Key message 2
INCLUSIVE EDUCATION BENEFITS ALL

- There is increasing recognition across Europe, and more widely at international level, **that moving towards inclusive policy and practice in education is an imperative**.

- The Council conclusions on the social dimension of education and training state that: **'Creating the conditions required for the successful inclusion of pupils with special needs in mainstream settings benefits all learners'**

- (Council of the European Union, 2010, p. 5).

INCLUSIVE EDUCATION BENEFITS ALL

- **The Commission of the European Communities' Green Paper on Migration and Mobility** underlines that:

- **Schools must play a leading role in creating an inclusive society**, as they represent the main opportunity for young people of migrant and host communities to get to know and respect each other … linguistic and cultural diversity may bring an invaluable resource to schools

- (Commission of the European Communities, 2008, p. 1).

INCLUSIVE EDUCATION BENEFITS ALL

- **The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009)** clearly indicates that **inclusive education is a question of equity and is therefore a quality issue impacting upon all learners**.

- Three propositions regarding inclusive education are highlighted**:**

- **inclusion and quality are reciprocal**;

- **access and quality are linked and are mutually reinforcing**;

- **and quality and equity are central to ensuring inclusive education**.

INCLUSIVE EDUCATION BENEFITS ALL

- A number of Agency projects have also focussed on this issue.

- **The report on the Agency's Raising Achievement for All Learners (RA4AL)** conference (European Agency, 2012c) highlights that **issues surrounding the definition of inclusion have become increasingly important**, but that there appears to be growing agreement on **the need for a rights-based approach to develop greater equity and social justice and to support the development of a non-discriminatory society**.

- The debate about inclusion has, therefore, broadened from one that used to focus on relocating children described as having special educational needs into mainstream schools, to one that **seeks to provide high-quality education – and consequent benefits – for all learners**.

therefore..

- As more countries move to a wider definition of inclusive education, **diversity is recognised as 'natural' in any group of learners** and inclusive education can be seen as a means of raising achievement through the presence (access to education), participation (quality of the learning experience) and achievement (learning processes and outcomes) of **all learners**
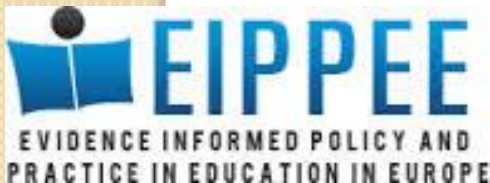
INCLUSIVE EDUCATION BENEFITS ALL

- Challenging the idea that including all learners may somehow be detrimental to high achievement, the **Organisation for Economic Co-operation and Development (OECD, 2011)** shows that **improving the lowest performing students does not have to be at the expense of higher performers**. The findings of the UNESCO report Learning Divides (Willms, 2006) also provide evidence that **strong school performance and equity can go hand-in-hand** and that **countries with the highest levels of performance tend to be those that are successfully raising the achievement of all learners** (European Agency, 2012d).

INCLUSIVE EDUCATION BENEFITS ALL

According to the **Agency's RA4AL report**, Farrell and colleagues (2007) … found a small body of research to suggest that **placing learners with SEN in mainstream schools has no major adverse consequences for all children's academic achievement, behaviour and attitudes**. A systematic review of the literature commissioned by **the Evidence for Policy and Practice Initiative (EPPI) (Kalambouka et al., 2005)** also found that, in general, **there are no adverse effects on learners without SEN when learners with special needs are included in mainstream schools** (European Agency, 2012d, p. 8).

INCLUSIVE EDUCATION BENEFITS ALL

- Several studies outline the benefits of inclusion for learners without disabilities. These benefits include:

- **1)increased appreciation and acceptance of individual differences and diversity**,

- **2)respect for all people**,

- **3)preparation for adult life in an inclusive society and opportunities to master activities by practising and teaching others**.

- Such effects are also documented in recent research, for **example Bennett and Gallagher (2012) (European Agency, 2012d, p. 8).**

- furthermore….

INCLUSIVE EDUCATION BENEFITS ALL

- The positive impact of inclusive placements on learners with disabilities is noted by research such as **MacArthur et al. (2005) and de Graaf et al. (2011)**. This includes

  improved social relationships and networks,

- **peer role models**,

- **increased achievement,**

- **higher expectations,**

- **increased collaboration among school staff and improved integration of families into the community**

- (European Agency, 2012d, p. 8).

