scope and content, public policies, systems, links and transitions, and learners and teachers.

The participants tackled the problem first discussing its conceptualization, considering where it should lead, who are the actors involved, what the content should be, in what direction public policies should be heading to achieve inclusive education, what the education system is like, the functioning of the school system, what we are educating for and who is responsible for training educators.

It is important, once again, to highlight the wealth of the discussion on this issue, which was analyzed even from a linguistic point of view. One participant suggested that, at least in French, it was awkward to talk about “education for inclusion”. It appears very important, in other words, to take full account of this diversity of opinions, since this is the only way we can arrive at a position of consensus, for “in dissension lies consensus”, as we say in Venezuela.

But apart from that, I feel I should say something about the inputs which, from my point of view, this Conference has left us with, so that we may continue to look in more detail at the subject of lifelong Inclusive Education.

We believe that the foundations of any education system must first consist of inclusion, accompanied by the development of values such as solidarity and cooperation, as well as the close collaboration with the communities, their needs and their expectations, underpinned by a profound sense of social commitment.

In our understanding, the essential aim of education in general must be to guarantee the lifelong participation of all in the production, the socialization and the creative exploitation of knowledge. This would imply the need for a structural transformation of the existing education system, which would advance towards new values, new educational practices and a structure and institutional functioning of quality. It also implies reviewing priorities, methods and the uses to which knowledge is put, its nature and the form in which society produces and appropriates it.

The objectives of governments in their role as regulators must include a clear expression of the responsibilities of all the actors involved, since many participants voiced their opposition to the notion of privatizing education. Privatization would increase inequality in terms of access to education, which would particularly affect the poorest and most vulnerable sectors of society.

We believe – and we feel it is the view of many representatives of the countries taking part in this Conference – that the strategic guidelines of education policy should be linked to other sectors, such as health, sport and culture, and oriented towards a political commitment, a political will on the part of those responsible for formulating public educational and social policies to ensure the quality lifelong inclusion of all in the education system.

In this sense, such guidelines must reflect a clear wish to undertake a structural and institutional transformation, so as to ensure that inclusive education can become a space for the creation and socialization of knowledge, while taking account of diversity, and linked to innovation and the social appropriation of knowledge.

In the limited time available, I should like to offer you a summary of the most relevant aspects of lifelong inclusive education discussed at this Conference:

1. We are pleased to note that so much attention has been paid during this 48<sup>th</sup> session of the International Conference on Education to the vulnerable sectors of society, such as persons with special needs, indigenous peoples and those living in rural areas. It also appears necessary to extend the concept and scope of Inclusive Education, in order to respect and recognize the diversity of other vulnerable sectors of the population.

2. Inclusive Education is therefore a theme that requires more specific definition and direction by the countries so that its actions give expression to the political will of the Member States of UNESCO.
3. The Heads of State and Government must reinforce their national educational legislation in the area of human rights and bring it in line with the standards established in international instruments. In addition, they must look upon lifelong Inclusive Education as a public and social right, in accordance with the Declaration of the Regional Conference on Education that was held in Cartagena, Colombia, in April 2008.
4. There was agreement regarding the view of one the African Ministers of Education, to the effect that the world economic crisis cannot be taken as an excuse to cut back on investment in education. The budgets earmarked for education, health, culture and sport must not be affected by temporary economic disturbances.
5. The Member States of UNESCO must increase their assistance to countries most in need of support for inclusive education, bearing in mind the important fact that Africa is a UNESCO priority; for this reason and in our pursuit of other major objectives, it is essential to consolidate and enlarge international cooperation among member countries.
6. I consider it important to mention the proposal made during the Conference that the competent authorities should declare that all aspects of education must be kept free of violence.
7. With regard to the useful good practices reported in this respect, we consider that member countries should make every effort to introduce them, especially in the area of the eradication of illiteracy, as a strategy for achieving lifelong inclusive education. We might draw attention to the case of the Bolivarian Republic of Venezuela, which on 28 October 2005 was declared by UNESCO to be an illiteracy-free zone, thanks to the cooperation of the Republic of Cuba with its successful “Yes I can” method.

We suggest that countries should try to close off all avenues that lead to social, political and educational exclusion and should open up new paths to participation, for example, by setting up social networks in which both teachers and learners participate. Such networks can provide a link between daily life in the communities, with their own forms of organization, and institutional activity, for a constructive approach to life, conscience and human values.

Lastly I would like to reiterate our aspiration for unity. The advances, experiences and resources that we possess in the Bolivarian Republic of Venezuela will take on a new, more profound and more powerful meaning if they are shared with the rest of the world. Our first aim in participating in these events of reflection, research and exchange of knowledge is to learn from one another, to combine our strengths and to interconnect the struggles of our peoples.

I should not like to take my leave before sincerely apologizing for any involuntary omissions, but the task of reporting such a dense theme in so little time is not easy, although we have made every effort to convey as many of your views as possible.

Ladies and Gentlemen, I would like to congratulate you on your effort and I wish you a happy return to your countries.

Thank you very much.

## **B. CONCLUSIONS AND RECOMMENDATIONS OF THE 48<sup>TH</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**

Meeting at the forty-eighth session of the UNESCO International Conference on Education (Geneva, 25-28 November 2008), we, the Ministers of Education, heads of delegation and delegates from 153 Member States have, alongside representatives of 20 intergovernmental organizations, 25 NGOs, foundations and other institutions of civil society, taken part in constructive and challenging debates on the theme of “Inclusive Education: The Way of the Future.”

At the conclusion of our work, participants recalled Article 26 of the United Nations Declaration of Human Rights that states that everyone has a right to education. We also affirm that inclusive quality education is fundamental to achieving human, social and economic development.

We agreed that governments as well as all the other social actors have an important role in providing a quality education for all and, in doing so, should recognize the importance of a broadened concept of inclusive education that addresses the diverse needs of all learners and that is relevant, equitable and effective.

All forecasts suggest that the global financial crisis will have a disproportionate impact on the poor – those who carry the least responsibility for these events. In this context, we reaffirm the importance of inclusive education for reducing poverty, and improving health, incomes and livelihoods. Therefore, despite the current global financial crisis, we emphasize that funding for education should be a top priority and that the financial crisis should not serve as a justification for a reduction in the allocation of resources to education at both the national and international levels.

Building on the outcomes of the nine preparatory meetings and four regional conferences on inclusive education organized by UNESCO’s International Bureau of Education, and based on the results of plenary sessions and workshop debates which took place during this Conference, we call upon Member States to adopt an inclusive education approach in the design, implementation, monitoring and assessment of educational policies as a way to further accelerate the attainment of Education for All (EFA) goals as well as to contribute to building more inclusive societies. To this end, a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for *all* and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education.

Therefore, we **recommend** to Member States to:

### **I. Approaches, Scope and Content**

1. Acknowledge that inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination.
2. Address social inequity and poverty levels as priorities, as these are major obstacles to the implementation of inclusive education policies and strategies, and deal with these problems within a framework of intersectoral policies.
3. Promote school cultures and environments that are child-friendly, conducive to effective learning and inclusive of all children, healthy and protective, gender-responsive, and

encourage the active role and the participation of the learners themselves, their families and their communities.

## **II. Public Policies**

4. Collect and use relevant data on all categories of the excluded to better develop education policies and reforms for their inclusion, as well as to develop national monitoring and evaluation mechanisms.
5. Consider as appropriate the ratification of all international conventions related to inclusion and, in particular, the Convention on the Rights of Persons with Disabilities adopted in December 2006.
6. Pursue education in the public interest and strengthen the government's capacity to orientate, promote and follow up on the development of equitable education of high quality in close partnership with civil society and the private sector.
7. Develop policies that provide educational support for different categories of learners in order to facilitate their development in regular schools.
8. View linguistic and cultural diversity in the classroom as a valuable resource and promote the use of the mother tongue in the early years of instruction.
9. Encourage educational stakeholders to design effective curricular frameworks from childhood onwards, while adopting a flexible approach in order to accommodate local needs and situations, as well as to diversify pedagogical practices.

## **III. Systems, Links and Transitions**

10. Provide for the participation and consultation of all stakeholders in decision-making processes, as the overall responsibility of fostering inclusion implies the active engagement of all social actors, with the government playing a leading and regulatory role in accordance with national legislation when applicable.
11. Strengthen the links between schools and society to enable families and the communities to participate in and contribute to the educational process.
12. Develop early childhood care and education (ECCE) programmes that promote inclusion as well as early detection and interventions related to whole child development.
13. Strengthen the use of ICTs in order to ensure greater access to learning opportunities, in particular in rural, remote and disadvantaged areas.
14. Provide high-quality, non-formal educational opportunities that offer the possibilities for formal recognition of competencies acquired in non-formal settings.
15. Enhance efforts to reduce illiteracy as a mechanism of inclusion, bearing in mind the importance of literate parents on the education of their children.

#### **IV. Learners and Teachers**

16. Reinforce the role of teachers by working to improve their status and their working conditions, and develop mechanisms for recruiting suitable candidates, and retain qualified teachers who are sensitive to different learning requirements.
17. Train teachers by equipping them with the appropriate skills and materials to teach diverse student populations and meet the diverse learning needs of different categories of learners through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and strengths of the individual learner.
18. Support the strategic role of tertiary education in the pre-service and professional training of teachers on inclusive education practices through, *inter alia*, the provision of adequate resources.
19. Encourage innovative research in teaching and learning processes related to inclusive education.
20. Equip school administrators with the skills to respond effectively to the diverse needs of all learners and promote inclusive education in their schools.
21. Take into consideration the protection of learners, teachers and schools in times of conflict.

#### **International Cooperation**

22. Recognize UNESCO's leading role with regard to inclusive education through:
  - Promoting the exchange and dissemination of best practices;
  - Providing, upon request, advice to countries on how they can develop and implement policies on inclusive education;
  - Encouraging South-South and North-South-South cooperation for the promotion of inclusive education;
  - Encouraging efforts to increase resources for education both at national and international levels.
  - Making special efforts to assist the Least Developed Countries and countries affected by conflict in the implementation of the recommendations.
23. Request other international organizations also to support Member States in the implementation of those recommendations as appropriate.
24. Disseminate the Conclusions and Recommendations, unanimously adopted at the closing of the forty-eighth session of the ICE among the actors and partners of the international educational community so as to inspire, guide, support and develop renewed and resolutely inclusive educational policies.

## ANNEX I

### **Opening address by H.E. Mrs. D. Purandeswari Minister of State for Human Resource Development, Head of the Indian Delegation, Chair of the 47<sup>th</sup> session of the ICE**

Your Excellency Mr. Charles Beer, State Counsellor of the Department of Education, Minister of Education of Switzerland, the Republic and Canton of Geneva,  
Your Excellency Mr. Raul Vallejo Corral, Minister of Education of Ecuador & President of the IBE Council,  
Your Excellencies, Fellow Ministers of Education and Chairman of the Executive Board of UNESCO,  
Director-General, UNESCO, Mr. Koïchiro Matsuura,  
Madam Director of the IBE,  
Your Excellencies, Members of the Diplomatic Corps,  
Distinguished Representatives of the International and Non-Government Organizations,  
Distinguished Delegates,  
Ladies and Gentlemen,

At the very outset, let me welcome you all in this 48<sup>th</sup> session of the International Conference on Education. Four years ago, when the international community as constituted in the International Conference on Education decided to accept India as the President of its forty-seventh session, it extended a singular honour to my senior colleague Mr. Arjun Singh by having him as the Chairperson of the Conference. It is with a sense of deep gratitude that I represent my senior colleague Mr. Arjun Singh, who is the outgoing Chairman of this Conference and could not attend this Session due to his pre-occupations in the country. As we start the work of this Session and on behalf of my senior colleague I prepare to pass on the mantle of the Presidency to the new Chairman of ICE who will be chosen during the course of this Conference, I would like to reiterate our deep sense of gratitude to the International Community for the honour you did to India and the Asia Pacific Region and whose responsibilities we tried to carry out with the support of all of you.

I would like to quote a few lines of the great poet & Nobel laureate Rabindra Nath Tagore, taken from his poem Geetanjali:

*Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not been broken up into fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards perfection;  
Where the clear stream of reason has not lost its way  
into the dreary desert sand of dead habit;  
Where the mind is led forward by thee into ever-widening thought and action –  
Into that heaven of freedom, my Father,  
let my country awake.*

I am sure that we all will work together for making this world a knowledge society where the mind of each & every individual is without fear and all can hold their head high.

At the 47<sup>th</sup> Session, the Conference reflected a rich diversity of cultures and the discussions took place in an open and constructive manner. There was a near unanimity amongst the participants in the

preliminary debates as well as in the workshops. I compliment IBE and the UNESCO for the thematic workshops and choice of discussants and panelists.

The 47<sup>th</sup> Conference had reaffirmed the crucial importance of education for development, its role as an essential mechanism for combating social exclusion and had highlighted the proposed priorities for action to improve the Quality of Education for all young people.

As we commence the work of the 48<sup>th</sup> session of the International Conference on Education, I would like to compliment IBE and UNESCO for choosing a significant and timely theme “Inclusive Education: The way of the future” for this session.

The concept of inclusive education has evolved over time from a narrow view to a broader perspective in terms of definition and scope. This broader & nuanced understanding has been expressed in the message of Shri Arjun Singh, Union Minister of Human Resource Development of India for the Conference and I quote, “It would be important for this conference to expand the vision of inclusion beyond the traditional objective of poverty alleviation, to encompass equality of opportunity, as well as economic and social mobility for all sections of society, with affirmative action for all disadvantaged groups. I strongly feel that there must be equality of opportunity to all, with freedom and dignity, and without social or political obstacles. In particular, individuals belonging to disadvantaged groups should be provided special opportunities to develop their skills and participate in the growth process as education is the only hope to create inclusive society, which means an inclusive world”.

Our national policy and strategies aim at building not merely an inclusive education system but creating an inclusive society. Our policies stem from our unique historical experiences of a society faced with challenges of social problems like caste inequities, gender discrimination, socio-economic inequalities and existence of many ethnic groups and minorities. Thus, several groups have been focal point for the interventions in the sector of education viz. Scheduled Castes (SCs), Scheduled Tribes (STs), Educationally Other Backward Classes (OBCs), minorities and girls. Focus has also been on children with disabilities, migrant backgrounds, and those displaced under development projects and due to calamities. This is a recognition of special categories of children and youth who face exclusion both within education and outside in general. Thus, all policies and programmes have a common objective to bring education and better opportunities for the children and youth from these sections.

Recognizing the central role of government in reducing inequality and poverty through inter-sectoral approach, the XI<sup>th</sup> Five Year Plan of India for the period 2007-2012 lays particular emphasis on “Inclusive Growth”.

The commitment of the Government of India for promotion of “Inclusive Education” is firmly backed with substantial increase in financial outlays for this sector.

Like all international conferences, we have come here to articulate our different national positions, our achievements and our hopes and above all, we have assembled here to strike a common platform to discover common human destiny as well as to learn from each others’ experiences.

We look forward to a healthy discussion of the question of “inclusive education” at this Session. At this juncture, I recall the talisman that the Father of the Nation, Mahatma Gandhi gave to us. This is of particular relevance for policy makers and delegates present today if we wish to translate our common goal of creating an inclusive society that cares for the “last man”. And I quote,

“I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him.

Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions? Then you will find your doubts and yourself melting away.”

With these words, I request Mr. Matsuura, Director-General, UNESCO to take the floor. I wish the Conference a grand success.

Thank you.

## ANNEX II

### Opening address by Mr Koïchiro Matsuura Director-General of UNESCO

Madam Chairperson,  
Honourable Ministers of Education,  
Honourable Heads of Delegations,  
Ladies and Gentlemen,

I am delighted to welcome you all to the 48<sup>th</sup> session of the International Conference on Education (ICE).

I wish, first of all, to thank you Madam Chair for your stimulating opening address. Let me once again congratulate India for having presided so successfully the 47<sup>th</sup> ICE session, focused on quality education, which I had the pleasure to attend in September 2004.

I would also like to express my warmest thanks to the Swiss Federal authorities and to the Republic and Canton of Geneva for the generous hospitality they have always offered to this Conference and to the International Bureau of Education (IBE), which has been organizing the ICE sessions since 1934.

Let me take this opportunity to wish the IBE an early happy 80<sup>th</sup> birthday for next year. The IBE was the first intergovernmental body specialized in education to be born, and has been an integral part of UNESCO for 40 years.

The ICE sessions are a necessity in our globalized world, where it is crucial to have platforms that enable genuine dialogue on the future course of education. The theme of this 48<sup>th</sup> session, “Inclusive Education, The Way of the Future”, is more than timely. All ministers of education know that lack of knowledge, skills and competences is increasingly a cause of exclusion and of social tension. The presence of so many important stakeholders here today further reflects the fact that education is a societal project that cannot be achieved without broad partnerships. So let me warmly welcome ministers of education along with all the partners present today.

Time does not allow me to thank each and everyone who has contributed to this Conference. Let me at least thank the governments of Ecuador, India, Kuwait, Spain and Switzerland, all other governments and institutions that have collaborated in producing a series of videos, as well as UNICEF and the Fund of the Project of Prince Sultan bin Abdulaziz of Saudi Arabia.

We can say that this conference actually began nearly two years ago, with thirteen preparatory meetings that drew more than 900 participants from 128 countries. I would like to express my gratitude to all those who collaborated in the organization of these meetings, whose outcomes will shape debates over the next days. Let me also thank the private sponsors, NGOs and UN agencies that have contributed to the Conference exhibit.

I wish to express my gratitude to the IBE Council and its President, Mr Raúl Vallejo Corral, Minister of Education of Ecuador, for all the efforts they have made in preparing this year’s Conference.

Last, but not least, my thanks to the UNESCO staff, in particular Clementina Acedo and her team at IBE, whose hard work has enabled us to be here today.

Honourable Ministers,  
Ladies and Gentlemen,

We come together at a particularly challenging time. Education is not an island. It is affected by forces as diverse as urbanization, migration, health, demography and political and economic systems. Most recently, the financial crisis has brought into sharp focus the fragility and interdependence of our world. As always, the poor are likely to be hardest hit. This calls for the firm resolve of all partners here today to ensure that no country reneges on its commitment to education.

Education is a fundamental human right, as stated in the Universal Declaration of Human Rights that celebrates its 60<sup>th</sup> anniversary this year. A number of important treaties and normative instruments have since reaffirmed this right – most recently, the Convention on the Rights of Persons with Disabilities, which came into force in May this year. All these instruments are rooted in the same principle of non-discrimination on any basis whatsoever.

This is the essence of inclusion: the right to learn for everyone, no matter what one's background and circumstances might be.

Although a majority of countries have legislation making six to nine years of education compulsory, about 10 percent of the world's primary school-age population is excluded – 75 million children. The *2009 Education for All Global Monitoring Report*, that will be launched here later today, shows that children from the poorest households are those most likely to be excluded or to drop out of school early. Girls still have a higher chance of being out of school than boys. Living in a rural area or an urban slum, being disabled, belonging to a minority group or speaking a minority language all raise the likelihood of being excluded. Education is failing the most disadvantaged when education is the most powerful weapon for escaping poverty.

So the first challenge for education to become inclusive is to develop policies that make learning accessible for the most marginalized and vulnerable. Public policies exist that have made an enormous difference since 2000, when countries adopted the Millennium Development Goals and those of Education for All. We have seen historic progress across sub-Saharan Africa and in a number of South Asian countries towards universal primary education.

But there is a second and equally important dimension to inclusion. Are all children learning and in what conditions? How do you manage large classrooms with students from diverse backgrounds who do not share the same mother tongue? How do you promote citizenship and social responsibility, environmental awareness and knowledge about HIV prevention?

Learning assessments conducted at international, regional and national levels are rich sources of information on the extent to which education systems are succeeding or not in giving students basic knowledge in literacy, maths and science. Results show that large proportions of students in developing countries do not reach desirable levels of reading. Once again, student background comes heavily into play. In order to respond to the diversity of student needs, backgrounds and learning abilities, we need to give more attention to how schools and classrooms are organized, how teachers are trained and supported, and how curricula are developed.

High quality education systems promote excellence and equity. They have a vested interest in every student. The principles of inclusion challenge us to think in terms of diversity, openness and flexibility without losing sight of the basics required to make quality learning possible, most importantly teachers.

Finally, as I said, education is not an island. The Millennium Development Goals represent a global commitment to improve the lives of the world's poorest people. Education is crucial for reaching each of these goals. To improve health and livelihoods developing countries need to vastly expand early childhood care and education programmes because large numbers of children suffer from malnutrition when they reach primary school. Youth and adult literacy and skills programmes play a central role in opening up new opportunities and promoting social cohesion. We cannot speak about inclusive education systems when 776 million adults live without basic literacy skills. This is a source of marginalization and poverty, not inclusion and empowerment.

Excellencies,  
Ladies and Gentlemen,

The ICE opens a conference cycle organized by UNESCO in 2008-2009 focusing, after this event, on basic education for all, education for sustainable development, adult education and higher education. All these conferences are based on the conviction that education is a right and a foundation for development, and that learning takes place throughout life. They aim to encourage a shift towards more flexible, innovative education systems grounded in a concern for equity, inclusion and quality.

Inclusion paves the way to a better shared future. It is crucial that the outcomes of this Conference translate into policies and practices aimed at attaining high-quality education for all learners. It is first and foremost a matter of political will based on a vision of society in which learning opportunities are within everyone's reach.

Thank you.

