# DRAFT CONCLUSIONS and RECOMMENDATIONS

The Organising Committee is pleased to share the draft Conclusions and Recommendations of the ICIE 2018.

The Draft Conclusions and Recommendations are available for comments and feedback. Responses received till Friday, 7 December, 2018 will be considered while finalizing the Conclusions and Recommendations. Please send in your feedback to icie2018@amarjyotirehab.org

The conclusions of the three day conference are summarized under the following domains:

DOMAINS		
POLICY	SYSTEMS ISSUES	TEACHER EDUCATION
PEDAGOGY	DATA and RESEARCH	COLLABORATIONS
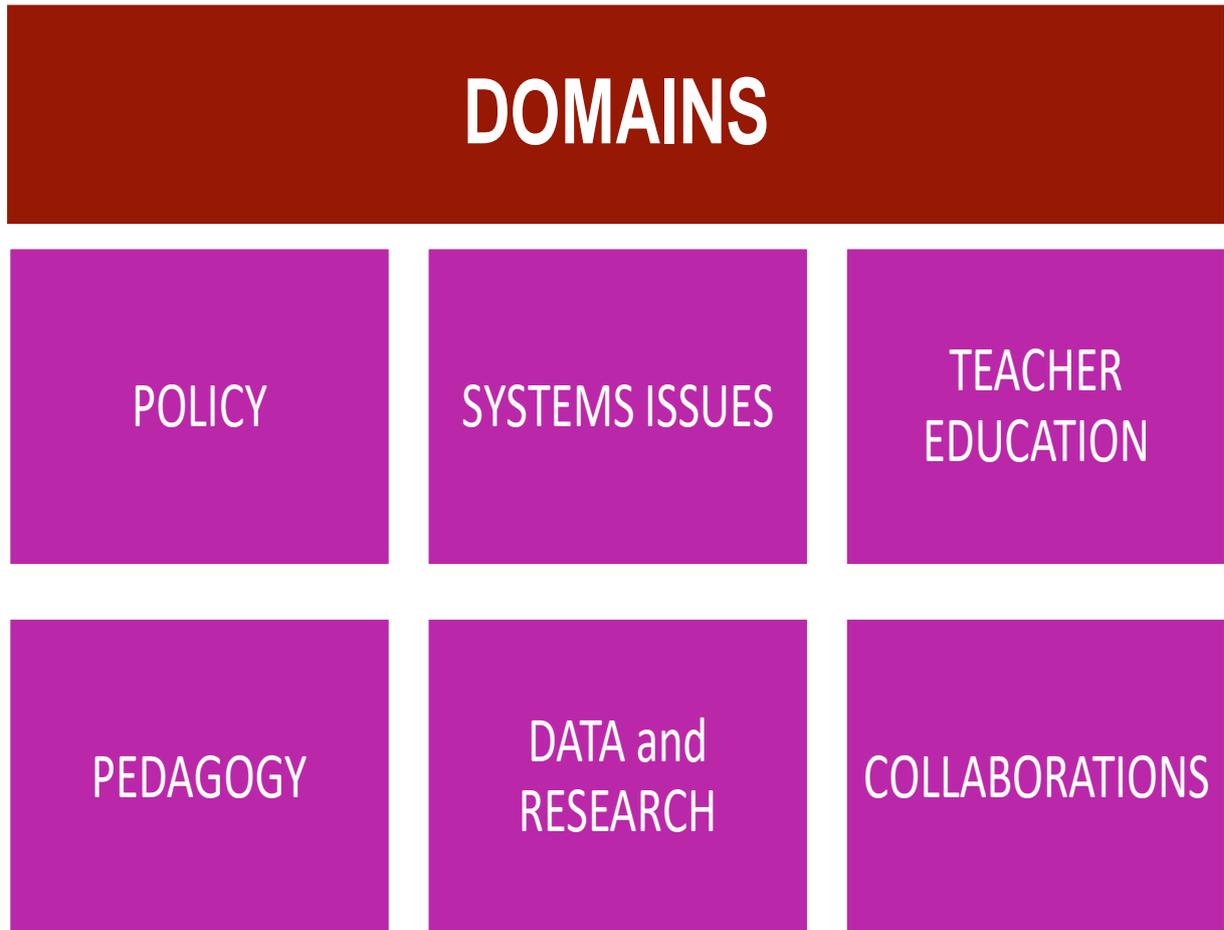
Policy

- Countries have good education policies. However, many do not include implementation plans to ensure inclusion.

- Stakeholder consultations before policy formulation are either non-existent or not effective.

