

Inclusive Education and Quality Assurance – The International Perspective

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All children are different....

...so all schools are inclusive



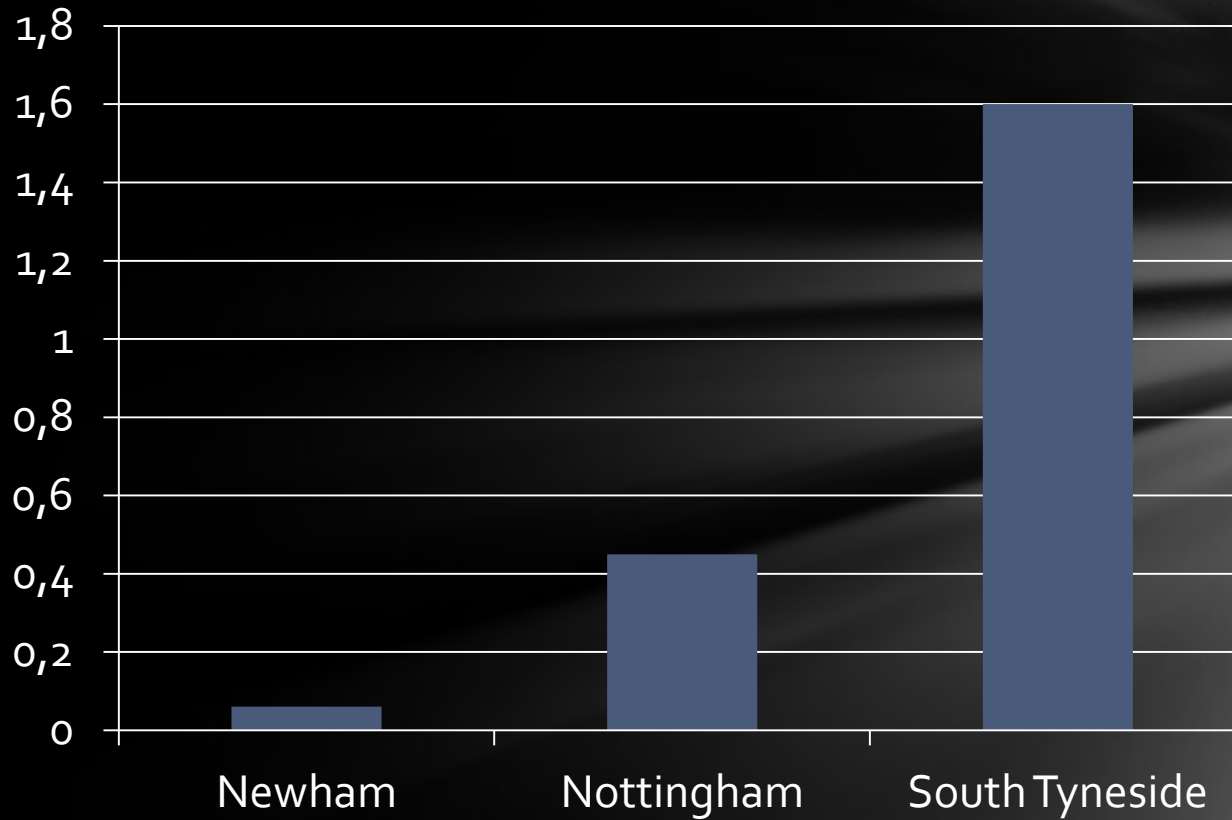
Decisions about who is 'special' are arbitrary

Norway 0.3%

England 1.2%

Germany 4.8%





% of students in segregated settings in different local authorities (CSIE, 2005)

So, do 'inclusive' schools do anything different?

RESEARCH

Inclusion and Pupil Achievement

Alan Dyson, Peter Farrell, Filiz Polat and Graeme Hutcheson
University of Manchester
and
Frances Gallannaugh, University of Newcastle

Flexible provision

Careful assessment
& monitoring

Adult support



Commitment to
inclusion

Strategies for
achievement

High-quality teaching
in special settings

Flexible pedagogy
in mainstream classes

BUT...