## ANNEX III

### **Opening address by H.E. Mr Charles Beer State Counsellor, Head of the Swiss Delegation**

Chairman,  
Excellencies,  
Honourable Ministers,  
Distinguished Heads of Delegations,  
Director-General of UNESCO,  
Madam Director of the IBE,  
Ladies and gentlemen representing the world of teachers, science and civil society,  
Dear friends and conference guests,

On behalf of the Swiss Confederation and the Canton of Geneva, I wish to welcome you to Geneva. It is both a pleasure and a great honour for me to be able to welcome you here every four years for the sessions of the International Conference on Education, the principal ministerial meeting in this field at the global level. I thank you very sincerely for having made the journey, sometimes from very far away, and coming to Geneva in order to discuss inclusive education as the way of the future.

Geneva, the seat of the International Bureau of Education, the place where Jean Piaget decided to carry out his most important work, is thus honoured and ready once more to fulfil its role as host and venue open to all those working to improve the way of life of our planet's inhabitants.

We shall have the opportunity during the four days of this Conference to become more fully acquainted, whether in the various discussion workshops or, more informally, during the different events organized alongside the ICE.

Indeed, I believe that personal contacts are of paramount importance for the complete success of this Conference. In this respect, I would like to congratulate the Secretariat of the IBE in organizing the work in such a way as to promote and encourage such contacts. I think it would be very difficult to initiate an international dialogue and an exchange of experiences on educational policies without knowing one another — if only a little.

This 48<sup>th</sup> session of the ICE is devoted to inclusive education, that is to say the challenge of developing an education that takes into account pupils in all their diversity, wherever they come from, whatever their handicap and whatever their particular needs. The stakes are high in guaranteeing access to and the quality of Education for All. I would like to share with you my expectations and my main objectives for this Conference:

1. First, I am mindful that this 48<sup>th</sup> session is consistent with UNESCO's far-reaching goal of achieving Education for All by 2015. Education for All: for girls and boys regardless of culture, language or religion. Education for All, the necessary precondition for sustainable development.

Switzerland, in its policy of development co-operation, places great importance on the theme of inclusive education. It particularly supports access to education for groups that are often excluded by society (such as cultural and linguistic minorities, nomads, people living in remote areas, girls and women), as well as the qualitative improvement of these systems, thanks to a better alignment of educational supply with the diversity of learners and their needs. It also pays close attention to equity by encouraging links and equivalences between different types

of educational provisions, both formal and non-formal, so as to avoid a two-track education system, leaving the most vulnerable with access to an inadequate service.

In Switzerland, significant work is being carried out at this moment on this subject at the cantonal level. In fact, each canton must adopt a concept of specialized education, designed for children with handicaps and with special needs. This concept is based on the new division of tasks between the cantons and the Confederation, on cantonal and inter-cantonal arrangements so as to arrive at an agreed terminology, uniform quality standards on the level of services and a homogenous procedure for diagnostic evaluation.

In Geneva, a law has just been adopted on the integration of handicapped children and young people with special needs. Its entry into force will therefore mark a profound change in the organization, functioning and interaction between regular teaching, the provision of special needs and special education in a context of integration.

Furthermore, in Geneva, the implementation of an inclusive education system is involving those concerned with compulsory education in such a way as to postpone early selection for special teaching, special education, socio-cultural activities and the services responsible for the educational, health and social follow-up of children and adolescents experiencing difficulties. This programme, which is undergoing development, is also based on a discriminatory system that grants greater means to those schools taking action in the most disadvantaged sectors so that they may be successful in their activities. This takes the form of educational support and corresponds to a more general plan for the development of these districts.

Indeed, we think that success in the challenge of achieving inclusive schools also depends on the mobilization of all public policies, particularly those concerned with education, so as to support the functioning of educational establishments.

2. Next, I believe that one of the major roles of the ICE is to promote policy dialogue, and to work towards the introduction of a common reference framework directly implicating the role of governments in developing and executing educational policies. This is a priority objective for the IBE's programme: to encourage, to facilitate, to promote and to provide the intellectual framework for the comparison of education systems and the solutions adopted, to compare innovative ideas and avant-garde projects, to seek to focus the various needs expressed, to accept and respect the different approaches adopted. This aspiration implies the adoption of conclusions and recommendations that are relevant for everybody.
3. This should not be a one-way dialogue — to speak frankly, from the North to the South. Over the last decades of the twentieth century, Europe has become a destination for immigration, and this process is likely to intensify over the coming years. This continent is welcoming more and more young people from different cultures with different backgrounds. Policy dialogue should therefore also take place in the other direction — from the South to the North. This is in everyone's interests.
4. Finally, and reflecting the need to promote policy dialogue on education, I would like to recall that UNESCO intends to make the IBE a world centre for competence and excellence on curricula. This objective is essential in the perspective of guaranteeing quality education open to everyone in societies that are increasingly diverse and heterogeneous. The most important thing, then, is to bring together the powers and the means necessary to achieve it.

These are my three objectives. I have no doubt that we will achieve them together.

I should like here to congratulate the IBE Director and her collaborators for all the preparatory work carried out prior to the Conference, as well as for the quality of the documents provided to us. They present us with valuable background information contributing to our debates. In this way, we are invited to compare our ideas and to assume our responsibilities.

It remains to thank the International Bureau of Education, which has been able to organize our work so as to facilitate the discussions and those more relaxed moments intended to strengthen our ties with those responsible for education worldwide.

I thank you for your attention and wish you very fruitful exchanges.

## ANNEX IV

### **Opening address by H.E. Mr Abdulsalam M. Al-Joufi Minister of Education of Yemen, Chair of the 48<sup>th</sup> session of the ICE**

Madam Chairperson of the 47<sup>th</sup> session,  
Director-General of UNESCO,  
Madam Director of the International Bureau of Education,  
Excellencies, Ministers of Education,  
Excellencies, Ambassadors of the participating countries,  
Gentlemen, Members of the delegations participating in the Conference,  
All of the distinguished attendants,

At the outset, I would like to thank you all for attending and participating in the activities of the 48<sup>th</sup> session of the conference, and I greatly appreciate the confidence you have placed in me to preside over this session and direct the dialogues and discussions thereof with my deputy colleagues.

I have come from the land of civilizations, Yemen, where the first dialogue of civilizations took place between Queen Belquis and Prophet Solomon. There, the Yemeni people were able, thanks to the language of dialogue, to spread Islam to Southeast Asia; today's democracy and political pluralism were considered as essential features of governance; women's rights and human rights were respected; and there we strove to make school as "a lead by example" microcosm for democratic exercises, along with many other activities, such as the Parliament of children, respect for new values in society and refusal of the culture of violence, extremism and terrorism.

As you all know, education is a human right guaranteed by constitutions, laws and regulations, as well as a long-term human investment. Given the importance of education as a key factor to comprehensive, integrated and sustainable human development, educational systems have worked on expanding education and improving quality, and provided for all, whether male or female, equal opportunities of learning and social progress. Since the Dakar Forum in 2000, great efforts have been made towards achieving the objectives of Education for All (EFA), particularly through developing and implementing national plans on Education for All. Considerable successes and achievements have been attained, as many states went ahead towards achieving the Millennium Development Goals (MDG) and the objectives of Education for All, however, the international community could not – unfortunately – achieve justice and equality, supposed to have been materialized by 2005.

As indicated in the documents of the conference, there are more than 77 million children who are not yet enrolled in school, in addition to more than 781 million illiterate adults.

This exclusion is particularly more serious among persons with disabilities, of whom approximately 97% do not have the basic reading and writing skills. Estimates on disabled children who attend school in developing countries range from 1% to 5%; more than a third of those children not attending schools are disabled. And obviously, we would not be able to achieve the objectives of Education for All, or the Millennium Development Goals, unless we consider the special needs of persons with disabilities, of whom there are around 650 million, or 10% of the world's population. Added to those excluded from access to education, there are many marginalized learners within the school system.

Faced with such a situation, the desired educational objectives could sometimes be hampered by the traditional models of education that fail to respond to the needs of young people in our rapidly changing world. There is also a fear that many states in Africa, Asia and Latin America, still outside the track, will not be able to achieve Education for All by 2015, and that some of the problems those

states are faced with are of technical nature, and many others are due to funding gaps. In fact, it is evident that these states have potential capacities and talents (as human gifts), and could be global if given the opportunity.

In this context, reference may be made to the financial crisis currently plaguing the world, the cost of which has so far been a trillion and five hundred billion dollars. In addition to the wars waged since 2000, which have globally cost some three trillion dollars up to now, whereas the global improvement of education requires additional budgets of less than 50 billion dollars a year, which can be provided, if the developed countries fulfil their human commitments.

This Conference, held every four years, serves as a compass to guide the states' educational policies and practices in developing their future strategies and plans, and is an indication of direct support from the developed countries. Its focus is on an important issue closely linked to achieving the Millennium Development Goals and the objectives of Education for All, through a concept which may seem to many educational systems as new, however, references to which are multiple and have accumulated over decades, since this theme has been chosen to support Member States in their efforts to meet the educational needs of excluded groups as a contribution to the attainment of the Millennium Development Goals and the objectives of Education for All. This is based on the grounds that quality education aims to engage all students fully, regardless of gender, socio-economic status, ethnicity, geographical location, special educational needs, age and religion, leading to build an inclusive society which does not recognize any differences and provides equal opportunities for members of the community to serve.

The conference is also an excellent opportunity to globally exchange expertise and experiences, in a manner facilitating and contributing to the use of available resources effectively, to work to create effective visions and policies to address the issue through a responsible dialogue and an effective participation in the work of the conference, and to concert efforts in achieving the following envisaged targets:

- To stimulate and promote dialogue on educational policies and practices;
- To build a common reference framework;
- To identify issues in conformity or in controversy, and lessons learned;
- To adopt conclusions and recommendations.

We will not be able to achieve the objectives of Education for All and the Millennium Development Goals, and overcome the obstacles and challenges facing education, unless appropriate attention is given to comprehensive (inclusive) education, both in terms of policies, laws and regulations, and to prepare realistic plans and feasible actions, to appropriately and adequately allocate resources to provide comprehensive and high-quality education and training for educational staff, and teach them the skills required, enabling them to properly deal with the educated, and to provide all facilities and equipment that help learners to access an education of quality.

In the end, I can only express my thanks and appreciation to UNESCO and the administration of the International Bureau of Education for the outstanding preparations for this conference, and I wish our conference success and prosperity.

May God's peace, mercy and blessings be upon you.

## ANNEX V

### **Presentation of the Work of the Conference by Ms Clementina Acedo IBE Director and Secretary of the Conference**

Mr Chairman,  
Excellencies, Ministers,  
Mr President of the Council of the International Bureau of Education,  
Mr Director-General of UNESCO,  
Invited Guests,  
Delegates, Representatives and Observers,  
Ladies and Gentlemen,

In my turn and in the name of all members of the Secretariat, I wish you the warmest welcome to this 48<sup>th</sup> session of the International Conference on Education. It is my honour and my pleasure to give you a short description of the organization and sequence of events.

As you may have observed when reading the working documents, the structure and organization of the conference are fairly complicated and we have an extremely heavy work-load during these three-and-a-half days. However, I will not go into all the details since they appear in document CONFINTED 48/2, as well as in the Delegates' Guide. In addition, a document showing the organization of the workshops, with the list of all speakers, was distributed to you in this room this morning.

The work will begin very shortly with an introductory debate entitled "*From inclusive education to inclusive society*". This first plenary session will be chaired by the Director-General of UNESCO and he will himself present the distinguished personalities who have been invited to speak. After the panellists' presentations, six ministers of education, one for each geographical region, have been invited to speak during the debate.

The initial debate will be followed by a session on "*Research findings and policy challenges for inclusive education*".

This afternoon, Workshop 1 will take place on the theme of "*Inclusive education: approaches, scope and content*". In order that the greatest possible numbers of participants are able to speak, the workshop will break down into four parallel discussion groups. I would like to point out on this subject that the theme dealt with will be the same in all meeting rooms: only the composition of the panel is different and we hope that the participants will be distributed evenly across all rooms.

Tomorrow morning Workshop 2 will take place on the theme of "*Inclusive education: public policies*", organized in exactly the same way as Workshop 1, in other words in four different rooms. Some short and very interesting documentary videos have been prepared and will serve to introduce and stimulate the discussion on each workshop theme.

Tomorrow afternoon, immediately following the ceremony to award the Comenius Medal, the plenary session to sum up Workshops 1 and 2 will be held in this room, during which the rapporteurs will present the main results of the discussions, followed by a debate.

On Thursday morning, Workshops 3 and 4 will take place at the same time, each one of them in two parallel sessions. Workshop 3 on the theme of "*Inclusive education: systems, links and transitions*" will take place in Rooms 1 and 3, and Workshop 4 on the theme of "*Inclusive education: learners and teachers*" in Rooms 2 and 4.

On Thursday afternoon, we will meet together again for the plenary session to sum up Workshops 3 and 4. This session will be followed by a concluding debate entitled: “*Inclusive education: from vision to practice*”, during which six ministers of education, one from each region, have been invited to speak.

To end the day, a round-table will be held at 6 p.m. bringing together ministers, young people and experts.

At 10 a.m. on Friday morning the plenary closing session of our work will take place, with the rapporteur’s oral report, as well as the presentation and adoption by the Conference of the “Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE” prepared by the Drafting Group which has just been constituted. Indeed, the closing ceremony will mark the end of our Conference.

I would also draw your attention to the eight “special sessions” that will take place during the lunch break today, as well as on Wednesday at 6 p.m. and on Thursday during the lunch break. Specific information has been provided to you on this subject and I invite you warmly to participate according to your interests. I also recommend that you visit the exhibitions on display on the ground floor and on the first floor of this building.

I also wish to inform you that a conference evaluation form will be distributed on Thursday. I invite everyone to take a few minutes to fill it in so that it will help us to make all the necessary improvements to the organization of the next ICE.

Before concluding, I would like to stress one very important point: the ICE must be YOUR conference. The structure and methodology selected by the IBE Council have a single objective: to enable a dynamic debate, active participation, a frank and open dialogue and fruitful exchanges. We therefore invite you to use your opportunities to speak to make known your experiences, but also to share the difficulties encountered in your daily activities. Thanks to the structure created, each delegation will have several opportunities to speak and all it requires is to register with the Secretariat in each room at the beginning of each plenary session and each workshop.

Furthermore, my colleagues and I are at your entire disposal to help you as necessary.

As I said at the beginning, we have before us a very intense but very rich and stimulating programme. I am delighted by your presence and I am sure that, during these three days, we will advance together towards an education of better quality, towards more just societies, more respectful of diversity: in short, towards a better world thanks to the will and commitment of all. We owe it to the children and young people of the world.

In a moment, we will watch together a short video document as the opening to the introductory debate which, through interviews and reports recorded here and there in the world, will throw light on various aspects of the theme of Inclusive Education. This document should help us to tackle in a very concrete manner the whole topic of our Conference and I am sure that it is going to interest you a lot.

In wishing complete success for our work, I thank you for your presence and your contribution.

## **ANNEXE VI / ANNEX VI / ANEXO VI**

### **LISTE DES PRINCIPAUX ORATEURS LIST OF KEYNOTE SPEAKERS LISTA DE ORADORES PRINCIPALES**

#### **DÉBAT INTRODUCTIF / INTRODUCTORY DEBATE / DEBATE DE INTRODUCCIÓN**

#### **De l'éducation pour l'inclusion à une société inclusive / From inclusive education to inclusive society / De la educación inclusiva a una sociedad inclusiva**

##### **Modérateur / Moderator / Moderador**

- Mr. Koïchiro MATSUURA  
Director-General  
UNESCO

##### **Assistant / Assistant / Asistente**

- Mr. Firmin Edouard MATOKO  
Director, UNESCO Quito Office  
REPUBLIC OF ECUADOR

##### **Principaux Orateurs / Keynote speakers / Oradores principales**

- H.E. Ms. Liu YANDONG  
State Councillor  
PEOPLE'S REPUBLIC OF CHINA
- H.E. Mr. Xavier DARCOS  
Minister of National Education  
FRENCH REPUBLIC
- H.E. Ms. Naledi PANDOR  
Minister of Education  
Chair of the Conference of Ministers of Education of the African Union (COMEDAF)  
REPUBLIC OF SOUTH AFRICA
- Ms. Navanethem PILLAY  
United Nations High Commissioner for Human Rights  
Office of the United Nations High Commissioner for Human Rights (OHCHR)
- H.E. Mr. Lenín Voltaire MORENO GARCÉS  
Vice President  
REPUBLIC OF ECUADOR

**LISTE DES PRINCIPAUX ORATEURS  
LIST OF KEYNOTE SPEAKERS  
LISTA DE ORADORES PRINCIPALES**

**Résultats des travaux de recherche et problèmes politiques /  
Research findings and policy challenges for inclusive education /  
Resultados de la investigación y desafíos de política  
que plantea la educación inclusiva**

**Modérateur / Moderator/ Moderador**

- Mr. Nicholas BURNETT  
Assistant Director-General for Education  
UNESCO

**Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Firmin Edouard MATOKO  
Director, UNESCO Quito Office  
REPUBLIC OF ECUADOR

**Principaux Orateurs / Keynote speakers / Oradores principales**

- Mr. Kevin WATKINS  
Director, EFA Global Monitoring Report  
UNESCO
- Mr. Andreas SCHLEICHER  
Coordinator, Organisation for Economic Co-Operation and Development (OECD) Programme for  
International Student Assessment (PISA)  
FRENCH REPUBLIC
- Ms. Clementina ACEDO MACHADO  
Director  
UNESCO International Bureau of Education (IBE)

## ANNEX VIIa

### Keynote speech by H.E. Ms Liu Yandong State Councillor, People's Republic of China

Respected Director-General, Mr. Koïchiro Matsuura,  
Distinguished Guests,  
Ladies and Gentlemen,

Good Morning! Thank you, Mr. Director-General, for inviting me to the International Conference on Education. Please allow me, on behalf of the Chinese government, to extend our warmest congratulations on the convocation of the session, and our sincere greetings and good wishes to all the friends present on this occasion!

With the 60<sup>th</sup> anniversary of the proclamation of the United Nations *Universal Declaration of Human Rights* just around the corner, it is of no little significance for this conference to address “Inclusive Education: The Way of the Future” as its central theme. The introduction of inclusive education embodies our respect for all citizens and protection of human rights, has answered an urgent contemporary call and set the trend for the future.

Ladies and Gentlemen,

More than 2,500 years ago, the celebrated Chinese educator and philosopher, Confucius (551~479 BCE), had already come up with the ideas of “education for everyone, irrespective of background” and “teaching students according to their abilities”. Both ideas are consonant with the concept of inclusive education, a noble ideal that is being gradually translated into reality thanks to the Chinese people’s unremitting efforts over the 60 years since the founding of the People’s Republic, particularly over the last three decades of reform and opening up to the outside world.

With 260 million in school at all levels, China is running the largest education system in the world. Over the last few decades, the Chinese government has guaranteed the right to education for all citizens with legislation and policies, and promoted equality in education. In this way, we have explored a distinctly Chinese trail for developing education.

The illiteracy rate in my country has dropped from 80% in 1949, the year the People’s Republic was founded, to 3.58% today. Over the same period, the gross junior secondary school enrollment rate has risen from 6% to 98%. Over the last 30 years, enrollment in higher education and vocational education in my country has grown by 21 times. Citizens in China today receive an average of over 8.5 years of education, and the term of schooling averages 11 years for the newly employed people of the Chinese labor force.

In our endeavor to develop education in an all-round way, we always make a point of safeguarding the right to education for the excluded in special need of education, especially those who tend to be neglected.

**Firstly, providing nine-year compulsory education for free, and taking forceful steps to boost education in rural areas.** The rural area is home to 800 million people. With free and compulsory education firstly initiated in rural areas, 150 million rural students go to school with tuition-free, with textbooks provided free of charge. A whopping sum of money has been earmarked to build 8,300 boarding schools and grant living allowances to 11 million boarding students from families with

financial difficulties. A modern distance-education network covering 360,000 rural schools provides country children with easy access to the nation's quality educational resources.

**Secondly, carrying out the basic national policy of equality between men and women, and striving to eradicate gender disparity in education.** The Chinese government has promulgated the Law on the Protection of Women's Rights and the Law on the Protection of Minors to guarantee the equal right of men and women to education. In 2000, China honored its commitment to the United Nations Millennium Development Goals by attaining, ahead of schedule, its 2015 target of ensuring that all school-age boys and girls can go through primary education. As a result, primary schools across the land have registered a 99.5% net enrollment rate for girls, and the number of female students accounts for close to 50% of China's total student body of junior and senior secondary schools and colleges.

**Thirdly, safeguarding ethnic equality, and guaranteeing the right to education for children of ethnic minority backgrounds.** The 55 ethnic minorities make up 8.4% of the total population of China. The minority people's right to education and schooling opportunities is guaranteed by legislation, and their right to use their mother tongues duly respected. The government has also issued a series of special policies on school running, funding, teaching resources, and school admission to effectively support education development in minority-inhabited areas.

**Fourthly, combating poverty by developing education, and raising the ability of the poverty-stricken areas and population to pursue development by empowerment.** Over the last 30 years, the poverty-stricken population in my country has shrunk from 250 million to 15 million. Education has played no small part in that process. Basic education and vocational education have gained ground, and developed regions are aiding less developed regions on a one-on-one basis. Our government has dispensed scholarships, grants-in-aid and loans to 20 million college and vocational school students from impoverished families.

