



## Global Inclusive Schools' Forum Report

Celebrating inclusion in education, 14-15 March 2024

*Teachers, principals and school personnel are in the frontline in the quest for inclusion, but they are not always well-prepared, supported and empowered to teach and create welcoming learning environments for a diverse student population.*

**This report summarizes UNESCO's Global Inclusive School's Forum, co-organized with International Forums of Inclusion Practitioners (IFIP) at UNESCO Headquarters in Paris, France on 14-15 March 2024.** The forum convened practitioners from different regions around the world to share experiences and highlight promising and innovative practices to be channeled to policy-makers and key stakeholders. The forum further encouraged synergies between practitioners, schools and communities at local, regional and global levels for greater impact.

Find more information in the event webpage at [this link](#).

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Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Designed by UNESCO

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## Highlights

On the occasion of the celebration of the 30<sup>th</sup> Anniversary of the *World Conference on Special Needs Education* held in Salamanca, Spain in 1994, the Global Forum of Inclusive Schools convened practitioners from different regions around the world and provided them with a space to share experiences and highlight promising and innovative practices. The Global Forum followed the [High-level policy dialogue](#) on inclusion in education organized by UNESCO to foster policy dialogue and promote educational inclusive policies and programmes.

The Global Forum echoed the relevance of the principles outlined in the [Salamanca Statement](#) which set the foundation for understanding the importance of inclusion education. In an inclusive and equitable education system, all teachers need to approach learners' diversity with a positive attitude and an understanding of inclusive practices.

As UNESCO's [2020 Global Education Monitoring Report on Inclusion and Education](#) states, "teachers need to be prepared to teach students with varied backgrounds and abilities". Globally, "teachers tend to have positive attitudes towards inclusion but also doubts about its feasibility".

Schools need to be reformed and practices need to be improved in ways that will make teachers to feel supported in responding positively to diversity and in promoting gender equality. Collaboration between schools is also very important as it can help reduce the polarization of schools, to the particular benefit of those students who are marginalised at the edges of the system.

Many improvements have been made since Salamanca, but more needs to be done. 250 million children and young people are out of school, and over 617 million of children and young people in school are not achieving minimum proficiency in reading and mathematics. Learners are experiencing more barriers and exclusion due to growing inequality, runaway climate change and habitat destruction, polarized societies and spiralling conflict. Diversity is seen as a barrier and a fear instead of an asset. For the sake of our societies, political spaces, and our planet, we urgently need education systems that promote and apply the message of inclusion.

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*"We all need education that is inclusive; and we need an education in inclusion."*  
 – Min Jeong Kim, Director, Division of Education 2030, UNESCO

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In their opening remarks, UNESCO and IFIP representatives recalled that *All means all* goes beyond learners and implies the participation and efforts of everyone to make education inclusive. Inclusion is the responsibility of everyone and is a process requiring transformation and a shift in mentalities.

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*"As a practitioner, I don't think it is possible to be inclusive. I think we can only become inclusive. It is a process rather than an end point."*  
 – Daniel Sobel, Inclusion Expert, International Forums of Inclusive Practitioners (IFIP)

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Actions must be taken to make inclusion a reality. Governments must ensure that a legislative framework is in place to enshrine the right to education and fight all forms of discrimination. They



## I. Supporting teachers and school personnel for inclusive teaching and learning practices

In her introduction, Valérie Djoze (UNESCO) outlined two recent reports that highlight the global teacher shortage and the need for more equity in the teaching profession. Both reports underscore the importance of ensuring a teaching workforce that reflects the diversity of the student population, as this can provide role models, bridge community gaps, and introduce new perspectives in classrooms. The [Global report on teachers](#) recalled that the world needs to recruit 44 million more teachers by 2030 if we want to achieve Sustainable Development Goal (SDG) 4 on education. The recommendations of the 2024 [United Nations Secretary-General's High-level Panel on the Teaching Profession](#) calls for targeted policies to attract and retain marginalized groups, bonuses for teachers in underserved areas, and support for teachers in crisis-affected regions.



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### a. What works or does not work in classrooms and schools to build inclusive teaching and learning practices?

Inclusion is a mindset that requires implementation. At school, someone needs to be accountable for ensuring that inclusion is implemented, and school personnel and teachers must be empowered to foster inclusive environments and practices.

