

CONFÉRENCE
DE COMPARAISONS
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#CCI_Handicap

ÉCOLE INCLUSIVE
POUR LES ÉLÈVES EN
SITUATION DE HANDICAP

Promoting equity within a competitive education system: lessons from England

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

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

The search for excellence and equity

‘.... the highest performing education systems across OECD countries are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential (fairness) and that that all individuals reach at least a basic minimum level of skills (inclusion). In these education systems, the vast majority of students have the opportunity to attain high level skills, regardless of their own personal and socio-economic circumstances.’ OECD, 2012

'Taking an inclusive turn'

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

➤ Making education systems inclusive

1. Within-school factors
1. Between-school factors
2. Beyond-school factors

Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) *Developing Equitable Education Systems*. London: Routledge

➤ 1. Within-school factors



'School improvement with attitude'

- Schools know more than they use
- Teachers collaborating in sharing expertise
- The development of a language of practice
- Inquiry leads to 'interruptions'
- Overlooked possibilities for moving practice forward

Leadership practice

- Strengthening social capital
- Encouraging an inquiring stance
- Using difference as a resource
- Dealing with turbulence
- Promoting inclusive values

➤ 2. Between-school factors



Effective school-to-school partnerships

- Shared responsibility for improving outcomes
- Mutually supportive relationships, particularly between senior staff
- Involvement at different levels of the schools
- Occasional involvement of an ‘outsider’ who can help facilitate collaboration
- Using differences to challenge thinking and practice

Ainscow, M. (2015) *Towards self-improving school systems: lessons from a city challenge*. London: Routledge

➤ 3. Beyond-school factors



The principles behind children's zones

- Doubly holistic approach:
 - cradle to career support
 - across all of the contexts in which children learn and develop
- Focus on a coherent area
- Based on a thorough analysis of the area's distinctive dynamics
- Range of partners and resources – including but not restricted to schools
- Autonomous area-based governance

Dyson, A. and Kerr, K. (2013) *Developing children's zones for England: What's the evidence?* London: Save the Children

Key messages:

- Clarity regarding what is meant by inclusive education
- Mobilising human resources
- Evidence as a stimulus for developing more inclusive practices
- Organisational cultures that view student diversity positively
- Schools working together and with the wider community
- National policies that create a framework for making this happen

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



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