**Fifthly, setting great store by the rights and interests of the migrant population, and making schooling opportunities equally available for children of farmer-workers in cities.** Large-scale urbanization is proceeding apace in China today, and about 100 million farmers have quit farming to take up jobs in cities. To put the children who have come to the cities with their farmer-worker parents through compulsory education, a state policy assigns "the task for local authorities in the receiving areas to enroll most of them in local public primary and secondary schools". All the while, no time is lost in building a framework that pools the efforts of schools, families and communities to educate and protect the 16 million children left behind in the villages.

**Sixth, setting no child be left out, and adopting a policy in favor of individuals in special need of education.** There are 83 million people with disabilities in my country. Their right to education is protected by law. China has established 19,000 rehabilitation facilities for the disabled, and 583,000 blind, deaf-mute and mentally retarded students are receiving special education at 1,667 schools. In the meantime, the government encourages the disabled children to study in the ordinary schools. Over 1.4 million disabled people in urban areas have received vocational training, while in the countryside, 3.968 million disabled people have finished training in applied technology. The government has also adopted a special policy to guarantee the right to education for AIDS patients and their children.

The May 12 earthquake that hit Wenchuan, Sichuan Province, China, destroyed school buildings for some 3 million local children. I went to the stricken areas shortly after the disaster struck to see the local school pupils and students. In the hospitals I saw them still studying even though they are bed-ridden. Their thirst for knowledge touched me deeply. All the students in the stricken areas have gone back to school since the new school year began on September 1<sup>st</sup>. I would like to take this opportunity

to express my heartfelt gratitude to all those who have unstintingly aided the earthquake victims in my country.

We owe our accomplishments in education to our policy of reform and opening up to the outside world. During the 30 years since this policy was adopted, my country has recorded an average GDP growth rate of 9.8%, which has laid the material groundwork to speed up education development. We owe our accomplishments in education to our policy of running the country by law. Our legislation provides all citizens with an equal right to education regardless of ethnic status, race, gender, occupation, property status and religious belief. We owe our accomplishments in education to our strategy to accord top priority to development in this field. Our outline program for national socio-economic development always puts a premium on education, our financial arrangements always give due preference to education, and our public resources are always allocated by putting the needs of education above anything else. We owe our accomplishments in education to our humanitarian principle of insisting on valuing human beings above all else. Human development in this nation always holds center stage in our social development, and no effort is spared to meet the people's need for developing education.

Ladies and Gentlemen,

China accounts for one fifth of the world population. For this reason, our proper handling of all issues associated with education is in itself a significant contribution to the progressive cause of humanity. Ours is a large developing nation. Our education development level is still low, and disequilibrium is still a problem in this context. To address both problems, the Chinese government is working on medium- and long-term programs for education development for the 2008-2020 period.

Our goals are:

- Promoting equality in education for all citizens;
- Developing quality education in which resources are shared by all;
- Providing lifelong education for all.

Our dream is to have every child enjoy equal right and opportunity to be educated, empower themselves with knowledge and create a decent life. May the light of civilization shine brightly over every child's path to the future.

Ladies and Gentlemen,

We live in an age of profound changes, an age that is also full of opportunities and challenges. The current international financial crisis is unprecedented in recent few decades as for its scale and degree of impact, and consequently the global problems such as energy, grain, environment, natural disasters and poverty demand for prompt solution. It is humanity's shared ideal to maintain lasting peace and build a world of harmony and common prosperity. The concept of inclusive education goes beyond history and culture as well as social system and development stage of a country. It reflects the desire of people from different countries with varied races and beliefs for an education without exclusion and discrimination. The ideal means a great deal to develop education vigorously, promote inclusive education, ensure everybody's basic human rights, and enhance character building in all citizens. Let me put forward three proposals in this regard:

- Firstly, promoting a consensus while emphasizing action;
- Secondly, blazing a new trail for innovation while stepping up collaboration;
- Thirdly, shaping policies while providing guidance.

We wish UNESCO could play an indispensable role in this regard. China will, while pushing inclusive education at home, honor our international commitment by doing our share for the global cause of inclusive education. The Chinese government will, firstly, deliver its promise to train 1,500 teachers, school principals and education managers for African countries; secondly, set aside a certain amount from its annual Government Scholarship Fund for over 10,000 international students who come to China for academic pursuits, and use it to train teachers from other developing countries; and thirdly, continue to support UNESCO, the *UNESCO International Center for Rural Education* Research and Training in China, and the UNESCO Institute for Capacity-building in Africa to play a bigger role in the study of inclusive education and personnel training.

It is my conviction that the promotion of inclusive education is bound to speed up the building of a harmonious world. I conclude by wishing this conference every success.

Thank you!

## ANNEX VIIb

### **Keynote speech by H.E. Mr Xavier Darcos Minister of National Education, French Republic**

Madam High Commissioner,  
Director-General,  
Honourable Ministers,  
Madam Director,  
Ladies and Gentlemen,

Allow me, first of all, to thank the Director-General of UNESCO for having invited me to participate in this 48<sup>th</sup> session of the International Conference on Education, organized by the International Bureau of Education.

I am very happy and honoured to be able to express myself today in this arena, where all continents are represented, to evoke with you the selected theme: “inclusive education: the way of the future”.

We all have the same expectations on this subject. Whatever our region of the world, we are all faced with the same problems. For my part, I think that there are two of them.

- How to bring forth a more just school, one that is more open and more ambitious for all young people, irrespective of their gender, ethnic or religious origins, or even the economic or social situation in which they find themselves?
- Additionally, how can education systems contribute to making our economies more competitive? This raises the question of the studies and training that we must develop to facilitate economic and social integration throughout life.

Today, I am convinced that investment in education and training is essential to prepare our societies to confront the challenges of the future and so that each person can find their place:

- To make an educational choice is first an ethical aspiration, because education forms part of a human being’s fundamental rights, as is stressed in Article 26 of the Universal Declaration of Human Rights, of which we are celebrating the sixtieth anniversary.
- To make an educational choice is also a strategic decision in favour of sustainable growth, the fight against poverty and the improvement of people’s health. Indeed, education increases individuals’ competencies, contributes to a rise in living standards and facilitates openness to the global economy.

It is for these two reasons that, since the 1990s, the international community has clearly adopted the policy of Education for All. This was reasserted with force at Dakar in 2000 and echoed again in the same year by the United Nations with the ambition, as expressed in the Millennium Development Goals, of achieving universal primary education by 2015 and equal access to education for boys and girls.

Today, it is clear that progress has been achieved in all regions of the world. However, reaching the stated objective implies prolonging and stepping up this process. It is for this reason that France and Europe will continue to take action to support the efforts of developing countries in the field of education.

While we are all convinced of the absolute priority of primary education in the world, I do not think that we should overlook secondary education either. It really does form a vital link in the chain of any education system because it plays a major role in the growth of human capital in every country and therefore in the collective effort in favour of sustainable development.

We should therefore congratulate ourselves that the countries of the South are experiencing an explosion in the number of pupils enrolled at the secondary level. This is progress that must be underlined, but also maintained so that an increasing proportion of young people have access to secondary education.

Additionally, the modernization of secondary education is not only of importance for the countries of the South but also for those of the North.

In truth, I cannot accept that every year 150,000 pupils leave our education system without any form of qualification; I cannot accept that 15% of high-school pupils redouble their first year; I cannot accept that half of high-school graduates fail to obtain a first degree after three years at university. It is because I consider these failures to be an appalling waste and because I want French high-school pupils to succeed that I have carried out a thorough reform of vocational training and I am, at this moment, reforming general and technical high school.

Whether primary or secondary, education is absolutely unavoidable in implementing the process of “inclusion”, to which this conference is devoted. Indeed, if we look at it from the point of view of rejecting exclusion, of the effort in favour of integrating the most disadvantaged, or even the feeling of belonging to the nation, the process of inclusion is inseparable from the school.

Accordingly, it is first at school that inequalities linked at birth can and must be corrected.

Of course, we are talking here of a vast undertaking, but I believe that it is absolutely necessary to give more to those who have less. Indeed, I am convinced that an intentional policy of equal opportunities conducted in favour of disadvantaged pupils can contribute to providing all pupils with the means to successfully complete their schooling and, thereafter, their social integration.

It is also the school that must transmit this shared knowledge and common culture which by themselves can support the fight against social delinquency and create the feeling of belonging to a single national, and beyond that global, society. Of course, cultural diversity exists in the school, but it should be understood as an opportunity for discovery of the other and his/her richness rather than a pretext for withdrawal into one's own identity.

Finally, it is at school that one faces up to the future, whether preparing for the integration of all children or building the knowledge society that the European Union has been calling for since the European Council meeting in Lisbon in 2000.

I know, from having already spoken with many of you at the ministerial meeting of CONFEMEN in Caraquet (Canada), that a large number of countries are concerned about developing vocational training in parallel with the economy so as to facilitate the entry of young people into the job market. This is something that I too am concerned about and it is for this reason that I wanted to reform the French system of vocational training so as to make it more efficient and more attractive. However, emphasizing “inclusion” also means directing more young people into higher education and preparing them better to succeed there, and the general and technical high school reform that I have launched is intended to respond to this challenge.

As you see, Ladies and Gentlemen, France is today convinced that the balance and cohesion of modern societies is achieved by all children having access to knowledge, by raising the general level of qualification and, thus, by a determined effort in favour of the school at both primary and secondary levels.

To construct a more just school and to offer the same opportunity for success to everyone, that is France's ambition. More profoundly, I am convinced that this is a project upon which we can all agree, because it is at once resolutely humane, strongly universal and perfectly in tune with the challenges of our time.

Thank you very much.

## ANNEX VIIc

### **Keynote speech by H.E. Ms Naledi Pandor Minister of Education, Republic of South Africa, Chair of the Conference of Ministers of Education of the African Union**

Inclusive societies can only emerge from policies and practices that promote the creation of a just and equitable society in which the rights and interests for all vulnerable groups are protected and advanced by government and all institutions. Such an approach is dependent on the existence of an open and democratic society that has enshrined key principles of inclusion in law.

For post apartheid South Africa action to promote inclusion has taken several forms in education.

Firstly, the most important instrument of education inclusion is the bill of rights in our Constitution which includes the right of all persons to education, the right to equality for all, and a duty for the state to develop active measures to ensure redress and increased equity for all marginalised people.

This right has been addressed through national policies that provide for 10 years of compulsory education for all. Our policy seeks to ensure that all children have access to education.

The early years of this policy change had massive growth in enrolment in the early grades of schooling. Various challenges arose as a result – large classes, inadequate resources, and problems such as repetition and poor learning outcomes.

Second, access has required attention to issues such as language policy, curriculum reform and programmes that address the needs of poor children such as nutrition programmes, free education and the provision of proper-schools, qualified teachers and learning resources.

Third, specific attention had to be given to community inclusion in managing education through creating democratic and inclusive structures of governance that have real power in their local schools. Such rights for parents have also required attention to training and development for school governors and local communities.

Forth and most important, policy attention also focussed on including learners and communities that have been invisible to in our society. Open access has led to millions of girls accessing school for the first time. To-day girls equal boys in most of our primary and secondary schools. Children with disabilities have also benefited from our education policy.

The inclusion of children with special needs has been a slower process than the universal access achieved for other children. Nevertheless our policy on Inclusive Education and the compulsory education laws have led to thousands of parents seeking schooling for their children with special education needs.

A fifth feature of a system that promises equity and opportunity for all children is that learning needs must be provided for. Children with learning disabilities must be supported by professional teachers and support staff who can address their needs.

One of the failings of our open education system is our inability to provide quality learning outcomes for all children. Poor children tend to school in the most deprived communities with little access to intellectual capital such as libraries, computers and highly qualified motivated teachers.

South Africa has had to give direct attention to improving quality in schooling. Strategies aimed at supporting teaching and learning have been developed with a strong focus on community mobilisation for quality learning and teaching. A more concentrated focus on assessment, on key skills and on redress measures for infrastructure etc. has also been adopted.

- Promotion of gender equity
- Values in education to address negative values of exclusion

These are some of the key features of our attempt at promoting inclusion in education. Of course issues of diversity and desegregation also form part of the features of inclusion that we address in South Africa. All these actions are primarily directed at creating a more just, humane and inclusive society wherein a person has the opportunity to realise their fullest potential.

In conclusion, the lessons from our brief experience of democracy indicate that while formal legal instruments are important, it is the less overt aspects of exclusion that require determined attention. For example, religion has proven to be a curriculum matter that had to be addressed to ensure that all religious groups experience equal treatment in education as fields of knowledge rather than as the recognition or imposition of one religion on millions of learners.

If education systems pay attention to some or all of these key drivers of inclusion, it is possible for us to use education as a means of building an inclusive society.

## ANNEX VIId

### **Keynote speech by Ms Navanethem Pillay United Nations High Commissioner for Human Rights**

Chairperson,  
Director-General of UNESCO,  
Excellencies,  
Distinguished Participants,

It is a pleasure to be here with you today at such an important forum which addresses issues of high relevance to the promotion and protection of the human right to education. I am particularly pleased with the choice of this year's theme, that is: "Inclusive Education". This is an approach that underscores the centrality of non-discrimination in access to education for all, as well as its potential to empower individuals and improve the welfare of whole communities.

I know first hand the benefits of access to education, as well as the effects that obstacles to such access produce. I was sixteen when I wrote an essay which dealt with the role of South African women in educating children on human rights. When the essay was published, my community raised funds in order to send this promising, but impecunious, young woman to university. Despite their efforts and good will, I almost didn't make it as a lawyer, because when I entered university during the apartheid regime everything and everyone was segregated. The registrar actually discouraged me from becoming a lawyer. He argued that I could not expect white secretaries to take instructions from a person of my background. However, I persevered. After my graduation, I sought an internship, which was mandatory under the law; but then as a black woman, I had to fight against multi-layered forms of discrimination and barriers. Finally, it was a black lawyer who agreed to take me on board, but first he made me promise that I would not become pregnant. And when I started a law practice on my own it was not out of choice, but because nobody would employ a black woman lawyer.

In short, it is personal experience as much as conviction that prompts me to reaffirm that education is both a human right in itself, as well as an indispensable instrument for achieving many other rights, whether civil, cultural, economic, political, or social. Let us simply reflect on the value of education in securing work, the positive impact of education on health, or the decisive role which education plays in achieving equality between women and men.

On the eve of the 60th anniversary of the Universal Declaration of Human Rights this December 10, let us celebrate the fact that—at least in principle and law—education has become universally accepted as a fundamental human right. The International Covenant on Economic, Social and Cultural Rights provides the most comprehensive articulation of the substantive contents of the right to education for all. Its normative framework finds a powerful echo in the Convention on the Rights of the Child. Moreover, the right to education is recognized as such also in regional instruments, as well as national constitutions.

Such legal architecture imposes precise obligations on States. It also offers well defined cross-cutting principles which the international human rights protection machinery further developed and clarified.

Allow me, therefore, to refer to some of the substantive contents of Article 13 of the International Covenant on Economic, Social and Cultural Rights which outlines the responsibilities of States in relation to primary, secondary and higher education as well as fundamental education. The Committee on Economic, Social and Cultural Rights has clearly enunciated that education in all its forms and at

all levels shall exhibit the following interrelated and essential features: availability, accessibility (that is, physical, economic and non-discriminatory access), acceptability and adaptability.

When considering the appropriate application of these interrelated and essential features, the best interests of the student shall be a primary consideration. This also means that education must be available and accessible to all without discrimination based on gender, age, ethnic origin, social status, nationality, disability, or illness, including HIV/AIDS. In this inclusive perspective, the real priority of education focuses on the needs of the students.

To transform these principles into a reality for all, we must never lower our guard in ensuring that a human rights lens informs the crafting and enforcing of educational laws, policies and programs at the national level at all times. Applying human rights standards and principles to education helps us to overcome or remove the barriers that cause exclusion and discriminatory practices.

Thus, let me point out that, when focusing on realizing the right to education for all, more attention should be devoted Article 13 (1) of the Covenant on Economic, Social and Cultural Rights. This article defines States' obligation of realizing the core purpose of education, that is, the achievement of the full development of the human personality and sense of dignity. Its objective is to enable everyone's participation in a free society, while promoting understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups.

The United Nations Committee on the Rights of the Child, which monitors the Convention on the Rights of the Child, used similar words when it stated in one of its General Comments that the education of the child shall be aimed at developing the child's personality and talents, cultural identity, language and values, and to prepare the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. CRC, General Comment No.1 of 2001

Ladies and Gentlemen,

Yet despite this clear articulation of the right to education's content and its global endorsement, a large part of the world's population still remains excluded from enjoying the right to education. According to UNESCO, more than 70 million children and almost 800 millions adults are the victims of such exclusion. The actual fact that a majority of them are women and girls starkly illustrates gender inequality, together with the fact that the global community has failed to achieve the third Millennium development goal of having an equal proportion of boys and girls in school by 2005.

Persons with disabilities also disproportionately suffer the brunt of educational exclusion. The situation of persons belonging to ethnic, linguistic and religious minorities, as well as of indigenous people is also of serious concern.

In the face of such challenges, we need to rethink the way in which we conceive education and how we implement learning programs. We need to change the way we plan and deliver them. We need to transform our education systems, schools and learning centres and make them accessible to, and equipped for, persons with special needs and those who face societal obstacles and prejudices.

In the case of women and girls, for example, discrimination and violence are the main obstacles hindering their access to the education system, and often leading to their early drop-out from the system. In fact, it is recognized that the school is the most common place where sexual harassment and coercion are experienced and where violence against girls is a global, multi-faceted phenomenon. WHO, World Report on Violence and Health, 2002 and Amnesty International, Safe Schools: Every girl's right" report (March 2008) UNESCO has found that rates of abuse are even higher for girls with

disabilities. UNESCO, Education for All, Global Monitoring Report, 2003/4, Gender and Education for All: The Leap to Equality, p. 134 Other aspects of girls' identity, including whether they are migrants, orphans or refugees, as well as their HIV status, caste, ethnicity and race, also increase the risk of abuse and shape the nature of the violence they experience. Policies excluding pregnant adolescents from the regular school system are also regrettably common in many countries.

Yet, time and again it has been proven that investing in girls' education is not only a way to ensuring respect for their human rights, but also one of the most effective approaches to achieve equality, and thus reduce poverty, and contribute to the welfare and betterment of whole communities and nations.

Let me now go back to the issue of persons with disabilities. As is all too often the case, even when these persons gain access to education, they not only face an inadequate physical environment, but also segregationist educational policies steeped in prejudice.

In light of these considerations, I cannot overemphasize that the Convention on the Rights of Persons with Disabilities, which entered into force last May, recognizes the right of persons with disabilities to be included in the general education system, to have access to free and compulsory primary education, as well as to secondary and higher education without discrimination. Furthermore, the convention provides guidance to States and other actors on how to make their educational system inclusive. For example, under the convention, States are required to take measures to facilitate the learning of sign language, of Braille, and other alternative modes, means and forms of communication. It affirms the obligation of training and employing qualified teachers and of providing all the support required to facilitate persons with disabilities' effective education.

In the same vein, allow me also to bring to your attention the distinct challenges that people belonging to ethnic, linguistic and religious minorities and indigenous groups have to confront as groups least integrated into national education systems. Their levels of access to adequate education services are well below national averages. Minorities and indigenous peoples all over the world face several barriers in accessing education equally, including a lack of mother-tongue education; poor provision of schools and qualified teachers in the regions where they live; prohibitive costs of school fees that disproportionately affect them as the poorest groups; and curricula that do not reflect community priorities for learning; and discrimination by teachers and/or pupils.

Let me underscore that the concept of inclusive education goes well beyond the issues of access. Educational measures should make it possible for minorities and indigenous peoples to appreciate and further develop their culture, language, customs and traditions and for majorities to obtain knowledge of the history, traditions, language and culture of the minorities and indigenous peoples. States need to promote the right of minorities and indigenous peoples to active participation in the design, implementation and development of educational systems and programs. They must also respect the right of minorities and indigenous peoples, if they so wish, to establish their own education systems and institutions which provide education in their own languages and in a manner appropriate to indigenous and minority cultures and learning methods.

Distinguished Participants,

Access to education is a right, and education in human rights is a collective endeavour which requires our constant attention and efforts. There is no doubt that human rights education promotes participatory teaching and learning, and thus an inclusive and non discriminatory environment for all. In turn, respect for diversity fosters social cohesion and accommodation of different views and experiences, thereby preventing communal strife.

I am pleased to report that the central role played by human rights education has found substantive echo in various intergovernmental frameworks aiming at the development of sustainable national strategies and programmes. In December 2004, the United Nations General Assembly launched a multi-phased World Programme for Human Rights Education. The first phase, covering the period 2005-2009, focuses on the primary and secondary school systems. A related Plan of Action proposes a concrete strategy and practical ideas for integrating human rights education in the national education system and touches upon its various components, including policy development, policy implementation measures, teaching and learning processes and tools, education and professional development of personnel and the learning environment.

As we approach the end of the first phase of the World Programme, we need to take stock of what has been achieved in each country. We especially need to identify which areas need to be tackled more vigorously, and with commensurate determination, to close promotion and protection gaps in access to learning and to human rights education.

In concluding, I would like to take this opportunity to urge all authorities and institutions to take concrete steps in the area of inclusive education, as an indispensable precondition to the realization of human rights. This is our common responsibility. Its achievement will depend entirely on the contribution that each and every one of us is willing to make.

Thank you.