Teachers lack training in inclusion as it is not systematically included in pre-service or in-service training. Some feel isolated and hopeless, often perceiving diversity as a barrier to learning. However, diversity among learners is not the problem; it's the system. By transforming and strengthening education systems, countries can overcome obstacles to quality education.

The voices of learners, teachers, school personnel, parents, families, communities, civil societies, and other key stakeholders must be heard to build inclusive systems. Many measures can be taken; however, achieving inclusion is a long journey. Therefore, we must urgently start acting today.

Identified challenges	Proposed actions
<ul style="list-style-type: none"> <li>• The concept of inclusion is not well understood, and diversity may be seen as negative.</li> <li>• Teachers are not prepared or well equipped to teach diverse groups of learners.</li> <li>• Inclusive education is not really present in pre-service teacher training. Typically, only passionate and self-funded teaching staff receive inclusive education training.</li> </ul>	<ul style="list-style-type: none"> <li>• Education should be <b>flexible</b> to adapt to learners' preferences and learning styles.</li> <li>• Leaders should take a <b>whole school approach</b>.</li> <li>• Using <b>blended learning</b> can help create a safe learning environment.</li> <li>• <b>Pre-service training</b> should include inclusive education as an aspect of teacher education.</li> <li>• Teaching staff should receive <b>in-service training</b>.</li> </ul>

## Key recommendations

**“At all levels, make sure that there is young people part of the conversation on inclusion”**

– Karen Polak, Anne Frank House

**“Find other measures than standardized assessment to assess learning.  
Success is not all about grades”**

– Shahira Abdel-Rahman, Egypt

**“Provide stakeholders with the expertise and knowledge to  
share practice in a supportive way”**

– Ignas Gaižiūnas, Republic of Lithuania

**“Barriers don’t happen to people but surroundings. We need to strengthen  
surroundings to ensure everyone’s full participation in learning”**

– Carolina Sanguinetti, Uruguay



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### b. What is effective in teacher training?

To be sustainable and effective, teacher training for inclusive education must be contextualised and tailored to the realities of each location where it is implemented. Many teachers are not trained to address diversity in their classrooms and need preparation to establish a connection between the teacher and the learner. Teachers also need to understand the regulations and policies supporting inclusive education, which should be included in teacher professional development. Teacher training needs to be ‘bite-sized’ and flexible because there isn't enough time for teachers in their daily work and they should also be provided with modelling of good practice.

### Identified challenges

- One-size-fits-all training doesn't work.
- Shortage of teachers and lack of consistent training persists – also leading to 'deprofessionalisation'.
- Inclusion means more than addressing disability. It extends to creating safe, supportive learning environments for all.
- Teachers often don't speak local dialects of the learners.

### Proposed actions

- Develop a **common definition** of inclusive education and provide **accessible resources**.
- Use **local research** to monitor, measure and evaluate the results of teacher education programmes addressing inclusive education.
- **Collaborate** with teachers and policy-makers when designing training programmes.
- **Connect teachers** through knowledge sharing platforms on inclusive practices.
- **Support teachers** who do not speak the languages of the community.
- Support **teacher well-being**.

## Key recommendations

**“When designing teacher professional development, design for both pre-service and in-service training to bring about systemic change”**

– Caroline Grant, British Council

**“We should include and prepare sufficient training for teachers to secure the better long-term result for our children”**

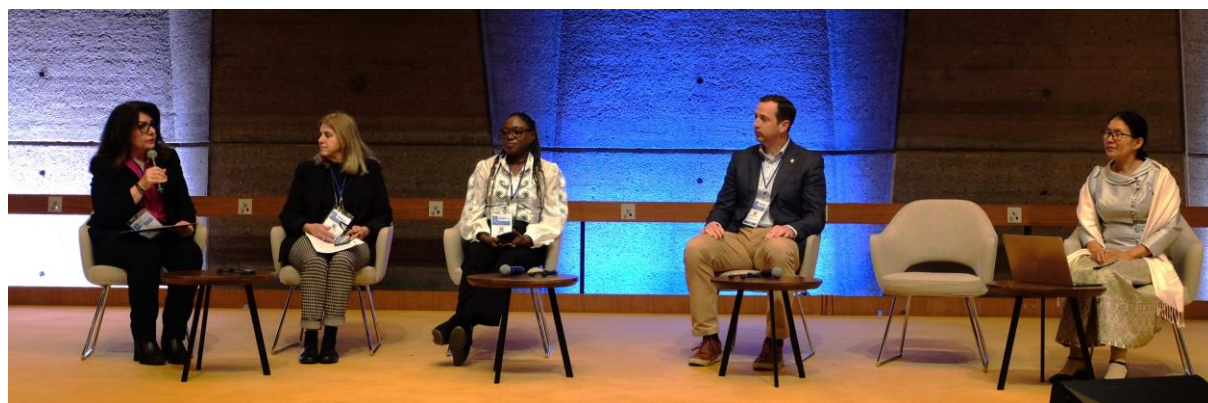
– Chin Kaylanlakhana, Cambodia

**“Teachers need to convey joy. No professional can compete with the spark between souls that occurs between teachers and students”**