- Policies need to adopt a human-rights approach.

- Lack of reliable data on "inclusion" affects evidence-based policy making.

- Policies are often "domain/sector based". Multi-sectoral and inter-sectoral considerations and linkages in education policy are often weak or a missing link.

- Feedback mechanisms to inform policy revision at regular intervals need to be strengthened.

- Implementers and the community including persons with disabilities are generally unaware of their rights and responsibilities defined in educational policies.

System Issues

- Budget lines for inclusive education are either not available or insufficient.

- Opportunities for professional development in IE are limited.

- There is need to establish model schools that can act as demonstration models and resource centres.

- As education systems evolve, countries should consider appropriate placement of special educators in their respective systems as required.

- Insufficient attention is given to rural and marginalised communities.

- Management Committees of schools and other educational institutes often do not have representatives from parents of children with disabilities/persons with disabilities.

- Although there is evidence to prove that children from inclusive early childhood centres do better academically and socially in inclusive primary education, in terms of implementation, it is an exception rather than a rule.

Teachers Education

- Current teacher training programmes give insufficient attention to inclusive education, including soft skills.

- Hands-on training and working with children with disabilities is weak in teachers' training programmes.

- Systems are generally weak in facilitating development of higher level master trainers in IE.

- Support systems to enable trained teachers to perform optimally need to be provided.

- In-service teachers training programmes are usually confined to signs and categories of disabilities.

- There is little planning/implementation for scaffolding and developing a constructive approach to inclusive education.

- There are limited options for observation in model IE schools for in-service teachers

Pedagogy

- Inclusive education is generally viewed as a vertical initiative with little or no synergy with the general education pedagogy.

- Special educators and co-teachers often pay attention only to activities of daily living and less attention is given to academic support.

- Pre-inclusion activities for teachers, learners and families are limited.

- The use and contextualisation of technology, both hi-tech and low cost is limited.

- There is no space for curriculum adaptation, differentiated instructions or alternate forms of assessment/evaluation.

- The importance of social, emotional learning as part of the mainstream curriculum is underemphasized.

- In the co-scholastic/curricular domain, opportunities for participation in sports, arts and fine arts, recreation are limited.

- Teacher competency for assessment of learning readiness/style is limited.

- Teacher facilitated peer assisted learning and participatory activities on an universal design mode, are restricted in application in most schools.

Data and Research

- Capacity, funding and opportunities for research on inclusive education is limited.

- There is insufficient understanding of evidence-based practices that promote inclusion.

- There is limited operational research to address gaps in policy and implementation. Current research in IE generally focusses on situational analysis.

- Interpretation of the mandated definitions of disabilities is varied. This leads to skewed data and inappropriate categorisation.

- Data on drop-out, transition and academic achievement rates of students with disabilities are generally not readily available and not always inclusive.

Collaborations

- Initiatives for inclusive education both in public and private sector are often implemented by stakeholders in silos. This leads to inefficient use of resources.

- There is inadequate collaboration between educational institutions, communities, governance structures and families to ensure efficacy of inclusive education.

- The involvement of DPOs, local elected governments and civil society in the planning and functioning of educational institutions is limited.

- Available resources from corporate/private sector are underutilized for inclusive education initiatives.

- Forums for collaboration between policy makers/ implementers and researchers are limited.

Recommendations

- National education policies should include implementation plan to ensure effective inclusive education (IE).

- Multi-sectoral and inter-sectoral linkages should be promoted to create greater awareness among implementers and community about rights and responsibilities under various policies.

- Dedicated resources should be earmarked to promote IE especially among rural and marginalized communities, for teacher training and for establishing model IE-schools.

- IE should be effectively assimilated into the general education system.

- Teachers' training programmes, including those for master trainers, should be strengthened to include soft skills, social/emotional learning for IE.

- Ensure adequate provision of support systems and services for mobility and independent functioning for learners with disabilities.

- Provide flexibility in curriculum and evaluation and promote co-scholastic opportunities for participation by all learners.

- Ensure UDL mode becomes a norm.

- Provide evidence based practices to propagate IE.

- Encourage research to address gaps in policy and implementation.

- Strengthen data systems to capture information on dropout, transition and academic achievement rates of all learners

- Establish mechanisms to promote collaboration between educational institutes, communities, families and local government to ensure effective implementation of IE.

- Establish National and International Academies to promote IE.

- Involve corporate sector to provide resources for IE.

- Establish mechanisms to ensure inter-sectoral collaboration in policy making and implementation