## ANNEX VIIe

### **Keynote speech by H.E. Mr Lenín Moreno Garcés Vice-President of the Republic of Ecuador**

Ladies and Gentlemen,

Education is not restricted to the classroom. It is a much broader concept which involves the participation of the whole of society in many dimensions.

Although as human beings we enjoy equal rights and opportunities, society has evolved in such a way that it constitutes a permanent obstacle in that respect, which has not allowed all people in the world to develop on equal terms.

And precisely the neoliberal model applied in Latin American countries in the last three decades has led to an increase in these inequalities and a cultural segmentation and fragmentation of the population.

The social gap has gradually widened, which has encouraged social exclusion, a form of exclusion that goes beyond poverty and that is related rather to a lack of participation in the construction of society and a lack of access to basic services.

Thus in my own country and in many other friendly countries we persons with disabilities have been left in an exceptionally negative place, segregated from society and considered invisible by the rest of the community.

It was traditionally assumed that so-called “special” persons were unable to learn, so that it was thought unnecessary to spend time and give attention for that purpose; all that was needed was to provide assistance in the form of health care, food and shelter, in other words a form of assistance based on public charity.

Nevertheless, thanks to the efforts of committed multilateral organizations and, in practical terms, thanks to the social consciousness promoted by UNESCO, as well as to the useful contributions of organizations made up of and in favour of persons with disabilities and the policies conducted by governments able to show solidarity and responsibility, right now the Government of Ecuador and no doubt all those of us who are here today feel seriously committed to the repayment of a social debt through human rights and inclusion.

Those of us who experience and live with a disability have to face discriminatory treatment by society and by our own communities. It must be remembered, however, that we are human beings, that we have the same value and that we are therefore entitled to equal rights, because these are consubstantial with our very nature, universal and indivisible.

The international community should know that we cannot continue with this situation of injustice and social exclusion. The world’s governments must realize that there is an urgent need to leave behind this past of ignominy and shame and to begin building an inclusive society, which is receptive to true integration and social cohesion.

We already have the necessary basic legal doctrine and instruments. But we also have will and determination. This very year, in fact, as we celebrate the 60<sup>th</sup> anniversary of the Universal Declaration of Human Rights, the worthy efforts of the international community have culminated to the entry into force of the Convention on the Rights of Persons with Disabilities.

In this process, Ecuador, which is internally making an historic effort to bring about social change, has taken important, decisive steps to consolidate and to implement human rights and the provisions of the Convention.

In March 2007, Ecuador became the first Latin American country to sign the Convention. Moreover, in April of this year, as it became the twentieth State in the world to ratify this international instrument, it opened the way for its entry into force and application.

Impelled by these actions and by the ideals of the Government of the Citizens' Revolution which I represent, the Ecuadorian people recently drew up and approved a Constitution, which seeks to establish a new form of social coexistence, built on diversity and harmony and absolute respect for human dignity, in order to achieve a satisfactory way of life.

This Constitution, which our President Rafael Correa very rightly described as "a hymn to life", is based on an inclusive social vision, an approach to development that brings with it policies to prevent disabilities and to promote equal opportunities, social integration and the effective participation of all.

With regard to the specific theme we are dealing with, the Ecuadorian Constitution recognizes the right to an education that allows for the development of the potential and skills of persons with disabilities, in order to ensure their integration and participation in equal conditions.

As the Ecuadorian Government is committed to a process of responsible inclusive education, State agencies receive all political and economic support to undertake the transformation of the country's existing education system into an inclusive system.

We are aware of the fact that education is the gateway to a more equitable society, since, for instance, without education there can be no qualifications for successful entry to the labour market, so that people excluded from the education system are at the same time excluded from the labour market. Put quite simply, those who do not receive education have few possibilities of exercising their rights.

The commitment we have as human beings, and even more so as representatives of the most vulnerable and most deprived communities, is to approach education as a fundamental strategy for development, of both the individual and society.

The report of the International Commission on Education for the Twenty-first Century began precisely to develop a different approach to education, whereby education is no longer considered as a simple mechanism through which individuals acquire a selected range of basic skills.

Furthermore, education is deemed to be a crucial factor of social and personal development, an indispensable asset in humanity's effort to achieve the ideals of peace, liberty and justice and one of the principal means available for arriving at a more profound and harmonious form of human development which in turn can reduce poverty, exclusion, ignorance and war.

Ladies and Gentlemen, when we talk about diversity we are not referring to students with special educational needs, or pupils with problems, or immigrants or highly gifted children; we are referring not just to support teachers but to a support system, not so much to a special programme for schools but to a flexible curriculum that is suited to diversity.

This is why, in 2006, my country set forth its medium and long-term educational agenda in eight policies of the Ten-Year Plan based on an inclusive approach. Once these policies, which became official government policies, are accepted in a national referendum, we are obliged to develop inclusive

education at all recognized levels of the system, as well as those that need to be changed, adapted or created, in order to ensure improved living conditions for persons with disabilities and thus ensure their full inclusion.

The emphasis is placed on the right of persons with disabilities to inclusive education, which implies that all boys, girls and adolescents, regardless of their conditions or differences, must be able to learn together in a favourable, warm and quality learning environment, without forgetting to pay special attention to the educational needs of multiple disabilities, creating working networks among institutions to solve the health and social welfare problems of people at risk.

The transition from a highly discriminatory culture to an inclusive culture must be gradual, insofar as special education services will have to redirect their goals, immediately readjusting their role in order to become specialized support centres offering services that implement inclusion in practice.

The Ecuadorian education system is prepared to take up the concept proposed by UNESCO. We understand and confirm our commitment to provide comprehensive responses, always recognizing the particular needs of children like those living on the street, or those suffering from HIV and AIDS, those with terminal illnesses, those in hospital, those with disabilities, or those who are displaced.

We can conclude that diversity is consubstantial with human beings; it is positive; it is a support for learning and development, since people grow by appreciating the differences and the need to generate empathy in order to work in a fairer school system and thus build a more equitable society, since diversity emphasizes the role of the school as a factor of social change.

In order to bring about educational and social inclusion, we must work from inside government to promote an inclusive culture and to ensure the elimination of physical, architectural, urban and mental barriers. Ladies and Gentlemen, disability is not in the body but in the mind.

In Ecuador we approach the problem of disability within the framework of a global programme that we have entitled “Ecuador without Barriers”, whose aim is precisely to establish the necessary conditions for gaining equal access to all services such as education, health, housing, leisure and employment. In other words, with this programme we are seeking the full exercise of human rights for persons with disabilities.

“Ecuador without Barriers” tackles disability from the standpoint of a State policy intended to guarantee continuity and sustainability, in order to transcend temporality and to open up real spaces of participation. In my country we have gone further still, insofar as care for persons with disabilities has been declared a national emergency, without sparing resources, time or decisions.

I should like to conclude by leaving you with the thought expressed by Felipe Guamán Poma de Ayala in his book *Nueva Crónica y Buen Gobierno* (New Chronicle and Good Government) in 1583. He gives a description of Inca society, in Tahuantinsuyo, where women, sick people, widows and persons with disabilities, as we call them nowadays, were granted land, seed plots, houses and pastures. These served to sustain and feed them, so that they did not need to ask for charity and they did not feel excluded. If their disability was severe, another person was assigned to work the land for their food and sustenance, and when they died, their land was reapportioned.

This book, which is over 400 years old, makes us reflect on the commitment of our forebears to preserve ancestral social policies, which still offer present-day answers to the needs of people at risk. Let us turn our countries and our cities into places of solidarity, justice, equity and love of others.

Thank you very much.

## ANNEX VIIIa

### SYNTHESIS REPORT OF WORKSHOPS 1

**Sub-theme:** **Inclusive Education: Approaches, Scope and Content**

**Rapporteur:** Mr Sheldon Shaeffer, Director, UNESCO Asia and Pacific Regional Bureau for Education, and of the UNESCO Bangkok Office

**Assistant:** Ms Leana Duncombe, IBE

#### Reporting team for Workshops 1:

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Mr. Iouri Zagoumenov, Director of the Institute of Comparative Education, Ministry of Education and COP Focal Point Coordinator for the CIS Region, Belarus;

Ms. Helen Abadzi, Senior Evaluation Officer, Independent Evaluation Group, World Bank, Washington DC, USA;

Mr. Paul Mushi, Director of the Tanzania Institute of Education (TIE), Tanzania;

Mr. Kenneth Eklindh, Senior Programme Specialist, Section for Inclusion and Quality Enhancement, Division for Promotion of Basic Education, UNESCO;

Mr. Hegazi Idris, Programme Specialist, UNESCO Regional Bureau for Education in the Arab States, Beirut, Lebanon.

#### Goal of the Workshops

To broaden the understanding of the theory and the practice of inclusive education

#### Commonly heard expressions

- Equity
- The right to education
- Democratisation and participation
- Removing barriers
- Individualisation/personalisation
- Transformation and reform
- Comprehensive, diverse and flexible
- Social inclusion makes possible inclusive education; inclusive education makes possible social inclusion
- Inclusive education as both means and goal
- Quality requires inclusion; inclusion requires quality

## Definitions

“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. It involves changes and modifications in content, approaches, structures,

and strategies...” (UNESCO Guidelines)

“Inclusive education is as a holistic process of addressing and responding to the diversity of needs of all learners through creating conditions for successful learning and social inclusion, eliminating any forms of children’s segregation”. (Workshop B)

“Social inclusion contextualises, sustains and legitimates inclusive education; at the same time, inclusive education is seen as laying the foundation for social inclusion.”

“Inclusive education is the opposite of exclusion but also to segregation and social selection; it is a condition for social harmony and cohesion.” (Workshop A)

## Integration vs. Inclusion: who adapts to whom?

The integration of “different” learners into the mainstream – the child adapting to the school – can too often lead to assimilation, uniformity, and the loss of “difference”.

Inclusion – the school adapting to the child – celebrates diversity and meets the demands of the “different”.

## The importance of data

Neither governments nor schools know enough about **who** is not in school (the net **non**-enrolment rate), **where** they live, and **why** they are not enrolled:

- Learners genuinely needing “special” education
- Learners out of school and never to be enrolled (3 million) – but might have been with a more welcoming and flexible school system
- Learners in school but not learning and likely to drop out (18 million in 2006)

Education systems and individual schools need to develop mechanisms for finding children not in school, getting them into school, and keeping them there.

## Diversity and difference

These must be:

- tolerated – to start with, but then moving to:
- respected;
- valued;
- welcomed;
- celebrated;
- seen as an opportunity rather than as a problem;
- part of the culture of the school.

And systems and schools must know how to respond to, and meet the needs of, “different” learners.

### **The government's responsibility**

Governments have obligations to fulfil the right to education through:

- Adherence to relevant conventions – e.g., Convention on the Rights of the Child, Convention Against Discrimination in Education, Convention on the Rights of Persons with Disabilities, Declaration on the Rights of Indigenous People;
- National constitutions, laws, and regulations;
- The provision of education, which is available, accessible, acceptable, and adaptable (the 4 A's);
- Adequate – and equitably distributed – resource to find and educate that last, expensive percentage of excluded learners;
- Multi-sectoral, multi-ministerial approaches (but one Ministry, one school);
- Broad consultation with all stakeholders;
- New attitudes and priorities and consistent policies.

### **The needed response**

- The factors causing exclusion are complex
- There is wide variety of excluded learners, many with multiple disadvantages
- The needed response is also complex, depending on the context, both at the top of the system and the bottom, through:
  - Strong political will;
  - A comprehensive programme, strategy, and approach throughout the Education sector and beyond;
  - Appropriate teacher training, including attitudes and values;
  - Flexible and non-traditional pedagogical approaches;
  - Adaptation and localisation of curricula and content;
  - Management structures (e.g., head teachers, supervisors) supportive of inclusive education and the active participation of the family, the community, and the excluded themselves;
  - Infrastructure and materials adequate to achieve inclusion;
  - An appropriate learner/learning assessment system, both national and school-based;
  - Awareness-raising at all levels;
  - More work on effectiveness, feasibility – and cost!

### **And things can be done...**

Rural people (4 out of 5 of the excluded) and other excluded groups (nomads, fishermen, migrants):

- Mobile/boarding schools;
- Flexible timetables;
- Incentive programmes for teacher deployment;

Girls (60% of the excluded):

- More female teachers as role models
- Removal of gender bias from textbooks
- Safe, separate sanitary facilities

Learners with disabilities (1/3 of out-of-school children):

- Early diagnosis of disabilities

- Teacher assistants with special skills
- An adapted school building and materials

### **Language: an important issue**

Many children do not enrol in school or drop out because their language is not the language of official education. The lack of support for minority-ethnic-indigenous/migrant languages threatens their survival.

- Initial literacy in mother tongue can increase school enrolment and achievement and serve as a bridge to mastery of national and international languages
- It can also help preserve, develop, and revitalise these languages
- But great care must be taken to respect cultural differences and uniqueness; traditional knowledge and teaching methods must be valued; and inclusion of such minorities should not be an excuse for assimilation

### **Two neglected issues**

#### 1) Early Childhood Care and Education (ECCE)

- The importance of Inclusive ECCE programmes to promote inclusion → leading to higher enrolment, lower drop out rates, and higher achievement
- Early interventions related to health, nutrition, and cognitive stimulation → to make the child ready for school and the school ready for the child

#### 2) The use of ICT in promoting inclusion

- Greater access (e.g., to remote areas)
- Better learning (e.g., in areas of disability)

## ANNEX VIIIb

### SYNTHESIS REPORT OF WORKSHOPS 2

**Sub-theme:** **Inclusive Education: Public Policies**

**Rapporteur:** Ms Irmeli Halinen, Director, Early Childhood and Basic Education Development, National Board of Education, Finland and Community of Practice (COP) Focal Point for the Nordic Region.

**Assistant:** Ms. Lili Ji, IBE

#### Reporting team for Workshops 2:

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Ms. Susan Nkinyangi, Senior Education Adviser, UNESCO Nairobi Office, Kenya;

Ms. María Inés Aguerrondo, Consultant, Training Unit, UNESCO International Institute for Educational Planning, Buenos Aires Office, Argentina;

Ms. Vivian Heung, Head, Centre for Special Needs and Studies in Inclusive Education, Hong Kong, China;

Mr. Paolo Fontani, Programme Specialist, UNESCO Kingston Office, Jamaica;

Mr. Min Bahadur Bista, Programme Specialist, UNESCO Beijing Office, China.

#### Different Perspectives

- Public policies addressing issues of poverty, marginality, inequality and child labour
- Implementation of public policies on inclusive education from an international comparative perspective
- Interfaces and synergies between policies on social inclusion, social protection and inclusive education, with special focus on the attainment of EFA goals
- The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education

#### Key Messages

- Public policy on inclusive education should go hand in hand with policies on social services, culture, language, health etc. Inclusion is not confined only to education. It should cut across other policies.
- While public policies should recognise the role of government as the main provider, parents and civil society should also be empowered to play the role.

- Inclusion should be grounded on human rights, supported by appropriate legislation that should recognise diversity both in the formal and non-formal sectors. We should work simultaneously on different levels on education and guarantee good legislation and national policy guidelines for inclusive education but at the same time take care of their implementation at regional, local and school level.
- Policies on inclusive education are not static or time-bound; they should be formulated and legislated within a comprehensive, holistic and long-term perspective. Moving towards inclusive education is a gradual process that will take its time both in developed and in developing countries. This process must be based on a sound and consistent policy. The way forward for inclusive education should be directed towards a rights based approach and a clear and strong vision. The rights based approach should include at least six principles:
  - social protection;
  - accessibility, not only physical accessibility but social awareness;
  - participatory decision making;
  - control/capacity building;
  - consciousness raising
  - accountability: two-way accountability including school and society.
- Policies should recognise that diversity and respect for differences can and should improve quality of education. Policies should provide a basis for building the capacity of schools and educational institutions to be able to adapt to the range of learning needs, motivation and styles of all learners. Public policies should also provide for quality assurance in both public and private schools and learning institutions.
- Inclusion needs to be grounded in basic education and start as early as possible in the life of the child, especially in the context of increasing child labour. But we need to take care of the continuity of education at different levels as well.
- Attitudes are often the prime barrier, not resources. Public policies on inclusive education need wide support and input from all sectors of society – government, civil society, private sector, universities and research institutions, stakeholders and partners in development. These policies should be formulated through broad consultation processes and consensus-building engaging multi-sectoral/multi-stakeholder dialogue and participation. We also need to mobilise parent to parent network, teacher to teacher network and student to student network. We should foster a culture of dialogue in all our societies, thus creating more and better partnerships in the formulation and implementation of responsive inclusive education policies.
- While local control over financing education is considered desirable, there is a need to balance it by national policy that guarantees basic rights. The issue of competition, privatisation and decentralisation can be challenging. The impact of market-based education was discussed and challenging issues such as competition and tracking were raised.
- Public policies on inclusive education should commit the resources required to prepare and professionally support teachers and other education professionals who are key to quality education. Public policies on inclusive education should focus on common abilities and cognitive similarities, realistic ways of measuring achievement. This is especially important in poorer countries where teachers are in short supply, class sizes are large, school facilities and conditions lacking.

- Disaster risk reduction should be recognised as a crucial component of inclusive systems in that disasters are a main cause of exclusion, and disrupt the education process.

### **Elements critical in promoting inclusion at the country level**

- Legislation and policy
- Flexible systems and structures that cater for the most vulnerable
- Suitable infrastructure
- Curricula that promote multiple competencies and diversity
- Adapted pedagogy which includes customised teaching and tutoring
- Professional development of teachers
- Sufficient resources

### **Issues of poverty, marginality, inequality and child labour as excluding factors to inclusive education**

As we face a new world, that is emerging gradually with the present economic crisis, a better hope of a new society is also emerging as a result of our ability to be resilient in the face of new challenges and in the face of the enormous damage that a non-inclusive education can cause.

### **Implementation of public policies on inclusive education from an international comparative perspective**

Public policies on inclusive education should respect and embrace human rights and diversity of individuals, groups and communities; these policies should provide foundation and structure for meeting the learning needs of all learners at all ages irrespective of race, indigenous, ethnic, linguistic, or religious origins, gender, health, social or economic status. Schools and learning institutions should welcome all learners and be places where values, respect, tolerance and solidarity are shaped.

### **Interfaces and synergies between policies on social inclusion, social protection and inclusive education**

There is evidence in research and practice that there is no tension between equity and quality; inclusive education is not a threat to quality education. Research studies consistently show that inclusion does not have negative impact on learning and intervention methods for children with special needs will benefit all children. Experiences of countries like Finland prove the same too. Research has also shown that teacher is crucial for inclusive education; Teacher effectiveness is more important than other factors, such as class size, in achieving quality inclusive education.

### **The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education**

The interventions highlighted the central role of the state in the promotion of inclusive education. It was emphasised that governments should maintain or pursue their regulatory function, with clear articulation of the responsibilities of the various stakeholders. Many participants expressed dissatisfaction over the current trend to commercialise educational services, and stressed that education is a public good and therefore should not be considered as any other sector of the economy. It was also noted that education has a fundamental cultural role that helps shape national and local identities, and thus cannot be regarded as a mere transactional good. There were doubts on the potential of unregulated decentralisation and privatisation in increasing equal access to education, particularly having regard to the poorest and most vulnerable groups. Massification does not necessarily ensure democratisation of education: access does not always lead to success.

Inclusive education systems entail a paradigm shift that, while led by a strong government leadership, calls for broad participation and involvement of all stakeholders- including civil society and the private sector- at all stages of the process.

Public policies on inclusive education should be shared widely to create a global society committed to inclusive education, and supporting educators, schools and educational institutions in creating more effective education systems in more inclusive and democratic societies.

UNESCO has a leading role in developing better structured ways of addressing partnerships between the rich and poor countries, of its role of providing a clearing house for the different research papers and documents, for EFA to address the needs of education for all, including those that have special needs.

## ANNEX VIIIc

### SYNTHESIS REPORT OF WORKSHOP 3

**Sub-theme:** Inclusive education: systems, links and transitions

**Rapporteur:** Ms Denise Vaillant, Co-ordinator of the GTD-PREAL Network (Working Group on Teacher Professionalization in Latin America)

**Assistant:** Ms Alison Leon, IBE

#### Team of Rapporteurs for Workshop 3:

Mr Rolands Ozols, Adviser, Education Programmes, National Commission for UNESCO and the ICE, Latvia;

Mr Alexandru Crisan, Executive Chairman, Centre Education 2000+, Bucharest, Community of Practices (COP) Focal Point for East and South-East Europe, Romania;

Ms Dakmara Georgescu, Programme Coordinator, Technical Assistance to Member States, IBE.

#### Themes presented in the debate:

- Inclusive education forms part of a specific economic and social context and should be understood on the basis of holistic approaches that allow the complexities of national situations to be comprehended.
- The establishment of links between formal and non-formal education. The organization of inclusion for all learners and research for efficient methods to recognize the competences acquired by the learners in formal and non-formal education.
- The internal linkage of the education system, as well as the transition of the education system to the real world.
- The priority objectives for inclusive education and the challenges of preparing curricula capable of catering to the situation of all learners. Equitable access to different levels of education and to different types of schools that would favour an improvement in retention rates and success at school. The identification of appropriate strategies for the specific needs of target groups.
- Access to education and to care from early childhood and acquisition of the basic fundamentals so that children may then proceed successfully through the different stages of basic education and higher education.
- Partnerships between the various educational actors in order to promote inclusion and the co-ordination of existing services within a country, within international organizations and within civil society as a first step towards inclusive education.
- The concept of inclusive education as a vehicle enabling progress to be made towards Education for All and Education throughout Life. The need to clarify the various concepts linked to the ideas of Inclusive Education, Education for All and Education for Children with Special Needs.