– Jonathan Eckert, United States of America

**“Teachers need to create innovative learning environments to develop learners who are successful in their own time and space”**

– Freddy James, Trinidad and Tobago



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## II. Building safe, welcoming and inclusive learning environments



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Joanna Herat (UNESCO) introduced the importance of creating inclusive learning environments free from violence, bullying, and discrimination. She noted the global prevalence of school violence and its negative impacts on students' well-being and academic performance. She emphasized the need for comprehensive teacher training and systemic support to address this issue effectively and stressed the importance of promoting diversity and inclusion in education to foster safer environments for all learners. Looking ahead, she identified priority areas for action, including strengthening the education sector's capacity to address school violence, advancing knowledge on the drivers of violence, and proactively promoting diversity and inclusion.

### a. What are the principles in building safe, welcoming and inclusive learning environments, and what is effective in building learners' psychosocial competencies?

A focus on accessibility, accommodation, emotional support, and a sense of belonging are crucial foundations for student success. Inclusive education demands creating classrooms where diversity is celebrated, and learners of all backgrounds and abilities feel seen, valued, and empowered.

Ensuring safety, well-being, and a positive learning experience requires more than academics. Building inclusive and welcoming spaces means addressing physical needs, psychosocial support, and potential trauma impacting learners. It requires attending to the social-emotional aspects for both students and educators.

Identified challenges	Proposed actions
<ul style="list-style-type: none"> <li>• Policy and practice gaps: the gap between inclusive education policies and their implementation in practice.</li> <li>• The intersectional dimension of inclusion (e.g. gender, LGBTIQ+, disability, migrant status, ethnicity, etc.) is not sufficiently considered in the learning environment.</li> <li>• Efforts for inclusive education are undermined when environments outside the school are disrupted by conflict or crisis.</li> <li>• In some regions, corporal punishment is still regarded as a necessary and accepted means of discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adapt existing laws, policies and curricula</b> to implement anti-discrimination measures and ensure diverse representation.</li> <li>• <b>Identify changes</b> that can be made in teacher training and curriculum to strengthen inclusion and well-being in schools.</li> <li>• Identify, prevent and address the <b>drivers of violence</b> and ensure <b>response mechanisms</b>.</li> <li>• Adopt a <b>holistic approach</b> to support educators with inclusive teaching practices.</li> <li>• <b>Foster community and stakeholder engagement</b> to support a whole-school approach to inclusivity and well-being.</li> </ul>



## Key recommendations

**“Inclusion in education is achieved through a multi-pronged, holistic approach including tailoring support to learners with diverse needs”**

– Donna Wright, Australia

**“Identify practices that have been implemented in countries that have worked and use them. Work for the inclusion of LGBTQI+ people in schools as a human rights issue”**

– Rú Avila, IGLYO

**“We need to stop wars and be safe! Guarantee safety in order to give access to education. Involve communities and stakeholders”**

– Souhair Zein, Lebanon

**“Define strategies which allow teachers to interact with families; this needs to be an active part of a safe and positive school environment, especially in vulnerable contexts”**

– Francisco Javier Amaya, Spain

**“All stakeholders should know about the bi-directional link between well-being and academic achievement”**

– Agathe Freal, Concern Worldwide



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## b. Scalable initiatives involving parents and communities

A lack of common language between parents, educators and professionals impedes understanding and collaboration. Parents often feel misunderstood, judged and not met at their current point in understanding their child's needs. They may be hesitant to engage with teachers due to their own negative school experiences, language barriers or other challenges. Pre-existing beliefs by educators and institutions about parents can also hinder productive partnerships. The process of inclusion is a roller-coaster, and we must be prepared for the highs and lows.

There is a need for a regular relationship between decision-makers and families, where families are respected and listened to. We must accommodate a wide range of cultural, linguistic and socioeconomic backgrounds within the student and parent population. Education cannot be separate from community and other aspects of family life.