'Inclusive' schools differ

Provision is not fully inclusive

There is no 'magic' practice



Achievement matters

Progress varies

Not everyone agrees with inclusion

Behaviour is a problem

How can the system help schools to be inclusive?

Flexible
curriculum

Appropriate
assessment

Support services
for schools and
children

Inclusion
embedded in
policy

Process of
change towards
inclusion

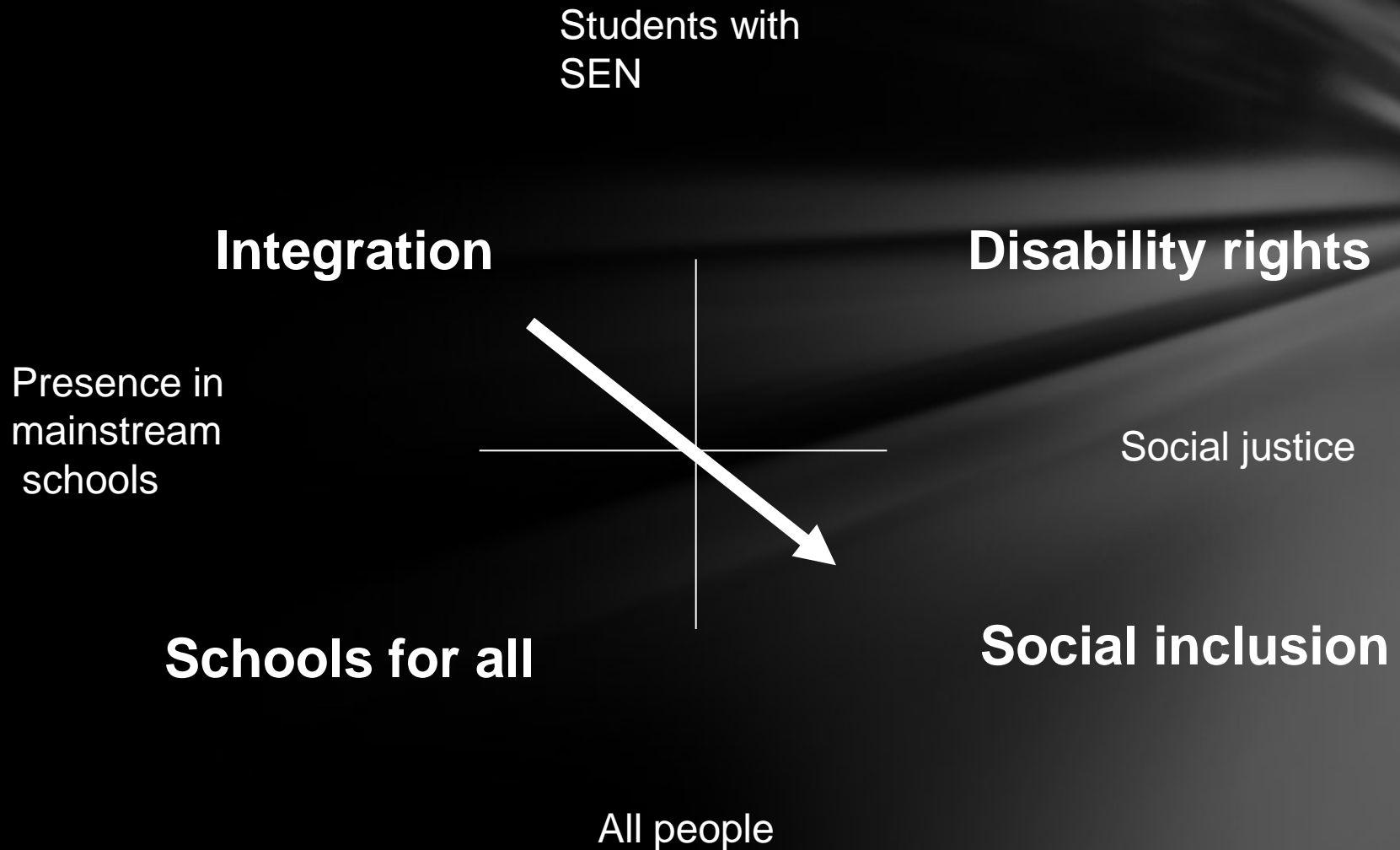
Finance
supporting
inclusion

Involvement of
Families

Training for
teachers

Management of
transitions within
the system

Broadening the focus...