**Good practices:**

- Examples are presented showing that civil society and international organizations can play a role in the transition towards inclusion by contributing to the alignment of national developments with contemporary international trends.
- The cases examined show that international organizations and civil society can collaborate at the national level with ministries to prepare inclusive educational policies through the promotion of inclusive education projects.
- During the two workshops, different experiences were presented from Cambodia, the Republic of Congo, the Syrian Arab Republic, Colombia, the United Arab Emirates, Spain and Venezuela. Moreover, the workshops benefited from the presence of a representative of the Aga Khan Foundation and a specialist in the field of technical and vocational education.
- Examples of good practices:
  - Intersectoral and inter-ministerial co-operation;
  - A new regulatory and legislative framework;
  - Teacher training based on the principles and practices of inclusive education;
  - National campaigns accompanying the introduction of inclusive education projects;
  - Use of the mother-tongue as a learning language;
  - Improving basic education through the use of a flexible curriculum, new materials and appropriate teaching practices;
  - Better linkages between general and technical education;
  - Various types of support for learners in their personal development;
  - The creation of a consultative group on care and development during early childhood devoted to the improvement of the situation of young children at risk. This group consists of a wide network of organizations and people all with the desire to work for the well-being and all-round development of young children.

**Policy Recommendations:**

- It is necessary to create education systems that allow each person to learn throughout life. These systems can increase inclusion in different ways, particularly by offering learners equal access throughout the different stages and different levels of learning, as well as establishing linkages and open and flexible channels of transition between formal and non-formal education, and between the different types of schools and streams.
- A necessary balance should be maintained between educational supply and demand, between access and quality, and between what is common for all and what is different.
- To strengthen the role of their educational structures in promoting inclusion, countries should overcome a certain number of problems and difficulties, such as rigid legislation and restrictive administrative regulations, a lack of policy dialogue between the different partners concerned, and a lack of coherent public policies and co-ordination between the different social partners.
- Since the curriculum is the main means of applying the principal of inclusion in an education system, it has to be sufficiently flexible to respond to the wide range of characteristics among

learners. It is necessary to align education systems with the various contexts and realities operating in each country.

- It is absolutely necessary to set up partnerships between the principal partners in order to speed up the transition process towards inclusive education. These partners are the parents, the teachers and other educational professionals, people working in other types of service, teacher trainers and researchers, administrators and managers at the national, local and school level, the world of associations, and members of minority groups at risk of exclusion.
- It is necessary to improve co-operation and co-ordination between international organizations.

## ANNEX VIII d

### SYNTHESIS REPORT OF WORKSHOPS 4

**Sub-theme:** Inclusive Education: Learners and Teachers

**Rapporteur:** Ms. Lani Florian, Professor and Researcher, University of Aberdeen, Scotland

**Assistant:** Ms. Carolina Belalcazar, IBE

#### Reporting team for Workshops 4:

Mr. Ali Bubshait, Researcher, Gulf Arab States Educational Research Centre and Community of Practice (COP) Focal Point for the Gulf Arab States Region, Bahrain;

Ms. Anna Lucia D’Emilio, Senior Advisor Education, UNICEF Regional Office for the Americas and the Caribbean, Panama City, Republic of Panama;

Mr. Johan Lindeberg, Associate Expert, UNESCO Regional Bureau for Education in Asia and the Pacific, Bangkok, Thailand.

#### Definition

Inclusive education defined as “education that fits for child”. Education that fits does **not** mean one size fits all solutions. Education must fit the diversity of learners we find in every classroom, in every country.

#### Questions

- What new approaches to teaching, learning and assessment can be implemented to foster inclusiveness, improve learning outcomes and reduce inequality?
- How can schools and communities/families co-operate more closely and more effectively in support of inclusion?
- How can teachers be trained to meet learners’ diverse expectations and needs?

#### Key messages

- Inclusive Education is an evolving concept and a process
- It does not just **happen**, we **make** it through our own choices
- Must provide teachers with the skills to face the challenges of Inclusive Education
- Reforms in teacher education are needed
- Dialogue between a learner and teacher
- Using diverse teaching strategies (e.g., cooperative group teaching, peer tutoring, classroom climate, behavioural approaches, etc)
- ICT as a tool to engage teachers and learners (e.g., Mauritius has incorporated ICT in its education strategy)
- The real test of inclusion is whether children learn what a country deems necessary

- Inclusive Education depends on what happens in the classroom – every day – every minute
- Inclusive Education should be evidence-based, and so should teacher education
- Empowerment of schools to achieve inclusive education – three elements of strong schools are essential: leadership, institutional climate and participatory school plans
- Involvement of civil society and NGOs, as well as the community and the home
- Great benefits of sharing research, lessons and good practices and UNESCO should be a clearing house of such information
- Importance of Early Childhood Education to develop a child's mental health
- Inclusive Education is necessary but not sufficient, as we need inclusive society and inclusive public policies
- We know a lot, BUT:
  - There are gaps between what we know and what we do
    - Lack of links between international and national research.
  - There is still more to learn from pilot projects and research on
    - Learning and development in different contexts
    - Multi-professional collaboration
    - Uses of ICT – the greatest challenge with e-learning/ICT is the capacity of teachers as well as infrastructure limitations of school systems, and the cost of internet.
    - Teacher education and professional development
- Particular and substantial challenges for particular groups remain.

## **ANNEXE IX / ANNEX IX / ANEXO IX**

### **LISTE DES INTERVENANTS LIST OF SPEAKERS LISTA DE ORADORES**

#### **DEBAT FINAL / FINAL DEBATE / DEBATE FINAL**

#### **L'éducation pour l'inclusion : de la vision aux pratiques / Inclusive education: from vision to practice / La educación inclusiva: de la visión a la práctica**

##### **Modérateur / Moderator / Moderador**

- H.E. Mr. Kelly LAMROCK  
Minister of Education for New Brunswick  
Chair of the Council of Ministers of Education  
CANADA

##### **Assistant / Assistant / Asistente**

- Mr. Firmin Edouard MATOKO  
Director, UNESCO Quito Office  
REPUBLIC OF ECUADOR

##### **Intervenants principaux / Speakers / Oradores principales**

- Mr. Ahlin BYLL-CATARIA  
Executive Secretary, Association for the Development of Education in Africa (ADEA)  
Paris, FRENCH REPUBLIC
- Mr. Mel AINSCOW  
Professor, Centre for Equity in Education, University of Manchester  
UNITED KINGDOM
- Ms. Codou DIAW  
Executive Director, Forum for African Women Educationalists (FAWE)  
KENYA
- Mr. Gaston DE LA HAYE  
Deputy General Secretary, Education International  
BELGIUM
- Mr. Nicholas BURNETT  
Assistant Director-General for Education  
UNESCO

## ANNEX Xa

### **Speech by Mr Ahlin Byll-Cataria Executive Secretary, Association for the Development of Education in Africa (ADEA)**

In order to take account of both the reference document for this Conference and the various presentations and discussions of the last three days, I did not want not to write this text before arriving in Geneva. Imagine how I felt last night faced with a blank page. What, I asked myself, can I thoughtfully and usefully say that has not already been said and said again during all of the previous presentations?

So as to avoid spending a sleepless night in front of a blank sheet of paper, I decided to proceed in the following way, namely to mention to you the points that are still causing me problems with regard to what has been said about inclusive education and an inclusive society, to share with you my profound views and feelings on inclusive education, and also to list some programmes that stress relevant approaches concerning inclusive education that are being carried out now in various African countries.

First, I will begin with something that is still not entirely clear to me after three days of discussion.

- When we speak of inclusive education, what education are we talking about in the African context? Is it the education that children receive at home or is it that provided by the school, or is it both of them together?
- Another observation: if we agree that the entire education system is a reflection of the society that conceived it and that its ultimate purpose is the social, cultural and economic integration of learners in their societies, then what societies do our African education systems reflect and what types of inclusion are they aimed at? To me, this seems just as important since the majority of our African societies are multi-ethnic, multi-cultural, multi-religious and exhibit extremely varied economic activities and production methods.
- Under these circumstances, would it be an exaggeration to think that the development model followed today in our countries and the education systems that are connected with it are themselves contributing to social exclusion? To be sure, thanks to the enormous efforts made by parents, communities, governments and foreign partners, access to education has considerably progressed in the majority of African countries. Nevertheless, the same could not be said about quality, for 50% of children leave primary school without acquiring even basic knowledge. Moreover, formal education systems do not satisfy the concerns of parents and the community, particularly in rural areas, because they do not reflect the local social, economic and cultural situation, with the result that parents sometimes withdraw their children from school.
- We have also spoken a great deal about integration in the context of inclusive education. Once again, what sort of integration are we talking about in our multi-cultural African societies? Is it an education that standardizes and blurs differences and casts all children into a single mould, or is it rather a school that adapts to the variety of cultures making up society and integrates this diversity as much as possible into its curricula.
- Do the development policies that are being followed today in our countries really encourage the emergence of inclusive societies?

## How do we respond to all of these challenges?

Let us start with a few fundamental beliefs:

- Cultural diversity that is well accepted and valued is the true factor of social cohesion and national unity in our countries. In fact, by accepting and valuing the cultural identity of people in society, we allow them to maintain contact with others, since the latter no longer represent a threat to their identity.
- This is a source of enrichment, of greater creativity and the channelling of a wide variety of competencies.
- Rather than stressing the need to accept and respect differences, perhaps it would be more appropriate to talk about recognizing and valuing cultural diversity for an inclusive education and an inclusive society? Indeed, if I see the other person as different because he is not like me, is there not a risk of rejecting him and shutting him off with his difference and not opening up to him? On the other hand, putting the stress on diversity makes it easier to exploit the associated advantages, such as the enrichment and creativity that I have already mentioned.

*Various current experiments* being undertaken in different African countries give me confidence about this. I am talking about educational programmes in Chad, Mali, Burkina Faso, Nigeria, Mozambique, Rwanda, Zambia, Uganda, Tanzania, Kenya, Congo, Botswana and certainly in other countries as well.

## What are these programmes like?

- A dialogue with pupils' parents, the community, officials from the administration, district governments, teachers, educational specialists, etc. ...; a dialogue about the children's educational expectations, curricular content, choosing teachers and ensuring their financial arrangements, endogenous knowledge and recourse to accepted skills within the community.
- The use of the mother-tongue as a teaching and learning language, combined with the learning of a foreign language and a second national language for communication purposes.
- The link between the classroom and the home: the children's social, economic and cultural activities make learning in the classroom more advantageous and what is learned in the classroom is reinvested in the learner's family life.
- References to the values of the children's society.
- A curricular approach with a common core at the national level and the possibility of introducing aspects connected with the regional social, economic and cultural circumstances at the local level.

These experiments have resulted in very satisfactory outcomes, not only in purely educational terms, but also in terms of the local community taking possession of the educational content conveyed by the education system and their assumption of the financial management. There are examples in Chad and in Burkina Faso.

### **What lessons can we learn?**

They are the ones that have been presented over the last few days and in which it seems we all believe. I will list a few of them:

- To advance from a fragmented vision of the African school to a more holistic vision from a cross-cutting perspective.
- Equality means not only access for all, but success for all.
- Education should be a force for change for everybody.
- To bring forth a school that is fairer and more ambitious for everybody.
- To create a just and fair society.
- To change people's attitudes so as to bring forth an inclusive education system and an inclusive society.
- To change the language policy.
- Different, meditative teaching approaches; participation in school management; partnership with many actors; multi-sectoral collaboration.
- Curricular reform, etc.

We have all agreed on these points.

Personally, I have noted that, to create an inclusive society, intercultural dialogue is very important because it allows us to discover what we have in common and to rally us around shared values and approaches, and joint social projects.

In conclusion, allow me to abandon a purely intellectual and technical language, and to share with you the dream of a parent, an educator and a citizen of the world that today we say has become a great village.

If the world has become a global village, with all those possibilities of receiving information about what is happening everywhere and therefore an improvement in knowledge concerning the world's various social, economic, cultural and political realities, we should be in a position to understand and appreciate better our cultural diversity.

Nonetheless, there have never been so many conflicts, which are rather an indication of the systematic exclusion of others.

Why, then, on the subject of inclusive education and inclusive societies, do we not, as parents, educators and citizens of the world, dream of a more inclusive world which transcends all these racial, ethnic, social, economic, linguistic and religious barriers that we do our utmost to maintain?

What is the remedy? For me, there is only one word in this world on which everyone agrees. It exists in all languages, in all cultures, in all philosophies, in all religious beliefs, and it is understood by men and women, children, youth, adults, the elderly — in short, by everybody.

What is this word? Who would like to guess?

It is Love with a capital “L”. It is the love of oneself and the love of others. If, through education, we succeed in instilling this notion in the hearts of human beings, we could then live in a more inclusive world that is able to build upon the diversity of cultures and to develop a spirit of peaceful coexistence, the unique condition for the survival of our planet.

Thank you very much.

## ANNEX Xb

### Speech by Mr Mel Ainscow Professor, Centre for Equity in Education, University of Manchester

#### Developing inclusive education systems: what are the levers for change?

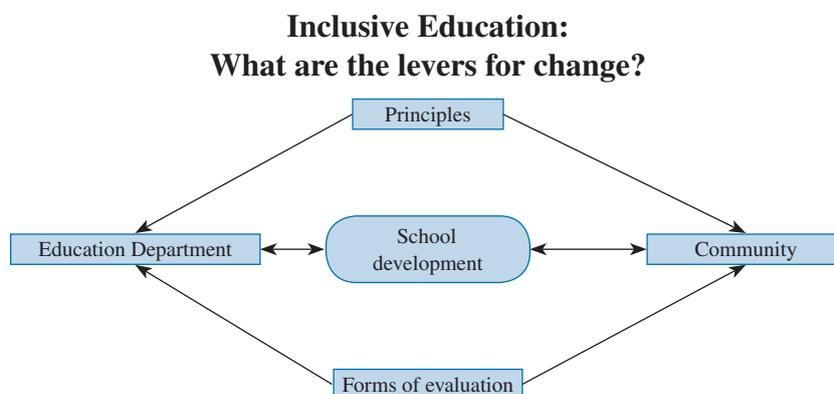
Education systems throughout the world are faced with the challenge of providing an effective education for all children and young people. In economically poorer countries this is mainly about the estimated 72 million children who are not in school. Meanwhile, in wealthier countries many young people leave school with no worthwhile qualifications, others are placed in various forms of special provision away from mainstream educational experiences, and some simply choose to drop out since the lessons seem irrelevant to their lives.

Faced with these challenges, there is an increased interest in the idea of *inclusive education*. However, the field remains confused as to what this means. In some countries, inclusion is still thought of as an approach to serving children with disabilities within general education settings. Internationally, however, it is increasingly seen more broadly as a reform that supports and welcomes diversity amongst all learners. It presumes that the aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability. As such, it starts from the belief that education is a basic human right and the foundation for a more just society.

#### Developing inclusive education systems

Through our collaborative action research in school systems in various countries, my colleagues and I have tried to map factors that have the potential to either facilitate or inhibit the promotion of inclusive practices in schools. These are all variables which national and, to varying degrees, local district administrations, either control directly, or over which they can at least exert considerable influence. Some of these factors seem to be potentially more potent; in other words, they are ‘levers for change’ (see Figure 1).

Our research suggests that two factors, particularly when they are closely linked, seem to be superordinate to all others. These are: the *principles* that inform actions in the field, particularly in relation to the idea of inclusion, and the *forms of evaluation* that are used to measure educational performance.



**Figure 1**

This being the case, we have supported a number of education systems as they have attempted to develop a definition of inclusion that can be used to guide policy moves. Predictably, the exact detail of each system's definition is unique, because of the need to take account of local circumstances, cultures and history. Nevertheless, four key elements have tended to feature strongly, and these are commended to those in any education system who are intending to review their own working definition. The four elements are as follows:

- *Inclusion is a process.* That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.
- *Inclusion is concerned with the identification and removal of barriers.* Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving,
- *Inclusion is about the presence, participation and achievement of all students.* Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results.
- *Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement.* This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.

Our experience has been that a well-orchestrated debate about these elements can lead to a wider understanding of the principle of inclusion. We are also finding that such a debate, though by its nature slow and, possibly, never ending, can have leverage in respect to fostering the conditions within which schools can feel encouraged to move in a more inclusive direction. Such a debate must involve all stakeholders within the local community, including families, political and religious leaders, and the media. It must also involve those within the local education district office.

Our search for levers has also led us to acknowledge the importance of evaluation. In essence, it leads us to conclude that, within education systems, 'what gets measured gets done'. However, this is a double-edged sword precisely because it is such a potent lever for change. On the one hand, data are required in order to monitor the progress of children, evaluate the impact of interventions, review the effectiveness of policies and processes, plan new initiatives, and so on. In these senses, data can, justifiably, be seen as the life-blood of continuous improvement. On the other hand, if effectiveness is evaluated on the basis of narrow, even inappropriate, performance indicators, then the impact can be deeply damaging. Whilst appearing to promote the causes of accountability and transparency, the use of data can, in practice: conceal more than they reveal; invite misinterpretation; and, worse of all, have a perverse effect on the behaviour of professionals.

This is arguably the most troubling aspect of our own research. It has revealed, how, within contexts that value narrowly conceived criteria for determining success, such moves can act as a barrier to the

development of a more inclusive education system. All of this suggests that great care needs to be exercised in deciding what evidence is collected and, indeed, how it is used.

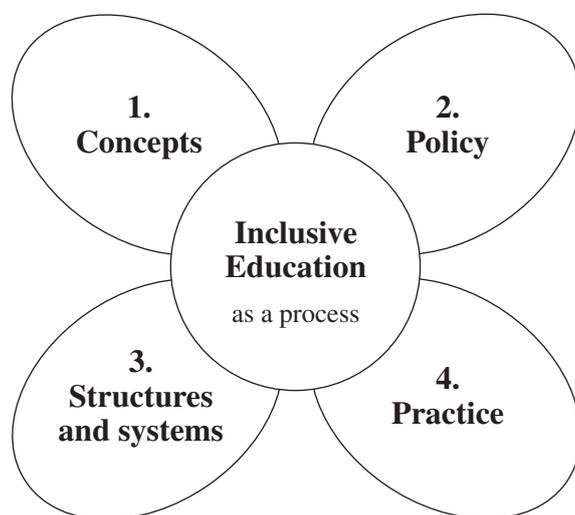
Our work suggests that the starting point for making decisions about the evidence to collect should be with an agreed definition of inclusion. In other words, we must ‘measure what we value’, rather than is often the case, ‘valuing what we can measure’. In line with the suggestions made earlier, then, I argue that the evidence collected at the systems level needs to relate to the ‘*presence, participation and achievement*’ of all students, with an emphasis placed on those groups of learners regarded to be ‘at risk of marginalisation, exclusion or underachievement’.

### Developing a framework

Such an approach is more likely to be successful in contexts where there is a culture of collaboration that encourages and supports problem-solving. It involves those within a particular context in working together, using evidence to address barriers to education experienced by some learners. What, then, does this mean for policy? What needs to be done so that education systems that can encourage practices that ‘reach out’ effectively to all children and young people, whatever their circumstances and personal characteristics?

In order to offer some direction as to how this agenda might be addressed, we have been developing a framework based on what international research suggests are features of education systems that are successful in moving in an inclusive direction. The items in the framework should be seen as ideals, i.e. aspirations against which existing arrangements can be compared in order to pinpoint areas for development.

The framework consists of four overlapping *themes*, as follows:



For each of the four themes in the framework I suggest four *performance indicators*, as follows:

#### Theme 1: Concepts

In an 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 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 policy aspirations for promoting inclusive education.
- 1.4 Systems are in place to monitor the presence, participation and achievement of all learners.

### **Theme 2: Policy**

In an education system that is becoming inclusive:

- 2.1 The promotion of inclusive education is strongly featured in important policy documents.
- 2.2 Senior staff 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

### **Theme 3: Structures and systems**

In an 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 an 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.

The framework can be used to review the stage of development within a national or district education system. This requires an engagement with statistical and qualitative data, not least the views of students and their families. In this way, evidence can be used to formulate plans for moving policy and practice forward.

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## ANNEX Xc

### **Speech by Dr. Codou Diaw Executive Director, Forum for African Women Educationalists (FAWE)**

Excellencies, distinguished participants, ladies and gentlemen, good evening!

It is a pleasure and an honor to be invited to speak at this timely and important conference in the landscape of education worldwide. I'd like to salute IBE for its organization.

There is little one can add about the theme of this conference that has not already been discussed through and through by participants in the preceding days. One thing I would like to touch upon, however, is the gender dimension of inclusion because it has not been systematically addressed. When speaking of inclusion, we must go beyond generalities about the excluded and think of inclusion from a gender equity, equality and rights perspective. We must ask ourselves who are the excluded? What gender are they? Why are they out of education systems? We must put a face on the excluded before we can respond adequately to their education and learning needs. Most often than not, we will find that after all obstacles and factors of exclusion have been identified, girls and women will form the group that suffers the most from exclusion in the education system and in society, be it because of poverty, ethnicity, language, religion, disability and the list goes on and on.