Awareness campaigns should be developed to sensitize parents and communities, especially those who have students with disabilities, to the opportunities for an inclusive and quality education in their local schools. Communities and families must be empowered, including through the effective use of technology. Interactions between school and home should be welcoming and positive, and teachers should be trained to involve and engage parents and families. Promote cross-sector collaboration and coordination to address the multifaceted challenges of inclusive education effectively is also essential.



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### Identified challenges

- There is no common language nor shared vision around inclusion or special needs education among families, professionals and schools.
- The existence of a dual system (special and inclusive) makes parents hesitate to send their children in mainstream educational settings.
- Parents not sufficiently heard and supported.
- Inadequate assessment tools to properly identify student needs.
- Fragmented services fail to provide sufficient support for children in need.
- Implicit biases and prejudices within educational institutions.
- Increasing cultural and linguistic diversity presents both opportunities and challenges for creating inclusive learning environments.
- Challenges in meeting the needs of refugees.
- Incarceration of vulnerable young instead of accompanying them through education.

### Proposed actions

- **Develop tools to support families** to become advocates and leaders of change.
- **Build collective alliances** of families within local areas and schools to ensure that *'No Parent is Left Behind'* and that we put people before projects.
- Ensure **interventions** are evidence-based and developed with input from marginalized groups.
- Turn **parent-teacher meetings** into parent support meetings.
- **Translate impactful inclusion resources** into the communities' languages, including indigenous languages, to empower teachers.
- Consciously **shifting language** from a deficit model to one focused on abilities, strengths, and potential yields.
- **Encourage the youth and communities** to be also the voice for change.
- **Use technology and digital literacy programmes** targeting underserved communities.



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## Key recommendations

**“When families find a special education system available, they will believe that is the best solution for their children. We need a single education system, where we can all contribute”**

– Mónica Cortés, Inclusion International

**“Only by speaking to communities to understand their contexts is the way to start engaging parents and communities effectively”**

– Lindsay Jones, United States of America

**“We need to fit the curriculum to the child, not the child to the curriculum”**

– Hatem Mahmoud, Saudi Arabia

**“We need to remove the idea that children need to be fixed. They are people, not things”**

– Heather Olson, United States of America

**“We should embed disability-inclusion; all initiatives should aim to mainstream disability-inclusion”**

– Maha Khochen, Education Cannot Wait

**“We need to break the barriers between home and school, we need to remove pressure on parents”**

– Martin Bloomfield, United Kingdom of Great Britain and Northern Ireland

**“See parents as experts not just the teachers, in order to establish a balance of power”**

– Nilda B. Delgado, The Philippines

**“Meet parents where they are at. Engagement in community is key”**

– Jasmane Frans, South Africa

**“Create a home-school community programme to promote community, parents and children to learn together and share good practices”**

– Deewakarsingh Authelsingh, Mauritius

**“We need our parent communities to come together at the school or local level to collectively advocate for better services where they are locally”**

– Jon Springer, United States of America

**“Once you find the talent or interest of a child, you’ve got them”**

– Aida Hrnijic, Bosnia and Herzegovina

**“Support parents to feel included, develop advocacy, relentless optimism!”**

– Clemmie Stewart, Saudi Arabia

**“Conducting conversations that honour parents and acknowledge their insights into their children’s needs is critical”**

– John Culliname, Ireland

**“Voluntary appeal can be more powerful than mandates to improve the role of parents and community and inclusive education”**

– Mr Praptono, Indonesia

**“Solutions need to involve helping everyday problems not just education ones”**

– Eva Deak, International Step by Step Association (ISSA)

**“Work out how we can ‘de-complexify’ the system for parents”**

– Cheryl Chalkey, United Kingdom of Great Britain and Northern Ireland

### III. Ensuring access to assistive technologies and inclusive ICTs



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Jason Zhou (Think Academy) introduced the benefits and limitations of inclusive technology in including all learners, with a particular emphasis on the challenges of ensuring access. Serenella Besio (University of Bergamo) pointed out the potential of assistive technologies and inclusive ICTs to break down barriers for people with disabilities.

Natalia Emelina (UNESCO Institute for information Technologies in Education) stressed the importance of accelerating efforts to promote access to inclusive education to marginalized groups through information and technologies. As a contribution, the UNESCO Institute is developing a collection of best practices from resource centers across the world.