INCLUSIVE EDUCATION BENEFITS ALL

- Further benefits may include **access to wider curriculum opportunities and recognition and accreditation of achievement.**

- Consideration should be given to improving the **organisation of 'spaces' for learning and providing more opportunities for learners to discover talents in a range of areas beyond academic learning** (ibid., p. 25).

INCLUSIVE EDUCATION BENEFITS ALL

- Research **by Chapman et al. (2011)** focused specifically on:

- leadership that promotes achievement for learners with SEN/disability and suggested that

- **the presence of a diverse student population can, under the right organisational conditions, stimulate collaborative arrangements and encourage innovative ways of teaching hard to reach groups** (European Agency, 2012d, p. 21).

'What is good for pupils with SEN is good for all pupils'

- This statement made in the **Agency publication Inclusive Education and Classroom Practice (European Agency, 2003, p. 33)** has, since that time, been frequently reiterated in Agency work.

- For example, the same study highlighted that:

- **peer tutoring or co-operative learning is effective in both cognitive and affective (social-emotional) areas of pupils' learning and development**. Pupils that help each other, especially within a system of flexible and well-considered pupil grouping, profit from learning together (ibid., p. 23)

'What is good for pupils with SEN is good for all pupils'

All students – including students with SEN – demonstrate improvements in their learning with systematic monitoring, assessment, planning and evaluation of their work
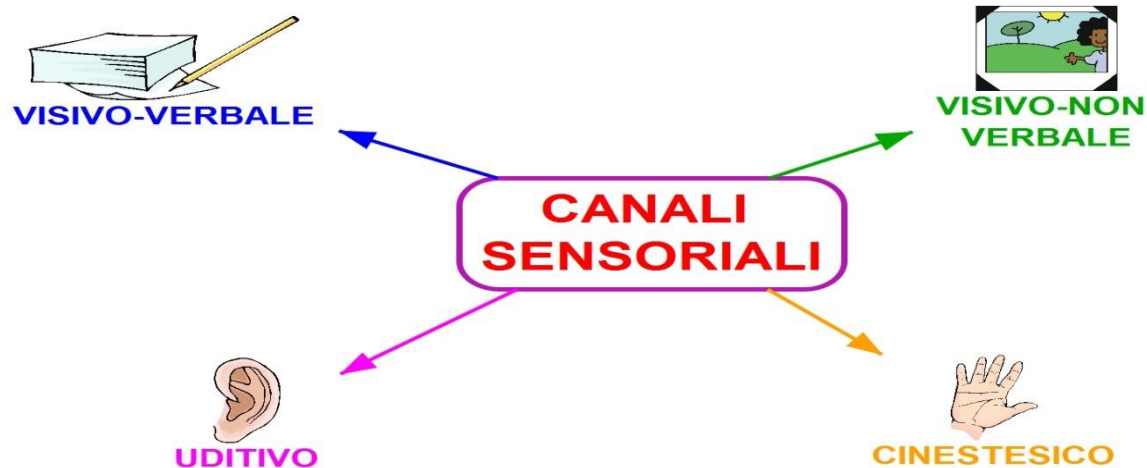
- (European Agency, 2005, p. 8)

'What is good for pupils with SEN is good for all pupils'

- **All students benefit from co-operative learning**:
- the student who explains to the other student retains information better and for longer and the needs of the student who is learning are better addressed by a peer whose level of understanding is only slightly higher than his or her own level
- (ibid., pp. 18–19).

Differentation is also important....

- **The RA4AL report** states that:
- **a system that allows learners to progress towards common goals, but through different routes, using different styles of learning and assessment, should be more inclusive and raise the achievement of all learners**
- (European Agency, 2012d, p. 25).

the process of differentiation needs careful consideration..

- Agency work on **Assessment in Inclusive Settings** also notes **the need to involve all learners and parents/families in both the learning and the assessment process** (Watkins, 2007).

- The same report points out that **the process of differentiation needs careful consideration**. Although it may also be associated with individualisation and personalisation and seen as a way to meet more specific individual or group needs, it often remains teacher-centred rather than learner-led. **Personalisation needs to start with the needs and interests of all learners**.

Technology for all

- In the Agency's more recent **i-access project**, it is noted that the **benefits of assistive technology or 'enabling technology' often prove useful for a large variety of users.**

- 'Accessibility benefits users with disabilities and/or special educational needs and may often benefit all users' (European Agency, 2012e, p. 22).