It has been established and is commonly recognized today that gender inequality exacerbates all other forms of inequalities and exclusion. Therefore espousing a gender equity approach to inclusion is an important starting point for meaningful inclusion for ALL, regardless of the litany of compounding factors I just mentioned. I'd like to submit that adopting systematically a gender approach to inclusive education solves half of the inclusion equation. As one speaker mentioned during yesterday's plenary, the excluded have a gender too! Orphans, minorities, the disadvantaged, the disabled, those living with HIV and AIDS, are men and women, boys and girls, whose gender, when interacting with other factors, determines whether they enjoy their right to a quality and empowering education or not.

Gender is an overarching element and that is why it is crucial to add a gender dimension to any discussion or approach to inclusion. The millions of girls and women who are excluded from education systems worldwide, and who have no alternative to formal education face multiple forms of discrimination which are compounded and exacerbated by gender, a factor that cuts across all of them. Subscribing to inclusive education from a gender perspective shows an intention to approach education as right, and a commitment to fulfilling that right for all members of society (boys and girls, women and men).

Pointing this out is not an attempt to create a hierarchy among forms of exclusion. We simply cannot continue to act as if a wholesale, gender-blind approach to inclusion can lead to the eradication of inequalities that keep the excluded out. Inclusion from a gender perspective means that we systematically pay attention to how schools and learning systems disenfranchise the many and how schooling conditions and environments most often do not provide girls and women, and the poor or the disabled safety and a relevant education. This has led to higher rates of drop out which signals getting the excluded in is not enough. The nature and quality (or lack thereof) of what they encounter in the system often reproduces gender inequalities found in the society at large. We must also draw lessons from the EFA process which, by considering gender equality as an afterthought, even when gender parity in enrollment was a key milestone, ended up missing on both, at least in Sub-Saharan Africa.

Meaningful inclusion is gender-fair and democratic. And these are not just abstract notions or ideals. Meaningful inclusion goes beyond the provision of special services, which tend to “ghettoize” recipients, often perceived as “beneficiaries” of charity, for something that is a fundamental right. If we really mean business by making education inclusive, we must strive to create educational environments that transform unequal gender and socio-economic relations in society at large.

Practically, meaningful inclusion would require investments in the removal of obstacles that reduce or prevent physical mobility, access to basic social services, participation in educational processes, transition to gainful employment and participation in social cultural and political life which truncate blind citizens’ life chances.

Mainstreaming gender in education is central to the full attainment of inclusion. I would even say that it is a *sine qua non* condition.

Engendering the inclusion movement as well as policies and learning processes will ensure that women and girls’ concerns are mainstreamed into education policies and are translated into all institutions of learning that are respectful and responsive to the specific needs of excluded men and women.

Thank you for your attention.

## ANNEX Xd

### **Speech by Mr Gaston De la Haye Deputy General Secretary, Education International (EI)**

Excellencies Ministers of Education,  
Heads of delegation and member of delegations,  
Representatives of Civil Society Organizations,  
Ladies and gentlemen,

In this final debate before drawing the conclusions of this 48<sup>th</sup> International Conference on Education allow me to share with you some reflections and considerations that came across my mind while preparing this conference and during the sessions and that we share in Education International (EI). Education International is global organisation grouping teachers' unions and organizations all over the world. EI speaks up for over 30 million education staff. Education International stands for quality Education for All (EFA), and provides quality and qualified teachers with the decent working and teaching conditions that are essential to achieve that goal.

#### **I would like to address 5 items:**

1. The concept of inclusive education
2. Financial resources
3. The role of public authorities
4. The central role of teachers
5. The way forward

As I said before Education International stands for quality education for all and is committed to contribute to achieving the EFA goals and the MDG.

EI is supportive of the new concept, this new paradigm of inclusive education because it has developed from the concept of integration to the concept of inclusion. That is a very noble evolution but we need to be vigilant that this noble objective does not rub out differences and lead to assimilation. It is pedagogically a very interesting new concept because it is comprehensive, pursuing horizontal inclusion, (including all children whatever their origin, their differences, wherever they live) and vertical inclusion, in a Life Long Learning (LLL) perspective taking on board Early Childhood Care (ECC), basic education, secondary education, vocational education, higher education and adult education. It is a concept that has a strong link and reference to the Universal Declaration of Human Rights, the Convention on the rights of the child and the convention on the rights of handicapped persons. This is important as the concept of inclusive education needs to be carried universally. It is a concept that opens the way for new pedagogical methods that are more multipolar (involving different actors in the classroom: peers, parents, social workers ...) instead of bipolar (teacher-student) as it too long used to be. It is a positive approach as inclusive education is presented as a value added, win-win operation for all partners. Inclusive education is also the better way to educate young people about interculturalism and tolerance, appreciating diversity and to prepare young people to live positively in a multicultural society. But inclusive education will only be possible if it is supported by an inclusive society and this might be the biggest obstacle to inclusive education.

Inclusive education is an ambitious project in terms of change, in terms of teacher education and thus also in terms of financial resources. Sure some resources can be redirected, but if we want the inclusive project to really create inclusion and not generate greater exclusion, we need to be aware that this will cost money, if it only were because teachers represent on average 70% or more of the

education budget. In 2000 the idea of a benchmark of 6% GDP for education was tabled without really being taken up in the Dakar global framework for action. Very few countries reach 6% of GDP for education and OECD studies show that in many countries the percentage of GDP for education is being reduced. It is also necessary to realize that decentralization aiming at reducing inequalities does in some cases lead to greater inequalities because financial means are not properly distributed and channelled as it appears from the 2009 GMR. The marketing and commercialisation of education, privatisation of or in education are conceptually in opposition with inclusive education. Competition and research of profit will never lead to inclusion.

We are all aware of the financial crisis that is in full development and it could be even worse than we think. This will affect education budgets but also levels of public aid. This could have a double negative effect on the education of the recipient countries. This while considering that today already only 1/3 of the promised aid to basic education is made available and that if nothing is done the Catalytic fund of the FTI will face a shortfall of more than 2 billion US dollars.

Today education is multi-stakeholder, and in many countries non formal education is gaining in importance. In many cases the non formal education circuit is developed with support from the public national or local authorities. All teachers whether in formal or non formal education are working towards the same goal to achieve quality education for all? It is therefore crucial to build bridges and that governments take the lead in coordinating efforts. In some countries unqualified teachers are becoming the norm, certainly when they represent more than 50% of the teachers. This evolution is really putting at risk all the efforts made so far to achieve the EFA goals. Several speakers in the workshops insisted that inclusive education will only be possible with high quality teachers. Recruiting even more unqualified teachers to address the teacher gap will give the illusion of solving the problem in the short term but will create an immense problem for later. We need to call this evolution to a halt and there should be a commitment to totally stop recruiting unqualified teachers and to develop programmes to help unqualified teachers to get the required qualifications.

In 1966 UNESCO and ILO Member States adopted the Recommendation on the status of teachers. The same was done in 1997 for Higher Education. Many of the problems we are facing today would not exist if these Recommendations would be better and more largely applied also in industrialised countries. In fact it would be much easier to progress towards inclusive education if these Recommendations were better considered.

Privatisation and commercialisation are more and more nested in education. The belief that competition is the better drive to reach quality, that is translated into ranking (Shanghai ranking!), evaluation based on outcomes, merit pay practices and all kind of incentives for so called better teachers ... destroying the team spirit in schools and cooperative collegiality that are the foundations of inclusive education.

Teachers are essential to achieving quality education. That is the central message that should be conveyed at international, national and local levels. That message should also be translated into acts. If we want to care for those 75 million kids out of school, if we want to address the teacher gap of 18 million we need to give a strong signal and to act now. Teachers need to have decent salaries, paid on time and regularly, that allow them and their families to have a decent life. How can a teacher who needs two or three jobs to survive, even think of professional development. According to a study by the Pole of Dakar, teachers' salaries over the last 30 years have been reduced to 1/3 in sub-Saharan Africa. Besides decent salaries and decent working and teaching conditions are the condition sine qua non to envisage professional development and motivation.

Training teacher cannot be a matter of a two weeks course, certainly not if you want teachers to be able to cope with the diversity of students in the classroom already today and certainly in a pedagogical context of inclusive education. Teachers need to be trained and recognized as professionals and their professional development throughout their career should be a priority.

If we want to maintain and increase teachers' motivation and also keep attrition as low as possible we need to give them a high level initial training, a training that would allow them to act as professionals. That high level of professionalism should be kept up by regular possibilities of professional development. That high level of qualification will allow them to build up teams with their colleagues to the benefit of the students. These professionals should also have the freedom and the space to be creative and develop collectively and, where appropriate, with other stakeholders, tailor-made pedagogies for their students. That professionalism should be recognised via institutional support, not only by school leadership but also by the highest national authorities.

What on the contrary will kill real, professional motivation is competition and individualism, practices that may be effective in economic or financial sectors, but not in education.

It is encouraging to see that there is a lot of convergence between the Global Monitoring Report (GMR) and the recommendations of the Working Group and High-Level Group on EFA. Certainly when it comes to horizontal and vertical inclusion, quality and equity and the link between education and poverty reduction programmes.

Inclusive education goes a step further, but at least we are working in the same direction.

The financial crisis that is the evidence of the failure of the neo-liberal policies should be taken as an opportunity for change to reaffirm the central role of public authorities in achieving the EFA goals and that investing in inclusive education is the better way to social inclusion and sustainable economic and social development.

Inclusive education is also an opportunity to develop better democratic governance at all levels and to make schools centres of dialogue and tolerance. School leadership should develop a spirit of team building and participation along the same lines.

The key message of this conference is that quality teachers, qualified and motivated, are essential if we want to progress towards inclusive quality education for all.

## ANNEX XI

**Resolution adopted by the  
48th session of the International Conference on Education (ICE):  
Message of Peace and Goodwill to the Government and People of India;  
and vote of thanks by H.E. Mrs. D. Purandeswari,  
Minister of State for Human Resource Development, India  
Resolution**

Humanity is capable of great acts of kindness and capable of great acts of depravity.

It is thus with great sadness that the international community acknowledges the tragedy which occurred November 26, in Mumbai.

Our thoughts are with the families of those who were lost in this senseless act.

Geneva, 28 November 2008

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**Vote of thanks by MoS (Higher Education), Smt. D. Purandeswari, Minister of State  
for Human Resource Development, India, at the plenary of the 48<sup>th</sup> International  
Conference on Education (ICE) in response to the resolution adopted by the 48<sup>th</sup> ICE  
expressing solidarity with the people of India in the aftermath of the terror attacks in  
Mumbai on 26 November 2008.**

Mr Chairman,

The barbaric and cowardly attacks of terrorists were indeed an attack on the democracy and democratic processes and our efforts for ushering a world order based on universal brotherhood. Mahatma Gandhi, our Father of Nation, always reiterated that the world is my family. Our Upanishads said

AYAM NIJAH PAROVETI,  
GANANA LAGHUCHETSAM,  
UDARCHARITA NAAM TU,  
VASUDHAIVA KUTUMBAKAM.

This means: For the narrow minded people there are notions of mine and thine, but for a large hearted good human being, the entire world is his/her family.

India appreciates this spontaneous outpouring of sympathy for the victims of these barbaric terrorist acts, which were aimed to undermine the democratic, pluralistic and multicultural fabric of our society. We can never bow our heads or stand silent in such a situation. We stand committed to the international campaign against terrorism. City of Mumbai, the symbol of these traditions, has always refused to be cowed down by dastardly acts of terrorism.

I thank you for this message which will be immediately conveyed to our Prime Minister.

## ANNEX XII

### **Closing address and acknowledgements by Ms Clementina Acedo IBE Director and Secretary of the Conference**

Excellencies,  
President,  
Members of the Conference Bureau,  
Ministers, Deputy Ministers and Heads of Delegation,  
Delegates,  
Representatives of United Nations Agencies,  
Observers of inter-governmental organizations, non-governmental organizations and foundations,  
Guests and experts,  
Ladies and Gentlemen, colleagues,

When an event as exceptional as the one we have just lived through together draws to a close, we always have mixed feelings. Initially we feel relief and the pleasure of having experienced very intense moments of dialogue and personal and professional enrichment. But then there are feelings of nostalgia: the 48<sup>th</sup> ICE is already finished, although there are still so many things to say and so many things to share.

As our work comes to an end, it is as Secretary of the 48<sup>th</sup> session that I have the honour and the pleasure of expressing a few words of thanks.

I would first of all like to thank the UNESCO General Conference, which entrusted the International Bureau of Education with the task of organizing this conference on the theme of “Inclusive Education: the Way of the Future”. I would also like to thank the Executive Board of UNESCO for the unflagging interest and strong commitment it has shown throughout this ICE session.

My warmest thanks go to the Member States of UNESCO for the trust they have honoured us with and for their splendid commitment in the preparatory stages of the conference, when we managed to organize nine international seminars and four regional conferences throughout the world.

I would also like to express special thanks to the Member States of the IBE Council, that worked untiringly to make this conference a quality event, chaired first by Her Excellency the Ambassador of India until the end of last year, and then by His Excellency the Minister of Education of Ecuador from January 2008. The Council has also benefited from the excellent work accomplished by its Working Group responsible for assisting the Director of the IBE with ICE preparations; my thanks therefore to all its members, and especially its Chairman, His Excellency the Ambassador of Nigeria, who also chaired the drafting group for the final document of this 48<sup>th</sup> session.

My sincerest thanks go to the Director-General of UNESCO, and to the Deputy Director General for Education and his assistant, for their unfailing personal and institutional support. We have also had the good fortune for several months of receiving the efficient and friendly cooperation of our friends the Regional Directors and the Directors of other UNESCO institutes for education, and of many colleagues from UNESCO headquarters in Paris. Their contributions have been most useful, particularly in helping us prepare the working documents and in organizing and managing the Conference debates. I would also like to express my gratitude to UNESCO offices in the field, who helped us during the preparatory stage and have made a tremendous effort to be here with us in Geneva. Many thanks also to our general services, who provided the infrastructure needed for the conduct of our work, especially the interpreters, without whom of course no dialogue would have

been possible. And my thanks to the press, who helped us disseminate the content of our debates and who, I feel sure, will continue the good work in the days ahead.

I would like to say a particular word of thanks to the members of the drafting group. The Conclusions and Recommendations of this Conference, which have just been adopted unanimously, reflect the quality of the difficult work they have had to perform in the last few days, until all hours of the night.

My sincerest thanks go to the Swiss authorities and to those of the Republic and Canton of Geneva, who received us so generously in this international city and who supported us throughout the preparatory stage. Many thanks, too, to all the Member States, who have made such a valuable financial and intellectual contribution.

You are no doubt aware of the huge work the organization of a conference such as this one represents, from an intellectual just as much as from a logistical point of view. I am truly fortunate in being assisted at IBE by a competent and generous team and I wish to thank all my colleagues most warmly for their enormous commitment and their professionalism.

This afternoon, the IBE Council will be meeting to assess the organization and running of the 48<sup>th</sup> session of the ICE. We willingly assume responsibility for any shortcomings and, counting on your understanding, apologize in advance for any inconvenience caused.

I have kept for last the expression of my sincerest gratitude:

- It goes to the Minister of Yemen, Chairman of this session, for the masterly way he conducted our debates;
- It goes to the Deputy Minister of Venezuela, for her excellent report;
- It goes to all the Ministers and Deputy Ministers of Education, who have honoured us with their presence;
- It goes lastly to all the heads of delegation, delegates, representatives, observers and experts, for contributing to the richness of our debates, which have allowed this frank, open and fruitful dialogue to take place for the last four days.

As I said at the opening ceremony, we wanted this 48<sup>th</sup> ICE to be YOUR Conference; I hope you have really had this feeling and that you will return home with renewed courage and enthusiasm to take up this difficult but fascinating challenge of improving the quality of education, in order to build a more just and peaceful world, where no one need be or feel the victim of any form of exclusion whatsoever.

Thank you again, and my thanks to all of you for being with us today.

## ANNEX XIII

### **Closing address by Mr Nicholas Burnett Assistant Director-General, on behalf of Mr. Koïchiro Matsuura, Director-General of UNESCO**

Mr Chair,  
Honourable Ministers of Education,  
Honourable Heads of Delegations,  
Ladies and Gentlemen,  
Friends (for surely we are after 4 days of inclusion together),

On behalf of the DG, I am honored to address you briefly at this closing of the 48<sup>th</sup> session of the International Conference on Education.

Mr Matsuura also wishes to associate himself personally with this conference's acknowledgement of the terrible events in Mumbai, India and the Conference's Message of Peace and Goodwill to the Government and People of India.

I wish now to add the DG's and my own name to the words of thanks to all those whom the Director of the International Bureau of Education has just mentioned, including especially yourself, Mr Chairman. In addition, as she could not do so herself, I also add our words of thanks to her and the entire staff of the IBE for all their contributions before and during this conference.

I want to touch briefly on the formal Conclusions and Recommendations of this conference, and also to touch on the feelings it has engendered. Because inclusion is not only a matter of policy and process, as we have discussed for four days, but also one of values and attitudes, of emotional literacy, as we have also had several occasions to feel deeply.

First, on the Conclusions and Recommendations:

You will recall that, in his opening remarks, the DG observed: "It is crucial that the outcomes of this Conference translate into policies and practices aimed at attaining high-quality education for all learners. It is first and foremost a matter of political will based on a vision of society in which learning opportunities are within everyone's reach."

Well, I think this Conference has moved very far in that direction. The 24 Recommendations represent a clear set of steps that Member States can adopt in order to make inclusion a central aspect of their educational systems. They represent, as many have said, a paradigm shift in which diversity is welcomed and valued, and is no longer seen as some sort of problem that needs addressing. The political will that the DG called for is becoming apparent in your Ministerial approval of the document.

As the DG's representative, I also want to assure you that we shall be diligent in pursuing the measures that UNESCO is called upon to deliver in Recommendation 22. We shall also bring them forward into other relevant fora, starting in December with the HLG on EFA.

Now, on the heart:

I will not soon forget the honour I had to participate yesterday in the innovative roundtable between young people who had been excluded and several ministers of Education. The eloquence of the young people's direct appeals to the ministers clearly struck a chord in those ministers' hearts and reminded us all that inclusion must start with respect for all individuals and peoples and that the community

must be involved in the process. These values are at the core of UNESCO and it is a wonderful thing that we have been able not only to discuss them but also to feel them here directly.

UNESCO is proud to have organized this important Conference and proud to carry inclusive education forward. Inclusive Education is indeed the Way of the Future.

Thank you very much.

## ANNEX XIV

### **Closing address by H.E. Mr Charles Beer State Counsellor, Head of the Swiss Delegation**

Chairman,  
Excellencies,  
Ladies and Gentlemen,

Before anything, I wish to express my sympathy and that of the Swiss people for the victims of the attacks in Mumbai and to assure the Government and people of India of our support in this tragedy.

Reaching the end of this 48<sup>th</sup> session of the ICE, I would like personally to express my gratitude to you all for having accepted to come to Geneva to discuss this major undertaking for education — the inclusion of all pupils.

As a number of speakers have already remarked, at a time when we are living through an unprecedented economic and financial crisis, when irreversible damage is being done to our environment and when solidarity and alliances are being questioned, the role of education becomes even more vital.

On this subject, the ICE has once again fulfilled its pre-emptive function by tackling this difficult and delicate matter of inclusive education as the way of the future. If we still have far to go, we can at least take comfort from the fact that, after a week of workshops and plenary sessions, it is an undertaking not only shared by all, but which concerns us all — both in the South and North.

On this subject, if the words used and the responses differ according to the various regions of the world, the global challenge remains the same for all: everywhere the right to attend school should be guaranteed, to which inclusive education adds the necessity of finding the means for each person to complete their training. In finding a place in school and combating failure, each society is experiencing the challenge of inclusion in relation to its specific situation. There is, therefore, no universal remedy, no magic formula enabling the problem to be overcome: it is the fable of the shepherd and the international adviser, as was so agreeably related to us by the Vice-President of Ecuador in his introductory remarks.

We have to admit that we have not yet found all the right, suitable, relevant and effective answers. There could be no other way if we take into consideration all the transformations that societies have undergone in the last decade, evolving towards an increasingly diverse structure — both in the North as well as in the South. And it is precisely here that the true challenge can be found: to include in the education system each and every one according to their specific characteristics. In other words, equity must keep pace with the right to education: not simply for each person according to his/her merits, but also to each person according to his/her needs — whether the latter arise from a physical or mental handicap, or from socio-cultural or socio-economic reasons.

The universal recognition of this undertaking will require resources. And it is our joint task as political decision-makers to struggle to obtain the allocation of these means, both structural and financial. The bleak future outlook promises long hours of work and sleepless nights on this topic, and it will require incessant energy and willpower on our part. This is our challenge! Let us bear in mind, nevertheless, that only a tiny fraction of the billions of dollars invested over recent weeks to save major global businesses would suffice to reach the objectives of EFA by 2015. Nor let us forget that education is also an investment in the future.

But let us get back to the ICE and its events. If, once more, it has been able to anticipate future debates, we owe this success to its organizers. I am thinking here in the first place of the Director-General of UNESCO, Mr Matsuura, and particularly of the IBE Director, Mrs Clementina Acedo, as well as all the members of her marvellous team. I am pleased to congratulate them and thank them warmly in the name of the Canton and Republic of Geneva and in the name of the Swiss Confederation for the immense amount of work carried out in sometimes difficult conditions. Please be assured of our complete support. This success also bears witness to the capacity and competence of the IBE to assume, in the future, this task of being a global centre of excellence in curriculum-related matters: diverse curricula for global diversity with a common objective: inclusion!

Finally, I would like to express the wish that our recommendations can be turned into reality and contribute to enriching the important rounds of international conferences that the ICE has set in motion, beginning with the World Conference on Education for Sustainable Development which will take place in Bonn (Germany) next spring.