The need for investment, collaboration and innovative approaches to ensure technologies are implemented equitably, maximizing their impact across different regions and contexts was emphasized during the discussions. Significant disparities in access to technology and infrastructure disproportionately affect marginalized groups such as people with disabilities, those living in rural areas, and girls. Artificial Intelligence (AI) technologies, when developed and implemented thoughtfully, should provide tools to support both students and teachers, not replace them.

We do not know what the future holds, but we do understand the skillsets that are needed, including critical thinking. Accessibility and relevance are essential for assistive technology which should be chosen for necessity and environment. It is an important part of breaking down the barriers to learning if we want to ensure that no one is left behind.

Identified challenges	Proposed actions
<ul style="list-style-type: none"> <li>● School closures during to COVID-19 highlighted significant issues in information technology affecting marginalized and rural students.</li> <li>● The digital divide remains a significant barrier, especially for girls, vulnerable children and youth, and learners with disabilities and learning challenges.</li> <li>● Challenges in accessing online education for many learners.</li> <li>● Lack of innovative solutions to improve accessibility, employment and independent living for persons with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Invest</b> in infrastructure, electricity, and connectivity to ensure inclusive education.</li> <li>● <b>Build</b> infrastructure to support assistive technology such as mobile trucks that seek to democratize access to technology and technology education.</li> <li>● <b>Develop accessible</b> learning content and innovative products.</li> <li>● Introduce <b>assistive technologies</b> and <b>Universal Design for Learning (UDL)</b> to support students with learning differences and disabilities.</li> <li>● <b>Support teachers' professional development</b> to use AI in an inclusive way.</li> </ul>

## Key recommendations

**“We must have the infrastructure in all of our schools, but we also need to help teachers to use the technology to save time”**

– Lira Sambykbaeva, Kyrgyz Republic

**“Technological development will happen without us if we’re not trying to shape it ourselves, so let’s be part of its development”**

– Wilfried Kainz, Zero Project

**“We should democratise these innovations and give the people who use and depend on this technology, the platform to create the solutions”**

– Betelhem Dessie, Ethiopia

**“The way that assistive technology is used will be different, but that acceptance that it is okay to use something to ‘help you be the best you can’ is important”**

– David Lester, Nisai Group

**“Remember the digital divide. Embrace technology and put teachers in the driving seat of change, but we must invest in infrastructure and connectivity for all”**

– Julia McGeown, Humanity & Inclusion



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## IV. Inclusion beyond school: The transition from school to the labour market

This panel showed the need for understanding and navigating obstacles students face when moving from education to employment. This is especially challenging for marginalized groups. Political will for transformation needs to be translated into practice and this needs resourcing to move from policies on paper to active implementation and support at the ground level.

Adequate training access and opportunities in underserved areas should be provided. It is important to address biases that create additional hurdles for women and girls entering the workforce. This includes closing gender gaps in educational pathways such as technical and vocational education and training (TVET) and science, technology, engineering and mathematics (STEM) fields. Efforts are also needed to overcome technology gaps and provide resources in local languages to ensure training and learning reaches everyone.

Identified challenges	Proposed actions
<ul style="list-style-type: none"> <li>• Limited understanding of the barriers encountered by marginalized groups when entering the world of work.</li> <li>• Lack of understanding that inclusion also means economic inclusion.</li> <li>• Learners with disabilities lack opportunities to access the level of education that allows them to effectively enter the world of work.</li> <li>• Lack of TVET offer in rural or remote areas.</li> <li>• Recurring gender stereotypes leading to bias discrimination and limited opportunities.</li> <li>• Insufficient promotion of local languages to support transitions from school to TVET and the labour market.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create or strengthen partnerships with stakeholders</b> in the private and public sectors and the education sector.</li> <li>• <b>Create opportunities, mentorship and follow up</b> with persons with disabilities and marginalized groups to better support access to vocational training and employment.</li> <li>• <b>Offer training in local languages</b> to ensure relevance to local contexts.</li> <li>• <b>Develop and implement an integrated educational model</b> that is supported by functional literacy and numeracy skills focussed on those excluded from education.</li> <li>• <b>Work with local populations</b> to identify and value existing skills.</li> </ul>



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## Key recommendations

**“We should include functional literacy in initial teacher training, to avoid vocational training from becoming elitist. This is to say that all should have access to training”**