Across Europe...

Children from disadvantaged backgrounds:



Go to the poorest schools

Have the poorest health

Achieve the poorest education outcomes

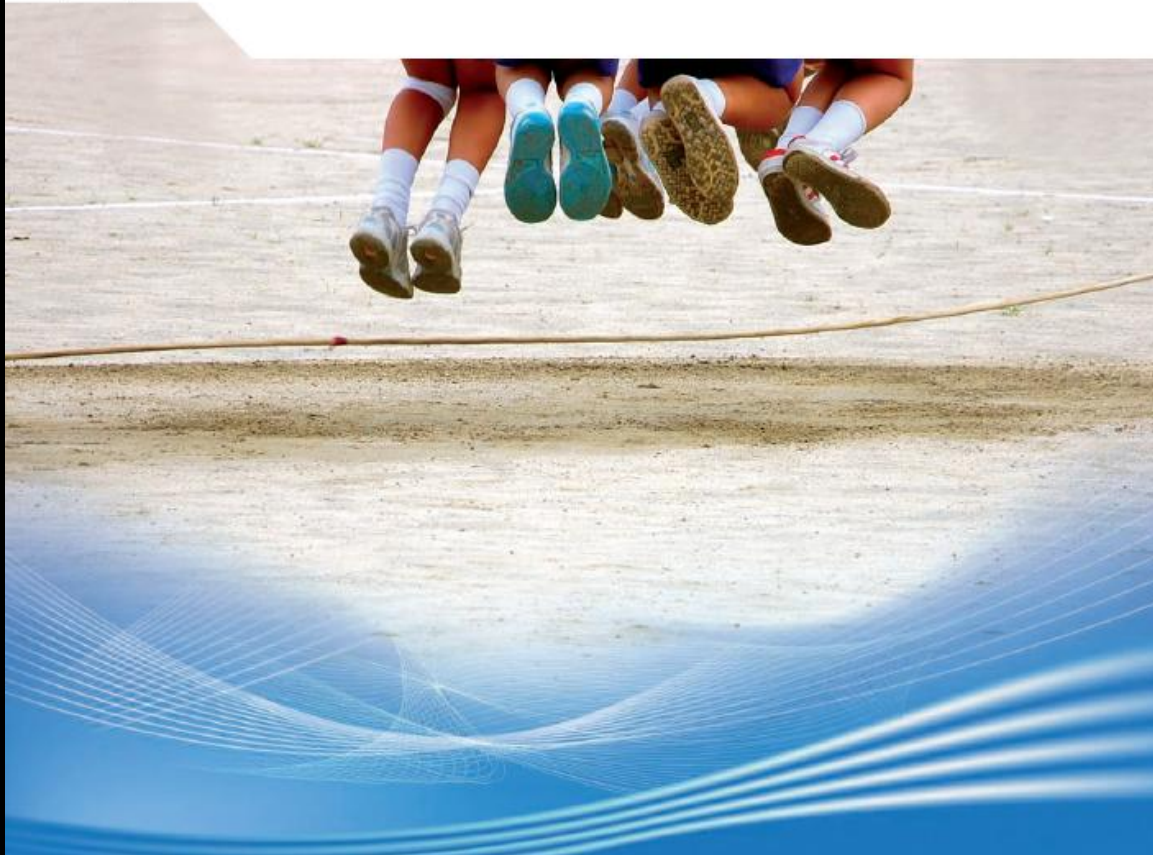
Have the most limited life chances

Stay poor



Equity and Quality in Education

SUPPORTING DISADVANTAGED STUDENTS
AND SCHOOLS



Strengthen and support school leadership