I thank you for your attention.

## ANNEX XV

### **Closing address by H.E. Mr Abdulsalam M. Al-Joufi Minister of Education of Yemen, Chair of the 48<sup>th</sup> session of the ICE**

Assistant Director-General of UNESCO,  
Madam Director of the International Bureau of Education,  
Excellencies, Ministers of Education,  
Excellencies, Ambassadors of the participating countries,  
Ladies and Gentlemen, Members of the delegations participating in the Conference,  
All of the distinguished attendants,

May God's peace, mercy and blessings be upon you.

Four days ago, we were faced with a major challenge and were concerned for the success of the various activities of the Conference and the realization of its objectives. Today, we reap the benefits of all the activities that have been prepared. And thanks to the efforts and effective participation of all, we have been able to attain this success, of which we can all be proud.

Ladies and gentlemen, please allow me to express my gratitude and appreciation to the Secretariat of the International Bureau of Education, to all those who contributed in the preparation of this Conference, the Chairs and members of various committees and workshops, workshop rapporteurs, moderators, persons involved in various experiences and interventions made and all people who have been working behind the scenes, including the Secretariat, translators and technical and logistics support staff.

Effective participation in this Conference has resulted in serious discussions and achieved excellent results at different levels, and I could say the Conference has achieved its highest objectives and expected results. Whether through workshops, plenary meetings or other events, the discussions and interventions played a vital role in enriching the theme of the Conference. They examined the challenges and constraints faced by inclusive education, reflected views and experiences of various countries and educational systems and provided opportunities to exchange expertise and experience that can be utilized at the national level.

Ladies and Gentlemen, I would not be wrong to say that the presence of ministers, educational leaders, international and non-governmental organizations in such large numbers is strong evidence of their responsibility and willingness to progressively bring about appropriate educational reforms, in order to create an inclusive education which accommodates all members of society without exception, exclusion or marginalization in view of advancing towards an inclusive society.

The Conference has obtained very important results that constitute a common ground for numerous measures that can be taken to develop national policies, legislations and visions for inclusive education, to eliminate various forms of deprivation and inequality and to meet the needs of members of the entire community. These results respond to the diversity of learners, regardless of gender, religion, age, social or cultural origin or personal characteristics, with a view to achieving sustainable development, to making it a reality through the elaboration of strategies and plans, and by mobilizing material and human resources for its implementation.

Ladies and Gentlemen, this is an opportunity to emphasize some of the following issues:

1. To pay attention to the evaluation, monitoring and follow-up processes of national achievements with regard to inclusive education, through the establishment of a follow-up committee, and to encourage governments to set up their own national committees for follow-up and evaluation, in addition to global annual reports issued to monitor progress.
2. To call upon UNESCO to develop and disseminate successful experiences, and provide the national committees on education with the technical expertise necessary to assess, monitor and evaluate the results.
3. Excluding children from school constitutes a threat to society, international peace and security and relations between peoples and nations. Therefore, the financial crisis should not affect the priorities of the international community in supporting education.
4. To create effective partnerships among all key stakeholders that can support the process of transition towards inclusive education and that enable communities to interact to support this trend.
5. To invite donors and development partners, especially those involved in the “fast-track initiative”, to allocate part of their grant to inclusive education, and to make the existence of plans and programmes for inclusive education one of the conditions for governments to be entitled to the grant.
6. To call Saudi Arabia and the “Dubai Cares initiative” to allocate at least 20% of the funds for supporting inclusive education in developing countries, and particularly for children in Palestine, Somalia, the Golan Heights, Djibouti and Afghanistan.
7. To invite UNESCO and relevant international organizations to mobilize key players in order to facilitate potential active participation of education leaders, and ensure the coherence and complementarity of their actions.
8. The concept of inclusive education is incompatible with all types of deprivation, exclusion and marginalization, whatever the reasons or justifications may be, including areas under occupation and areas affected by armed conflict and natural disasters, among others.
9. To send a message to the high-level meeting, to be held in Oslo next month, to address the subject of inclusive education.

Ladies and Gentlemen, UNESCO is achieving magnificent work and making great efforts in the interest of education. It is organizing different events, international and regional conferences, and is taking care of the preparations required. UNESCO is arranging, creating, identifying and showing how interdependent and mutually reinforcing the various issues and topics addressed by those activities are. UNESCO is invited today, more than ever before, to guide and coordinate efforts, and mobilize resources to achieve the objectives of Education for All and the Millennium Development Goals through the mechanisms of inclusive education.

In conclusion, I would like to congratulate everyone for the success of the Conference and for achieving its objectives.

May God’s peace, mercy and blessings be upon you.

## ANNEX XVI

### **Speech by H.E. Mr Raúl Vallejo Corral President of the IBE Council on the occasion of the Comenius Medal Award Ceremony**

First Deputy Minister of Education, Youth and Sport of the Czech Republic,  
Director-General of UNESCO,  
Laureates,  
Ministers,  
Dear friends,

The market tends to confuse the meanings of value and price. In that confusion what is lost is the ethical sense of being responsible for others, which is replaced by the cynical attitude of “you are worth what you have”. In that unequal confrontation, we educators must tilt the scales in favour of the value of life, that is, in favour of that intangible spiritual wealth that has no price.

Jan Amos Komensky defined Nature as “the second book of God” to the extent that human beings were supposed to know how to read it. Our Andean peoples define Nature as *Pachamama*, the source from which human beings derive their food, the mother with whom they must live in harmony to achieve *sumac kawsay* or *the good life*, in the sort of society where *the value of being* is always preferable to the price of having.

Today we are about to honour nine personalities of the world of education and one institution. They have contributed to deepening the ideals of Comenius: an education for men and women aimed at creating a culture of peace, an education that considers human beings as whole, in harmony with nature, with their fellow human beings and with themselves.

The Comenius Medal, as you know, is a prestigious distinction. The laureates were chosen at the outcome of a process of rigorous selection, confirmed by the Director-General of UNESCO. It proved a difficult task since there were many candidates from all parts of the world. In this respect I would like to thank Doctor Said Al-Kitani, of the Sultanate of Oman, Vice-President of the IBE Council, for having overseen the final selection of candidates. I would also like to thank the other members of the panel: the IBE Director, the representative of the Ministry of Education, Youth and Sport of the Czech Republic, and the representative of UNESCO’s Education Sector. I would also like to express my gratitude to Mr. Matsuura, who honours us with his presence at this ceremony.

You have been selected from among 96 candidates and the leaflet published to mark the occasion outlines your personal and professional careers, highlighting some of your achievements as educators. Like Comenius, who considered it as a precondition for young people wishing to learn world science, you have preserved clear-sighted understanding in your view of human beings and, through educational practice, in your efforts to achieve permanent change. I congratulate you and would like to thank you on behalf of all the participants at this 48<sup>th</sup> session of the ICE and on behalf of all the world’s teachers and students.

Jean Piaget was a great admirer of Comenius. Beyond the visionary thoughts, the profoundness and the modernity of the psychological, pedagogic and didactic intuitions put forward by Comenius, Piaget was fascinated by the latter’s political vision “of a system of education universal by its very nature intended for all men regardless of differences of social or economic condition, religion, race or nationality”. It would not be an exaggeration to say that Comenius was a precursor of the concept whereby education is considered as a “public good”, since he advocated that “all young people of

both sexes must be sent to State schools”. And Piaget adds: “The starting point for this sociological aspect of his educational philosophy is the affirmation of the right to education for all on a basis of complete equality”. This was an astonishingly bold corollary if we place this ideal of democratic education back in the context of the seventeenth century.

Today’s debate is about inclusive education. This concept is based on consideration of human beings as the focus of the educational process, as advocated by Comenius four hundred years ago, and as his ideas on education still resonate amongst us at this conference. Inclusion implies an ethic founded on a concern for others, for nature, and for the harmonious relations we should build between those around us. It is a value-related ethic that has no price because it is not measured in terms of market currency but of the full accomplishment of the spirit.

Ladies and Gentlemen,

At the close of this ceremony, I invite you all to visit the first floor of this building, where the exhibition of the Comenius Museum of Prague is being held to display the valuable heritage bequeathed to the world by Jan Amos Comenius. I now have the pleasure of giving the floor to Mr. Koïchiro Matsuura, Director-General of UNESCO.

## ANNEX XVII

### **Speech by Mr Koïchiro Matsuura Director-General of UNESCO on the occasion of the Comenius Medal Award Ceremony**

Mr President of the IBE Council,  
Madam First Deputy Minister of Education, Youth and Sport of the Czech Republic,  
Laureates,  
Excellencies,  
Ladies and Gentlemen,

I am very pleased to join you at this ceremony to award the 2008 Comenius Medals. It is a special moment not just for the ten laureates who we are here to honour, but for everyone committed to educational improvement as the key to a rewarding and sustainable future.

Allow me first to thank you, Madam First Deputy Minister for Education, Youth and Sport of the Czech Republic, for your country's continued support for the Comenius Medal programme since its creation in 1992. This has allowed us to celebrate the work of over 60 outstanding educators, researchers and initiatives around the world. We are most grateful to you and your Government for making this possible.

Special thanks also go to Dr Said Al-Kitani, Deputy Permanent Delegate of the Sultanate of Oman to UNESCO, who, as Vice President of the IBE Council, chaired the Jury appointed to select the 2008 candidates for the Comenius awards. As the President said, the high quality of all the candidates made this a difficult task. But under your guidance, the Jury chose wisely.

As we can see from the exhibition about his life's work, Comenius was convinced that international cooperation and education were essential to resolving the difficulties facing seventeenth-century Europe.

The parallels between his philosophy and that of UNESCO, which was itself created out of the torment of war, are striking. The central principle of his educational theory – universal and equal access to quality education – is carried forward today through the Education for All (EFA) movement coordinated by UNESCO.

It is therefore fitting that the 2008 Comenius Medals should be awarded in association with this conference dedicated to Inclusive Education. Inclusion lies at the heart of EFA. Achieving EFA is about realizing the basic human right to education, regardless of age, gender, ability, ethnicity, religion, class or economic status. To succeed, we must respond to the diversity of learners' needs and overcome the barriers faced by the poorest and most marginalized. In so doing, we will not only be providing better and more inclusive education, we will be constructing more cohesive societies.

We have undoubtedly made progress since the Education for All goals were adopted in 2000. Yet, the 2009 EFA Global Monitoring Report launched yesterday shows that we are still not doing enough to promote equity in education. We must step up our efforts to address the deep and persistent inequalities that exist. If we do not, we are condemning millions of children to diminished opportunity.

While there is no off-the-peg solution, we can all learn and be inspired by programmes and policies that have succeeded in breaking down the barriers of disadvantage.

This is why the Comenius awards are so important. Each of the laureates we are honouring today has made an exemplary contribution to opening up the possibilities for everyone to fulfil their true potential. In so doing, they have made the world a fairer and more enriching place. I am delighted to present them with their Comenius medals.

Thank you for your attention.

## ANNEX XVIII

### **Speech by Ms Eva Bartonova First Deputy Minister of Education, Youth and Sport of the Czech Republic, on the occasion of the Comenius Medal Award Ceremony**

Dear Director-General,  
Distinguished Colleagues,  
Ladies and Gentlemen,

I am deeply honoured to have the opportunity to represent the Czech Republic on such an important occasion and to take part in the ceremony of awarding the Jan Amos Comenius Medal, the joint medal of the Director-General, of UNESCO and the Minister of Education, Youth and Sports of the Czech Republic. Personally, I am very happy to meet you – laureates of the medal. Your work and its results are in fact the main reasons for our meeting today.

On behalf of the Czech Minister of Education and also on behalf of myself, I would like to express our profound admiration and respect for what you have achieved. I am sure Jan Amos Comenius would be proud of you. Comenius was one of the greatest sons of the country I am representing here. The ideas of this famous pedagogue, Evangelical theologian and philosopher have their roots in the ideas of Humanism, and they are, in many respects, very modern and very alive.

Comenius strove to unite all the knowledge of mankind on a single basis (pansophy). Having worked out a self-contained system of school education, he was the first to come up with such didactic principles as from the simple to the complex and from visual to abstract. His famous credo was school through play. Comenius's multiform work contains not only pedagogical works, theological treatises and collections of prayers, but also encyclopaedic and historical works. Comenius was one of the first who declared equal access to education. He stressed in his work that achieving good education is a right that should be guaranteed to all children and young people. High quality preschool and basic education is a prerequisite for setting on any educational path an individual chooses to pursue.

I am convinced that the Comenius medals could hardly have found better recipients than you are. It gives the Czech Ministry of Education great pleasure to convey to you our sincerest congratulations. We are also pleased that most of you have been able to accept our invitation to visit the Czech Republic and to spend a few days in the land of Comenius.

Distinguished colleagues,  
Laureates of the Comenius medal,

I am sure that you will go on taking inspiration from Comenius work and life and safeguarding the principle to which our conference has been committed – equal opportunities in education for all people. I wish you a lot of success in this work.

## ANNEX XIX

### Summary Conclusions by the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education

#### Inclusive Dimensions of the Right to Education

Honourable Chairperson,  
Honourable Ministers,  
Distinguished Participants,  
Ladies and gentlemen,

On behalf of members of the Joint Expert Group, it is a great honour and privilege for me to present to the plenary of the ICE the work of the Joint Expert Group. We would like to express our deep gratitude to the ICE for giving us this opportunity.

The Joint Expert Group is made up of two members of the UN Committee on Economic, Social and Cultural Rights (CESCR) of the ECOSOC and two members of UNESCO's Committee on Conventions and Recommendations (CR); it is presently composed of myself (Professor Eibe RIEDEL) and Professor Virginia B. DANDAN, Members of CESCR; and Ambassador José Duarte Ramalho ORTIGAO and Professor Brian FIGAJI, members of the CR. The Joint Expert Group was established by the decision adopted by UNESCO's Executive Board in October 2001, and is entrusted with a broad mandate of monitoring the right to education in all its dimensions. As a unique institutionalized mechanism for UNESCO's collaboration with CESCR and with the OHCHR, it plays a valuable role in monitoring the implementation of the right to education more effectively within the UN system. The report(s) of the Joint Expert Group is presented annually to UNESCO's Executive Board for examination as well as to the ECOSOC. The key areas of the work accomplished by the Joint Expert Group include: strengthening the foundations of the right to education in national legal systems; the enforcement of the right to education and its justiciability; universalizing access to primary education free of costs for all, with emphasis on Member States' *core obligations*; and promoting equality of opportunities in education, both *in law and in fact*.

The Joint Expert Group held its ninth meeting yesterday, and in continuity with its eight meeting of last May, addressed the theme: **Inclusive Dimensions of the Right to Education**. A *Concept Paper* prepared for this purpose has been disseminated – we would like to urge all Honourable Ministers and distinguished participants in the ICE to give careful consideration to the text of the Concept Paper, which sheds light on the inclusive dimensions of the right to education, and analyses legal and policy issues involved. These dimensions are reflected in UNESCO's Convention against Discrimination in Education, which has been recognized by UNESCO's Executive Board as a key pillar of EFA, and in various other instruments adopted by UNESCO as well as in those adopted by the United Nations. As the Universal Declaration of Human Rights provides in article 26, para 1 "Everyone has the right to education." The right to education as an internationally recognized right is universal, and does not provide for any exclusion. The General Comment 13 on Article 13 (right to education) of the International Covenant on Economic, Social and Cultural Rights, elaborated by CESCR in cooperation with UNESCO states that "education must be accessible to all, especially the most vulnerable groups, *in law and fact*, without discrimination." The Joint Expert Group emphasizes the importance of action by Governments pursuant to obligations – legal and political – undertaken under the international instruments. Respecting and fulfilling these obligations would enable all those who remain deprived of education to receive it as a right, without any exclusion or discrimination. It is important to realise that the right to education is essential for the exercise of all other human rights and therefore it

deserves priority consideration. The Optional Protocol to the International Covenant on Economic, Social and Cultural Rights, to be adopted by the UN General Assembly on 10 December 2008, will open new perspectives for the CR and the CESCR to collaborate in examining alleged violations of the right to education and the enforcement of this right.

The Joint Expert Group will like to convey to the Honourable Ministers in the strongest possible terms that *the right to education, which is inviolable, is of paramount importance and its sanctity must be maintained every where*. The *inclusive dimensions of the right to education* are at the very heart of the theme being addressed by the ICE: ***Inclusive Education: The way of the future***. In order to give fresh momentum to the Education for All (EFA), it is absolutely indispensable to guarantee *universal access to quality primary education free of charge for all* and lay stress on full compliance of States' *core obligations* for this purpose; it is equally essential to promote continuing education, lifelong learning and literacy as a right, as well as to ensure equitable access to quality secondary/technical and vocational education. The inclusive dimensions of the right to education should remain central to our endeavour for equity, inclusion and social cohesion in today's societies.

In strategies for implementing the right to education in all its inclusive dimensions, the Joint Expert Group would like to underline the significance of how such dimensions are reflected in national legal systems – in constitutions and national legislation – and how they are further translated into policies and programmes, having regard to the recommendations by the Ministers at the Seventh Meeting of the High-Level Group on EFA (Senegal, December 2007) to “identify steps to strengthen and harmonize, where necessary, the legislative framework within which the right to education is guaranteed.” Moreover, we urge Governments to accelerate national level action, including necessary positive measures, as part of such legislative framework, aimed at overcoming inequalities in education, and doing away with growing disparities and inequities, bearing in mind the EFA Global Monitoring Reports 2008 and 2009, and guided by UNESCO's *constitutional mandate* of ensuring “***full and equal opportunities for education for all***.”

*In that spirit, our Group would like to make a fervent appeal to the Honorable Ministers and Delegates participating in the ICE to give added impetus to the realization of the right to Education for All, in a way that its inclusive dimensions remain at the centre stage in national level action and education development strategies, and provide the basis for raising the profile of the Education for All initiative and its realization as a fundamental human right. We:*

1. ***underline*** the crucial importance of inclusive dimensions of the right to education which constitute the very foundation of universalizing access to education without discrimination or exclusion, for advancing the EFA agenda;
2. ***strongly recommend*** to the ICE to promote the inclusive dimensions of the right to education, contained in human rights treaties adopted by the United Nations, and in the conventions and recommendations in the field of education adopted by UNESCO, and to appeal to Member States to reflect these dimensions in their legal systems, education policies and strategies;
3. ***emphasize*** the legal obligations and political responsibility of Member States to give effect to the inclusive dimensions of the right to education, with a view to promoting inclusive education for all at the national level, and suggest to the ICE to encourage Member States to increase necessary assistance to countries which need it most, cognizant of the fact that Africa is UNESCO's top priority.

4. ***express*** our deep concern about the adverse impact that the global financial crisis may have on the realisation of the right to quality education for all. As mentioned by the South African Minister of Education in the introductory debate of 48th ICE, the financial crisis should not be an excuse for Member States failing to fulfill their obligations. On the contrary, Member States should provide the necessary resources to ensure the full implementation of the right to quality education for all.

Thank you.