– Maïmouna Kanté, Senegal

**“We must look at the transition points between school and higher education or training and employment and ask who is not continuing the next stage”**

– Michal Rimon, Israel

**“It is important that young people are aware of the services available to them so they can understand the reality of the jobs available in the labour market”**

– Céline Trublin, Humanity & Inclusion

**“For our learners with disabilities to be ready for work opportunities governments must be able to provide the necessary resources, most especially teachers”**

– Jeremy A. Cruz, The Philippines

**“We need an increase in budget for training to enable us to take in account people with disabilities”**

– Odette Agontinglo, Benin



## The Inclusion Village

The Inclusion village was conceived to provide an inspiring space for participants to share good practices, to be inspired by new perspectives, and to strengthen networks.

The space hosted a selection of stories from practitioners, teachers, schools, associations and projects on how to tackle barriers to inclusive education. The examples discussed 4 main themes: teachers and inclusive pedagogies, inclusive learning environments and parents' involvement, assistive technologies and inclusive ICTs, and transition to labour market. These stories came from different parts of the world, and showed what is happening on the ground in Botswana, Brazil, Cambodia, Chile, Ethiopia, India, Ireland, Italy, Lebanon, Malaysia, Pakistan, the Philippines, Senegal, Spain or Unites States of America.

In addition to these innovative practices, the village also included key messages around inclusion in education, videos of projects around the world, and key resources from UNESCO and partners. Participants were invited to participate in two activities: the wish tree and the voting box.



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2. The voting box

Participants were also invited to write actions that they would like to send to policy-makers.

The actions asked for help, support, training and resources to provide and ensure effective and inclusive education and practices for all children. Teachers and students want to be heard (listen), including in the process of policy design and ask for more research and data. The engagement and inclusion of parents and families in the discussions around the learning journey of their children was also emphasized.



Source: generated by UNESCO, using <https://www.wordclouds.com>

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## Key takeaways

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Simona D'Alessio and Richard Ingram shared key takeaways of the discussions held over the Forum:

- There is a need for a common understanding of inclusion.
- Inclusive education is an issue of human rights. To fully exercise this right, we need to change how education systems and society work by removing barriers to participation, learning and achievement.
- Transformation must have a system-wide approach. In particular, change is needed to achieve inclusion in education at different levels:
  - Curriculum level: The curriculum must be flexible.
  - Pedagogical level: We need transformative and inclusive pedagogies through a universal design for learning approach to ensure full participation in learning for all.
  - Assessment level: A move away from standardized, summative assessment is needed. Formative assessment, that is adaptive and supportive, is more inclusive and has been shown to promote better learning outcomes for all.
- *All means all* is not only about all learners, but about all of us. Everyone has a role to play in transforming education towards inclusion.
- Small changes are also important. They can break the routine at school, inspire, be replicated and scaled. In the end, they can make a bigger impact at the structural level.
- Belonging is essential. Being part of a community helps prevent feelings of isolation.
- Educational systems often promote a culture of competition and narrowly-defined excellence that is difficult to align with inclusion. *All means all* should truly mean *all*, not just *some*.

# Annex: Forum Agenda

## Thursday 14 March 2024

### Morning Session

09:30 – 10:00	<b>Registration &amp; Welcome Coffee</b>
10:00 – 10:20	<p>Master of Ceremony: <b>Ms Florence Migeon</b>, Focal Point for Inclusion in Education, Section of Education for Inclusion and Gender Equality, UNESCO</p> <p><b>Opening Session</b></p> <ul style="list-style-type: none"> <li>➤ <b>Ms Min Jeong Kim</b>, Director, Division of Education 2030, UNESCO</li> <li>➤ <b>Mr Daniel Sobel</b>, Inclusion Expert, International Forums of Inclusive Practitioners (IFIP)</li> </ul>
10:20 – 11:00	<p><b>Setting the scene</b></p> <p>Introduction: <b>Ms Maria Renom</b>, Associate Project Officer, Section of Education for Inclusion and Gender Equality, UNESCO and <b>Ms Karen Polak</b>, International Coordinator, Anne Frank House, the Kingdom of the Netherlands</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Helena Wallberg</b>, IFIP Europe Lead &amp; Author</li> <li>➤ <b>Ms Justine Sass</b>, Chief, Section of Education for Inclusion and Gender Equality, UNESCO</li> </ul> <p>Video: <a href="#">Inclusion in Education, All means all</a> (Global Education Monitoring Report)</p>
11:00 – 12:55	<p><b>Panel discussion I: Supporting teachers and school personnel for inclusive teaching and learning practices</b></p> <p><i>Panelists will share expertise, experiences, and innovative approaches to empower educators in fostering inclusive environments.</i></p>
11:00 – 11:05	Short introduction by <b>Ms Valérie Djoze</b> , Programme Specialist, Section for Teacher Education Development, UNESCO
11:05 – 12:00	<p><b>Topic 1: What works (or does not) in classrooms and schools to build inclusive teaching and learning practices?</b></p> <p><i>The panel will explore the regional and cultural factors influencing the upskilling of staff and shifting attitudes and perceptions.</i></p> <p>Moderated by <b>Ms Anita Gleave</b>, CEO, Chatsworth Group of Schools</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Carolina Sanguinetti</b>, National Director, Inclusion and Human Rights, National Ministry of Education, Uruguay</li> <li>➤ <b>Mr Ignas Gaižiūnas</b>, Advisor to the Minister of Education, Science and Sports, Republic of Lithuania</li> </ul>