Ensure effective classroom learning strategies

Prioritise linking schools with parents and communities

Attract, support and retain high quality teachers

Stimulate a supportive school climate and environment for learning

Manage school choice to avoid segregation and increased inequities

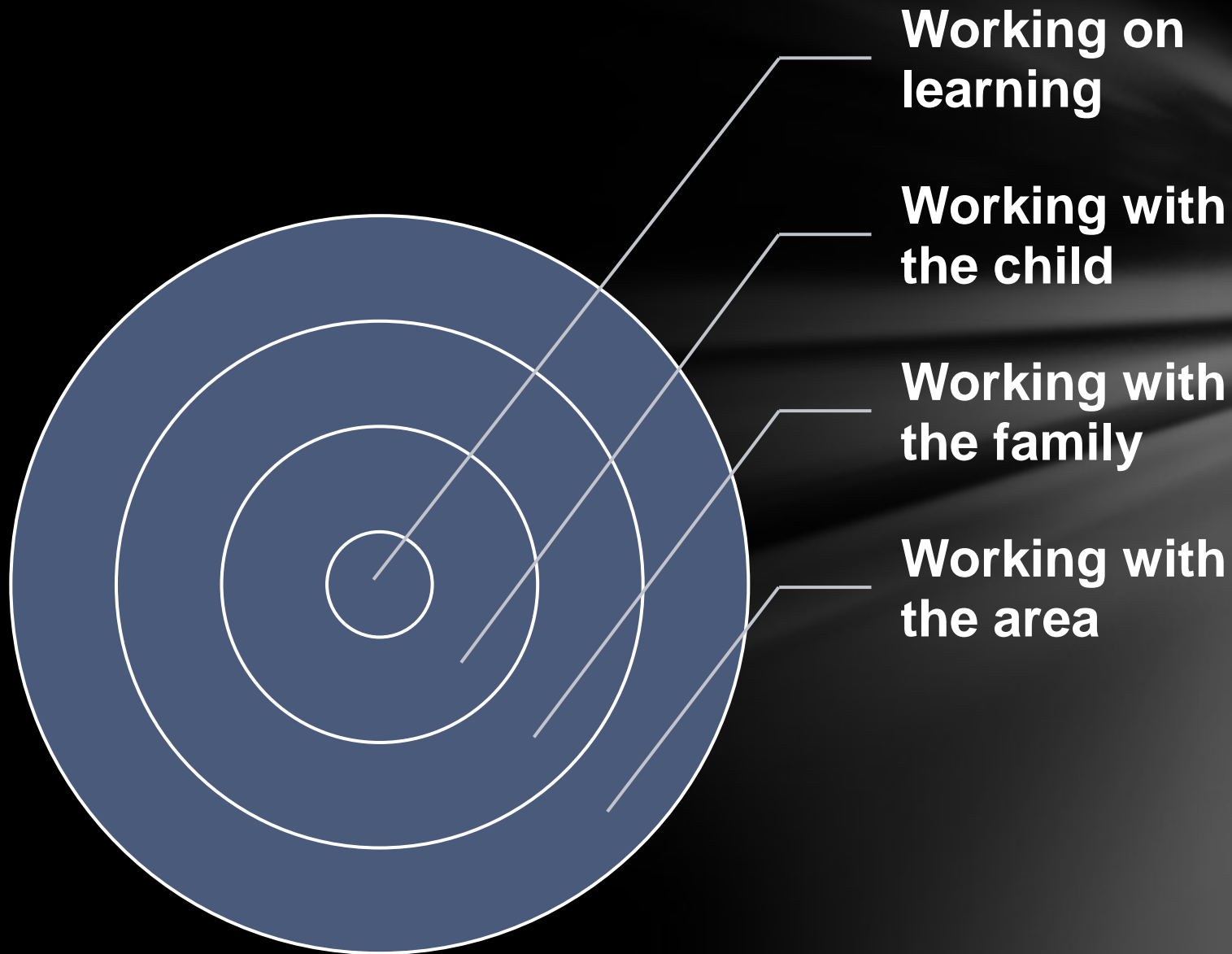
Avoid early tracking and defer student selection to upper secondary

