

## **INCLUSION AT WORK**

### **Group of national experts on special educational needs**

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Inclusive education is more than a technical process. It is a fundamental right emphasised by the UN convention on the rights of persons with disabilities voted in December 2006; for education systems it implies the need to reconsider education law and policy holistically for all students, so the needs of all students can be met. Inclusive education brings therefore benefits to all students; disabled and non disabled. Its implementation requires action at policy level, school level and classroom level (OECD, 1999).

At policy level, inclusive education depends on:

- Legal framework forbidding schools any form of discrimination.
- Funding models encouraging regular schools to keep students with disabilities in mainstream schools.
- systems of public accountability for schools including students with special needs in their assessment frameworks.
- Training systems enabling teachers and other professionals to cope with diversity and to apply differentiated pedagogies.

At school level, sustainable inclusive education requires schools to include diversity in their policy and action plans. Including diversity in the schools' policies call for :

- Partnership with support services empowering the school and the teachers to become their own problem solvers.
- Outcome based curriculum development promoting a high level of adaptability of curricula and organisation and support.
- A schooled based individualized pupils assessment enabling to identify the needs that have to be met.
- Effective and coherent transition opportunities promoting effective pathways.

At classroom level, implementing sustainable inclusive education requires a supportive environment for students, teachers and families. This supportive environment depends on:

- Effective multidisciplinary teamwork enabling a holistic educational approach
- a reduced adult to students ratio.
- a part time or a full time presence of a classroom assistant.
- Flexibility in class size and composition.
- Curriculum differentiation and development of appropriate teaching materials.
- Community and parental involvement to support disabled students both in the classroom and at home.