## **ANNEXE XX / ANNEX XX / ANEXO XX**

### **LISTE DES INTERVENANTS PRINCIPAUX DANS LES ATELIERS LIST OF SPEAKERS IN THE WORKSHOPS LISTA DE ORADORES PRINCIPALES EN LOS TALLERES**

#### **ATELIER 1 A / WORKSHOP 1 A / TALLER 1 A**

##### **L'éducation pour l'inclusion : approches, orientations et contenu / Inclusive education: approaches, scope and content / La educación inclusiva: enfoques, alcance y contenido**

Contribuer à réaliser l'éducation pour l'inclusion à travers une société plus inclusive /  
Contribute to achieve inclusive education through a more inclusive society /  
Contribuir a alcanzar una educación inclusiva a través de una sociedad más inclusiva

#### **Modérateur / Moderator / Moderador**

- H.E. Mr. Luis GALLEGOS  
Ambassador of Ecuador to United States  
Former Chair of the Ad Hoc Committee on the Convention on the Rights of Persons with Disabilities  
REPUBLIC OF ECUADOR

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Ms. Ana Luiza MACHADO  
Deputy Assistant Director-General for Education  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Mr. ZHOU Ji  
Minister of Education  
PEOPLE'S REPUBLIC OF CHINA
- H.E. Ms. Hajiya Aishatu JIBRIL DUKKU  
Minister of State for Education  
NIGERIA
- Mr. Juan Eduardo GARCÍA HUIDOBRO  
Dean of the Faculty of Education, University Alberto Hurtado, Santiago de Chile  
CHILE
- Ms. Lavinia GASPERINI  
Senior Agriculture Education Officer, Food and Agriculture Organization of the United Nations (FAO), Chairperson of the Education for Rural People EFA flagship partnership and of the FAO, Interdepartmental Working Group on Training  
Rome, ITALY

**Rapporteur / Rapporteur / Relator**

- Ms. Gordana MILJEVIC  
Senior Program Manager  
Education Support Program  
OPEN SOCIETY INSTITUTE

**Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Manuel BELLO  
Dean of Faculty of Education  
Peruvian University Cayetano Heredia, Lima  
COP Focal Point Coordinator for the Andean Region (Latin America)  
PERU

## **ATELIER 1 B / WORKSHOP 1 B / TALLER 1 B**

### **L'éducation pour l'inclusion : approches, orientations et contenu / Inclusive education: approaches, scope and content / La educación inclusiva: enfoques, alcance y contenido**

Augmenter et démocratiser les opportunités d'apprentissage aux divers groupes selon le paradigme de l'éducation en tant que droit / Enhance and democratize learning opportunities to diverse groups within the paradigm of education as a right / Ampliar y democratizar las oportunidades de aprendizaje de diversos grupos en el marco del paradigma de la educación como derecho

#### **Modérateur / Moderator / Moderador**

- H.E. Mr. Don MACKAY  
Ambassador Extraordinary and Plenipotentiary  
Permanent Mission of New Zealand to the United Nations Office of Geneva  
Chair of the Ad Hoc Committee on the Convention on the Rights of Persons with Disabilities  
NEW ZEALAND

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Georges HADDAD  
Director, Division of Higher Education  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Ms. Ishenkul BOLDJUROVA  
Minister of Education and Science  
Chairperson of the Conference of the Ministers of Education of the CIS Countries  
REPUBLIC OF KYRGYZSTAN
- H.E. Ms. Daggubati PURANDESWARI  
Minister of State for Human Resource Development  
INDIA
- Ms. Penelope PRICE  
Chair, Rehabilitation International Education Commission  
AUSTRALIA
- Ms. Diane RICHLER  
President, International Inclusion  
CANADA

#### **Rapporteur / Rapporteur / Relator**

- Ms. Silvina GVIRTZ  
Director of the Master in Education  
School of Education, University of San Andres, Buenos Aires  
COP Focal Point Coordinator for the Southern Cone of the Latin America Region  
ARGENTINA

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Iouri ZAGOUMENNOV  
Director of the Institute of Comparative Education  
Ministry of Education  
COP Focal Point Coordinator for the CIS Region  
BELARUS

## **ATELIER 1 C / WORKSHOP 1 C / TALLER 1 C**

### **L'éducation pour l'inclusion : approches, orientations et contenu /**

### **Inclusive education: approaches, scope and content /**

### **La educación inclusiva: enfoques, alcance y contenido**

Une perspective comparative internationale sur l'élargissement du concept d'éducation pour l'inclusion (éliminer les obstacles, insérer dans le système général, et fournir une éducation interculturelle / bilingue) / An international comparative perspective on broadening the concept of inclusive education (removing barriers, mainstreaming, and intercultural / bilingual education) / Una perspectiva comparativa internacional acerca de la ampliación del concepto de educación inclusiva (eliminación de barreras, integración en escuelas regulares, y educación intercultural/bilingüe)

#### **Modérateur / Moderator / Moderador**

- Ms. Helen PINNOCK  
Education Advisor  
SAVE THE CHILDREN, UK

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Ms. Linda KING  
Director a.i., Division for Promotion of Basic Education  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Ms. Tatjana KOKE  
Minister of Education and Science  
LATVIA
- Mr. Arief RACHMAN  
Executive Chairman, Indonesian National Commission for UNESCO  
INDONESIA
- Mr. Nasser Ali AL-MOUSA  
Education Consultant, Ministry of Education  
KINGDOM OF SAUDI ARABIA
- Mr. Luis Enrique LOPEZ  
Coordinator, Programme of Support to the Quality of Education, German Technical Cooperation Agency  
GUATEMALA

#### **Rapporteur / Rapporteur / Relator**

- Mrs. Helen ABADZI  
Senior Evaluation Officer  
Independent Evaluation Group World Bank  
Washington DC, USA

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Paul MUSHI  
Director of Education  
TANZANIA

## **ATELIER 1 D / WORKSHOP 1 D / TALLER 1 D**

### **L'éducation pour l'inclusion : approches, orientations et contenu / Inclusive education: approaches, scope and content / La educación inclusiva: enfoques, alcance y contenido**

Comprendre, respecter et répondre aux diversités culturelles, sociales et individuelles comme élément clé de l'élargissement du concept de l'éducation pour l'inclusion / Understand, respect and respond to cultural, social and individual diversities as key components in broadening the concept of inclusive education / Comprensión, respeto y respuesta a las diversidades culturales, sociales e individuales como componentes claves en la ampliación del concepto de educación inclusiva

#### **Modérateur / Moderator / Moderador**

- Mr. Gabriele MAZZA  
Directorate of School, Out-of-School and Higher Education  
COUNCIL OF EUROPE

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Ms. Lene BUCHERT  
Chief, Section for Inclusion and Quality Enhancement, Division for Promotion of Basic Education  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Mr. Youssef BELQACEMI  
Director of Strategy, Statistics and Planning  
Ministry of Education  
MOROCCO
- H.E. Ms. Haman ADAMA  
Minister of Basic Education  
CAMEROON
- Ms. Anna Lucia D'EMILIO  
Senior Advisor Education, UNICEF Regional Office for the Americas and the Caribbean  
Panama City, REPUBLIC OF PANAMA
- Mr. Sheldon SHAEFFER  
Director, UNESCO Regional Bureau for Education in Asia and the Pacific  
Bangkok, THAILAND
- Ms. Rosa BLANCO  
Programme Specialist in Special and Initial Education, UNESCO Regional Bureau for Education in Latin America and the Caribbean  
Santiago, CHILE

#### **Rapporteur / Rapporteur / Relator**

- Mr. Kenneth EKLINDH  
Senior Programme Specialist, Section for Inclusion and Quality Enhancement,  
Division for Promotion of Basic Education  
UNESCO

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Hegazi IDRIS  
Programme Specialist, UNESCO Regional Bureau for Education in the Arab States  
Beirut, LEBANON

## **ATELIER 2 A / WORKSHOP 2 A / TALLER 2 A**

### **L'éducation pour l'inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas**

Des politiques publiques pour répondre aux problèmes de pauvreté, de marginalisation, d'inégalité et de travail des enfants / Public policies addressing issues of poverty, marginality, inequality and child labour / Políticas públicas orientadas a abordar los temas de pobreza, marginalidad, desigualdad y trabajo infantil

#### **Modérateur / Moderator / Moderador**

- Mr. Assane DIOP  
Executive Director, Social Protection Sector, International Labour Organization (ILO)  
Geneva, SWITZERLAND

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Steven OBEEGADOO  
Director, Education for All Country Relations, Education Sector  
ADEA Coordinator Working Group on Post-Primary education (WGPPE)  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Ms. Lisbet RUGTVEDT  
State Secretary, Ministry of Education and Research  
NORWAY
- H.E. Ms. Bahia HARIRI  
Minister of Education  
LEBANON
- Mr. Shantanu MUKHERJEE  
Microeconomics Advisor, Poverty Group, United Nations Development Programme (UNDP)  
New York, USA
- Mr. Sergei ZELENEV  
Chief, Social Integration Branch, Division for Social Policy and Development, United Nations  
Department of Economic and Social Affairs (UN-DESA)  
New York, USA

#### **Rapporteur / Rapporteur / Relator**

- Mr. Godswill OBIOMA  
Executive Secretary, National Education Research and Development Council (NERDC)  
NIGERIA

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Teeluck BHUWANEE  
Programme Specialist of Secondary and Technical Education, UNESCO Regional Bureau for  
Education in Africa  
Dakar, SENEGAL

## **ATELIER 2 B / WORKSHOP 2 B / TALLER 2 B**

### **L'éducation pour l'inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas**

La mise en oeuvre des politiques publiques d'éducation pour l'inclusion depuis une perspective comparative internationale / Implementation of public policies on inclusive education from an international comparative perspective / Implementación de las políticas públicas sobre educación inclusiva desde una perspectiva comparativa internacional

#### **Modérateur / Moderator / Moderador**

- Mr. Mark BRAY  
Director  
UNESCO International Institute for Educational Planning (IIEP)

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Massimo AMADIO  
Programme Specialist  
UNESCO International Bureau of Education (IBE)

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Mr. André LAZARO  
Vice-Minister of Education  
BRAZIL
- H.E. Ms. Desrey CAESAR FOX  
Minister within the Ministry of Education  
GUYANA
- Mr. Naser ALSHAIKH  
Assistant Under Secretary for Education  
BAHRAIN
- Ms. Denise NEWNHAM-FELLAY  
Research Consultant  
University of Bath  
UNITED KINGDOM
- Mr. Arquimedes Diógenes CILONI  
Rector, Federal University of Uberlandia  
President of the National Association of Leaders of Federal Institutions of Higher Education  
BRAZIL

#### **Rapporteur / Rapporteur / Relator**

- Ms. Irmeli HALINEN  
Director, Early Childhood and Basic Education Development  
National Board of Education  
COP Focal Point for the Nordic Region  
FINLAND

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Ms. Susan NKINYANGI  
Senior Education Adviser, UNESCO Nairobi Cluster Office  
KENYA

## **ATELIER 2 C / WORKSHOP 2 C / TALLER 2 C**

### **L'éducation pour l'inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas**

Interfaces et synergies entre les politiques d'inclusion sociale, la protection sociale et l'éducation pour l'inclusion, avec une attention particulière à la réalisation des objectifs de l'EPT / Interfaces and synergies between policies on social inclusion, social protection and inclusive education, with a special focus on the attainment of EFA goals / Enlaces y sinergias entre las políticas de inclusión social, protección social y educación inclusiva, con énfasis en el logro de las metas de EPT

#### **Modérateur / Moderator / Moderador**

- Mr. Cor MEIJER  
Director, European Agency for Development in Special Needs Education  
The Hague, NETHERLANDS

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Dendev BADARCH  
Director, UNESCO Moscow Office  
RUSSIAN FEDERATION

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Ms. Sidibe AMINATA DIALLO  
Ministry of Basic Education, Alphabetization and National Languages  
MALI
- H.E. Ms. Ana ORDOÑOZ DE MOLINA  
Minister of Education  
GUATEMALA
- Ms. Susan PETERS  
Associate Professor, College of Education, Michigan State University  
USA
- Mr. Hannu SAVOLAINEN  
Professor, Department of Special education, University of Joensuu  
FINLAND

#### **Rapporteur / Rapporteur / Relator**

- Ms. María Inés AGUERRONDO  
Consultant, Training Unit, UNESCO International Institute for Educational Planning, Buenos Aires Office  
ARGENTINA

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Ms. Vivian HEUNG  
Head, Centre for Special Needs and Studies in Inclusive Education  
Hong Kong, CHINA

## **ATELIER 2 D / WORKSHOP 2 D / TALLER 2 D**

### **L'éducation pour l'inclusion : politiques du secteur public / Inclusive education: public policies / La educación inclusiva: políticas públicas**

Le rôle du gouvernement et ses partenariats avec la société civile et le secteur privé dans la mise en oeuvre des politiques publiques à long terme pour l'élargissement du concept d'éducation pour l'inclusion / The role of government and its partnerships with civil society and the private sector in implementing long-term public policies to broaden the concept of inclusive education / El rol del gobierno y sus alianzas con la sociedad civil y el sector privado en la implementación de políticas a largo plazo para la ampliación del concepto de educación inclusiva

#### **Modérateur / Moderator / Moderador**

- Mr. Vernor Muñoz VILLALOBOS  
Special Rapporteur on the right to education  
Office of the United Nations High Commissioner for Human Rights (OHCHR)  
Geneva, SWITZERLAND

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Vincent DEFOURNY  
Director, UNESCO Brasilia Office  
BRASIL

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Mr. Christian DUPONT  
Minister in charge of Compulsory Education, French Community  
BELGIUM
- H.E. Ms. Franka ALEXIS-BERNADINE  
Minister of Education and Human Resources  
GRENADA
- H.E. Ms. Anna ZHVANIA  
Deputy Minister, Ministry of Education and Science  
GEORGIA
- Mr. Mamadou NDOYE  
Education Expert  
SENEGAL
- Mr. Salvano BRICEÑO  
Director, United Nations International Strategy for Disaster Reduction (ISDR)  
Geneva, SWITZERLAND

#### **Rapporteur / Rapporteur / Relator**

- Mr. Paolo FONTANI  
Programme Specialist, UNESCO Kingston Office  
JAMAICA

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Min BAHADUR BISTA  
Programme Specialist, UNESCO Beijing Office  
CHINA

**SYNTHÈSE DES ATELIERS 1 ET 2  
SYNTHESIS OF WORKSHOPS 1 AND 2  
SÍNTESIS DE TALLERES 1 Y 2**

**Modérateur / Moderator / Moderador**

- H.E. Mr. Abdulsalam M. AL-JOUFI  
Chair of the 48<sup>th</sup> session of ICE  
Minister of Education  
YEMEN

**Assistant modérateur / Moderator assistant / Asistente Moderador**

- Mr. Firmin Edouard MATOKO  
Director, UNESCO Quito Office  
ECUADOR

**Rapporteur / Rapporteur / Relator**

**Rapporteur, Workshop 1**

- Mr. Sheldon Shaeffer  
Director, UNESCO Regional Bureau for Education in Asia and the Pacific  
Bangkok, THAILAND

**Rapporteur, Workshop 2**

- Ms. Irmeli HALINEN  
Director, Early Childhood and Basic Education Development  
National Board of Education  
COP Focal Point for the Nordic Region  
FINLAND

**Joint Expert Group UNESCO (CR)/ECOSOC (CESCR)**

- Mr. Eibe RIEDEL  
Member,  
Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to  
Education

## **ATELIER 3 A / WORKSHOP 3 A / TALLER 3 A**

### **L'éducation pour l'inclusion : systèmes, liens et transitions / Inclusive education: systems, links and transitions / La educación inclusiva: sistemas, interfaces y transiciones**

Les opportunités d'apprentissage tout au long de la vie dès la petite enfance (système formel et non-formel) pour atteindre les groupes exclus / Life-long learning opportunities from childhood onwards (formal/non formal provisions) in reaching out to the excluded groups / Oportunidades de aprendizaje a lo largo de la vida desde la niñez en adelante (ofertas formales/no formales) para alcanzar a grupos excluidos

#### **Modérateur / Moderator / Moderador**

- Mr. Rumyan RUSSINOV  
Deputy Director, Roma Education Fund  
HUNGARY

#### **Assistant modérateur / Moderator Assistant / Asistente Moderador**

- Mr. Mark RICHMOND  
Director, Division for the Coordination of UN Priorities in Education  
UNESCO

#### **Intervenants principaux / Speakers / Oradores principales**

- H.E. Im SETHY  
Minister of Education  
KINGDOM OF CAMBODIA
- H.E. Ms. Rosalie KAMA-NIAMAYOUA  
Minister of Primary and Secondary Education, Responsible for Literacy  
Chairperson of the ADEA Bureau of African Ministers  
REPUBLIC OF CONGO BRAZZAVILLE
- H. E. Dr. Ali Al-Saad  
Minister of Education  
Syrian Arab Republic
- Ms. Kathy BARTLETT  
Co-Director, Education Programme, Aga Khan Foundation  
SWITZERLAND
- Mr. Adama OUANE  
Director  
UNESCO Institute for Lifelong Learning (UIL)

#### **Rapporteur / Rapporteur / Relator**

- Ms. Denise VAILLANT  
Coordinator of the Network GTD-PREAL  
(Working Group on the Professional Development of Teachers in Latin America)  
URUGUAY

#### **Assistant rapporteur / Rapporteur Assistant / Asistente Relator**

- Mr. Rolands OZOLS  
Consultant of Education Programmes of the Latvian National Commission  
for UNESCO and for the ICE  
LATVIA

## **ATELIER 3 B / WORKSHOP 3 B / TALLER 3 B**

### **L'éducation pour l'inclusion : systèmes, liens et transitions /**

### **Inclusive education: systems, links and transitions /**

### **La educación inclusiva: sistemas, interfaces y transiciones**

Le rôle d'un curriculum flexible et pour le développement des capacités (système formel et non-formel à différents niveaux d'éducation) comme une transition vers le monde du travail / Role of skills development and a flexible curriculum (formal/non formal provisions at different educational levels) in the transition to work / Los roles atribuidos al desarrollo de habilidades y a un currículo flexible (ofertas formales/no formales en los diferentes niveles educativos) en la transición hacia el trabajo

#### **Modérateur / Moderator / Moderador**

- Ms. Rita BISSOONAUTH  
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## **ATELIER 4 A / WORKSHOP 4 A / TALLER 4 A**

### **L'éducation pour l'inclusion : apprenants et enseignants / Inclusive education: learners and teachers / La educación inclusiva: educandos y docentes**

Le soutien et l'engagement envers les apprenants et les enseignants et leur motivation comme facteur déterminant pour atteindre l'éducation pour l'inclusion / Support to, engagement with and motivation of learners and teachers as key factors to attain inclusive education / Apoyo, compromiso y motivación de estudiantes y maestros como factores clave en el logro de la educación inclusiva

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## **ATELIER 4 B / WORKSHOP 4 B / TALLER 4 B**

### **L'éducation pour l'inclusion : apprenants et enseignants / Inclusive education: learners and teachers / La educación inclusiva: educandos y docentes**

Les défis de l'éducation pour l'inclusion à l'échelle de l'école et de la salle de classe (pratiques fondées sur des exemples) / The challenges of inclusive education at the school and classroom levels (evidence-based practices) / Los desafíos de la educación inclusiva a niveles de la escuela y del aula (prácticas basadas en la evidencia)

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SÍNTESIS DE TALLERES 3 Y 4**

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## ANNEX XXI

### LIST OF SPONSORS AND DONORS

The organization of the 48<sup>th</sup> session of the International Conference on Education has benefited from the support (in the form of intellectual and/or financial contributions) of a wide range of partners, including governments, ministries of education, the UNESCO National Commissions, organizations of the United Nations System, intergovernmental organizations, international non-governmental organizations, foundations, the private sector as well as research and academic institutions in a number of countries. UNESCO-IBE wishes to acknowledge all these valuable contributions. The UNESCO-IBE would also like to express its sincere thanks to the authorities of Cameroon, Indonesia and Latvia for having contributed to the organization of the regional preparatory conferences.

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## ANNEX XXII

### LIST OF DOCUMENTS FOR THE 48<sup>th</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION

#### Working documents

ED/BIE/CONFINTED 48/1	Provisional Agenda
ED/BIE/CONFINTED 48/2	Proposed Organization of the Work of the Conference
ED/BIE/CONFINTED 48/3	Reference Document: “Inclusive Education: The Way of the Future”
ED/BIE/CONFINTED 48/4	General Presentation of the 48 <sup>th</sup> session of the ICE
ED/BIE/CONFINTED 48/5	Conclusions and Recommendations of the 48 <sup>th</sup> session of the ICE

#### Information documents

ED/BIE/CONFINTED 48/Inf.1	Provisional List of Participants
ED/BIE/CONFINTED 48/Inf.2	“Inclusive Education Issues: Contributions to the Workshops’ Discussions”
ED/BIE/CONFINTED 48/Inf.3	“Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges. ICE Preparatory Workshops and Conferences in Inclusive Education”
ED/BIE/CONFINTED 48/Inf.4	A Typology of Out-of-school Children to Improve Policies that Address Exclusion

## ANNEXE XXIII / ANNEX XXIII / ANEXO XXIII

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Mr Vernor Muñoz VILLALOBOS  
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Mr. Iouri ZAGOUMENNOV  
Director of the Institute of Comparative Education,  
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### **Invités / Guests / Invitados**

#### **Ninth Meeting of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) On the Monitoring of the Right to Education / Neuvième réunion du Groupe conjoint d'experts UNESCO (CR)/ECOSOC (CESCR) sur le suivi du droit à l'éducation**

Ms. Virginia BONOAN-DANDAN  
Chairperson, Committee on Economic, Social and  
Cultural Rights, College of Fine Arts, University of  
the Philippines, Quezon City, Philippines

Mr. Brian FIGAJI  
Professor, Member of the Executive Board,  
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H.E. Mr. José Duarte RAMALHO ORTIGÃO  
Ambassador, Permanent Delegate of Portugal to  
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Mr. Eibe RIEDEL  
Member, Committee on Economic, Social and  
Cultural Rights; Professor, University of Mannheim,  
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### **Lauréats Comenius / Comenius Laureates**

Ms. Samira AL SAAD  
Kuwait

Ms. Laila KARAM EL-DIN  
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Sr. Daniel Fernando FILMUS

Argentina  
Mr. Phillip HUGHES

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Mr. Basu Dev KAFLE  
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## Table ronde / Round Table

### “From Theory to Practice: Young People address Ministers of Education on Policies and Ground Realities” / « De la théorie à la pratique : des jeunes s’adressent à des ministres de l’éducation sur les politiques du gouvernement et les réalités du terrain »

S.E. Sra. Eva ALMUNIA BADIA  
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España

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Conseiller d’Etat en charge du Département de  
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H.E. Mr. Ali SAAD  
Minister of Education, Syrian Arab Republic

S.E. Sr. Raul VALLEJO CORRAL  
Ministro de Educación, Ecuador

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Assistant Director-General for Education,  
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Mr. Tim SEBASTIAN  
Journalist, BBC, London, UK

Mr. Hindou Ouéarou BRAHIM  
Coordinator, Association of Female Autochthonous  
People from Chad

Ms. Kamar EID  
Student, Palestine and Lebanon

Mr. Kentaro FUKUCHI  
Officer, Red Cross Society, Japan

Ms. Abir KASSEM  
Project Coordinator, Community Learning Centre,  
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Mme Anik KOHLI  
Member of the UN Youth Delegates, Switzerland

Mr. Victor PINEDA  
Economist and Doctoral Student, University of  
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Ms. Natalia-Maria VLADA BUGA  
President, Association of Students with Disabilities,  
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Secrétaire Générale du CBI

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Enseignante de musique (chorale invitée), Genève,  
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Ms. Jennifer HUGHES  
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## ANNEXE XXIV / ANNEX XXIV / ANEXO XXIV

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