Eliminate grade repetition

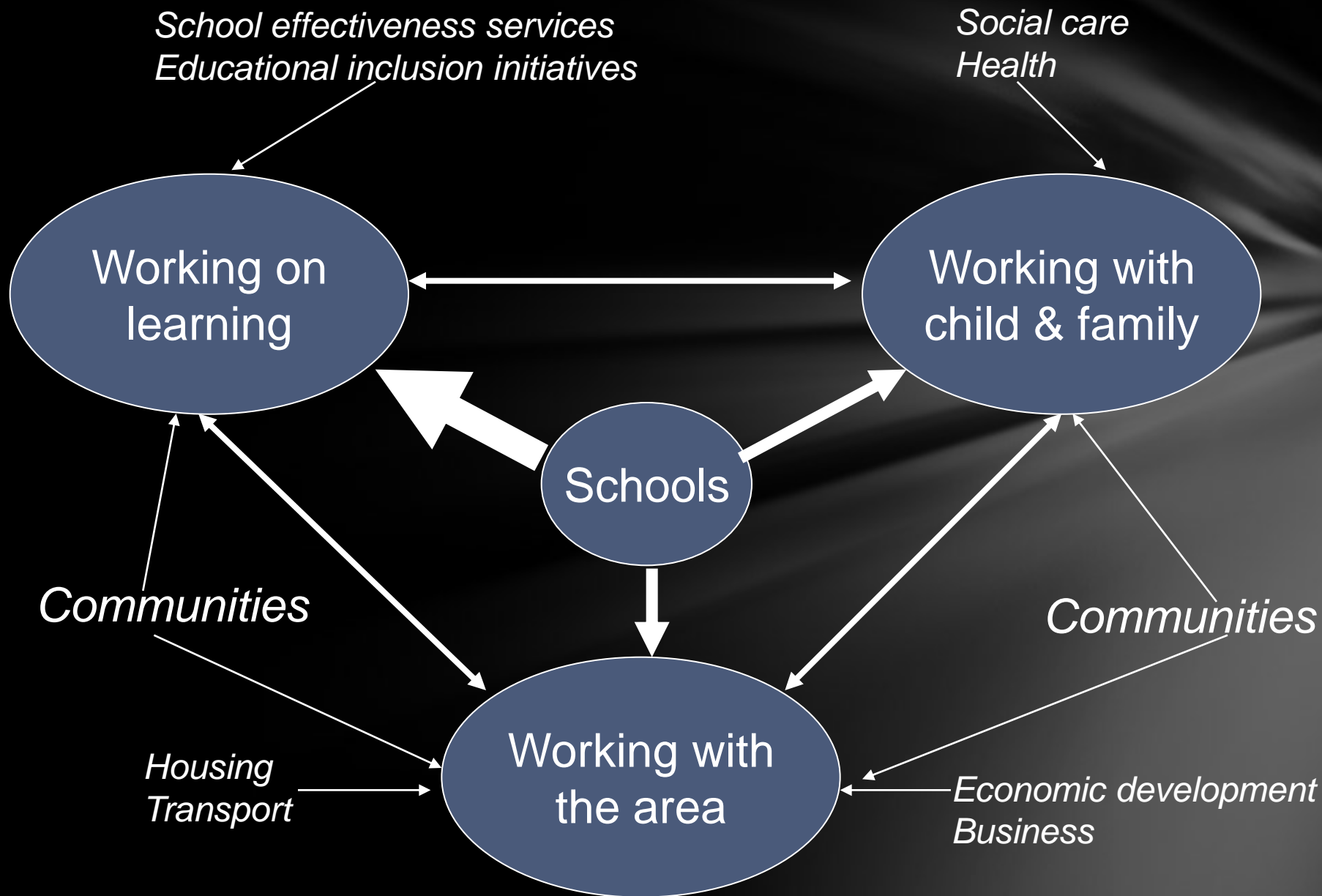
Design equivalent upper secondary education pathways to ensure completion

Make funding strategies responsive to students' and schools' needs

Four levels of work to improve school outcomes & life chances



A new model of inclusive schooling?



A US response



<http://www.hcz.org/home>

One of our core beliefs is that in poor communities where, literally, all of the institutions are failing children, you can't do one thing and expect you'll solve the issue of scale. I mean, you can save some children with an early intervention programme, and you can save some children if you work with addicted mothers, and you can save some children if you have after-school programs. But if you start talking about how you're going to save most of the children, you have to do all those things, and do them over the long term, and you have to make sure you count how many children actually received those services.

The HCZ pipeline



Centre for Equity in Education

<http://www.education.manchester.ac.uk/research/centres/cee/>

