

**QUALITY AND EQUITY
TO
IMPROVE INCLUSION FOR ALL**

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Legal framework improving rights and equal opportunities

•Non discrimination legislation

- Promoting participation to economical, political and social activities
- Increasing society's receptivity to diversity
- improving schools and institutions responsibility in matter of rights and equal opportunities
- Labelling the resources and the provision instead the individuals

Policies aiming citizens' full and active participation

- **by Activation of learning potentials**
- **By developing lifelong learning opportunities (transitive societies)**
- **By moving from special education to educational needs in order to improve access to education, employment and citizenship**

Funding policies enabling individuals as well as society's receptivity

- **individualised ways of fundings empowering individuals to participate and to fulfill their expectations**
- **Enabling schools's psychological, physical and social accessibility through accessibility action plans**
- **Focusing on quality of education and support and individuals future instead of compensation of an impairment**

Reliable and comparable Statistical data system to

- identify public health problems, to treat them and prevent disabilities (early intervention, poverty)
- identify educational needs requiring responses and resources
- Plan policies and define action plans in order to deliver appropriate support and resources
- To monitor policies with regard on access to rights, cost effectiveness, quality, effectivity

An education system

- **Aiming each student's success and not exclusively access**
- **Favouring supportive environments (support mechanisms, school as learning organisations, teacher training, ratio teacher/pupils...)**
- **Articulating education, employment and health issues to enable students to become actively professionally and socially included**

Schools

- Including diversity in their strategy
- Assessing students' needs to build a personal learning and development plan
- Developing Multidisciplinary teamwork including families and supports
- Promoting coherent educational strategies and cohesive practices through a high level of adaptability of curricula and organisation

A supportive environment in the classroom through

- **Trained teachers and supports able to cope with diversity of profiles and needs**
- **Teacher/ pupils ratio (success chances are increased by 4)**
- **Appropriate personal supports if needed by students**
- **Effective and coherent cooperation between teachers, families and supports (social network for effective and secure pathing)**

A supportive environment through effective and coherent transitions opportunities

- Continuity for a processual approach of Inclusion
- Continuity to consider the individual through an educational perspective assuming abilities having to be developed
- Continuity to enable students considering themselves able to cope with changing situations and in movement
- Continuity, a key factor to empower the individual to disempower the impairment

A supportive environment by looking at the affiliation effect of participation opportunities and supports (UN convention)

- **Enabling effect of practices**
 - ability to decide, to take responsibility, to assume it given by choice opportunities or information
 - Social capital given through partnerships
- **Sense of independence given by participation opportunities and social involvement (ability to consider himself as able)**
- **Sense of existing given by forms of social recognition experimented by individuals and families (rights improvement, attitudes,...)**

Equity and quality issues, a key factor to transform

- the school system by inviting to cope with diversity and to focus on each student's success
- The teaching practices by leading to take into account students' past, present and future
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- the understanding of disability by focusing on the needs and the expectations instead of the impairment
- Inclusion as a collective process against invisibilisation of each individual

Thank you

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Some publications

- **Inclusion at work, Paris, OECD, 1999**
- **Disability at higher education, Paris, OECD, 2003**
- **Equity in education, Paris, OECD, 2005**