<p><b>12:00 – 12:55</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Ms Shahira Abdel- Rahman</b>, Special &amp; Inclusive Education consultant, Egypt</li> <li>➤ <b>Ms Karen Polak</b>, International Coordinator, Anne Frank House, the Kingdom of the Netherlands</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Mr Gareth Hughes</b>, Activity Manager, European Agency for Special Needs and Inclusive Education</li> <li>➤ <b>Ms Xueli Abbing</b>, UNESCO Goodwill Ambassador for the Fight against Racism and Discrimination</li> </ul> <p>Q&amp;A</p> <p><b>Topic 2: What is effective in teacher training?</b></p> <p><i>The panel will consider the minimum requirements for teachers to be effective inclusive practitioners: What are the key points? What works?</i></p> <p>Moderated by <b>Ms Peggy Pelonis</b>, President, American Community Schools, Greece</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Caroline Grant</b>, Senior Education Global Adviser, British Council</li> <li>➤ <b>Ms Chin Kaylanlakhana</b>, Deputy Director, Special Education Department, Cambodia</li> <li>➤ <b>Mr Jonathan Eckert</b>, Professor, Baylor University, United States of America</li> <li>➤ <b>Ms Freddy James</b>, Senior Lecturer Educational Leadership and Deputy Dean, Faculty of Humanities and Education, The University of the West Indies St Augustine, Trinidad and Tobago</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Jerónima Sandino</b>, Consultant, Education, Inclusion &amp; Teachers, UNESCO Santiago Office, Chile</li> <li>➤ <b>Ms Amélie Lecheval</b>, Activity Manager, European Agency for Special Needs and Inclusive Education</li> </ul> <p>Q&amp;A</p>
<p><b>12:55 – 13:00</b></p>	<p><b>Global Inclusion Village presentation</b></p> <p><i>At the heart of the Global Inclusive Schools' Forum, a special exhibition called the 'Global Inclusive Village' will welcome attending schools and institutions from around the globe to present their examples of innovative inclusive practices.</i></p> <ul style="list-style-type: none"> <li>➤ <b>Ms Tamara Martí Casado</b>, Associate Project Officer, Section of Education for Inclusion and Gender Equality, UNESCO</li> <li>➤ <b>Mr James Blomfield</b>, Head of Community, IFIP</li> </ul>
<p><b>13:00 – 14:30</b></p>	<p><b>Networking lunch and visit of the Global Inclusion Village</b></p>

## Thursday 14 March 2023

### Afternoon Session

<p><b>14:30 – 17:30</b></p>	<p><b>Panel discussion II: Building safe, welcoming and inclusive learning environments</b></p> <p><i>This panel discussion will explore the multifaceted concept of building safe, welcoming, and inclusive learning environments. The focus of this session is to dissect the educational conditions necessary for learners to thrive, taking into consideration the sensory, physical, and psycho-social phenomena that impact the learning experience. This includes examining factors such as accessibility, accommodation, emotional support, and fostering a sense of belonging among diverse student populations.</i></p>
<p><b>14:30 – 14:35</b></p>	<p>Short introduction by <b>Ms Joanna Herat</b>, Interim Chief, Section for Health and Education, UNESCO</p>
<p><b>14:35 – 16:00</b></p>	<p><b>Topic 1: What is effective to build safe, welcoming and inclusive learning and build learners' psychosocial competencies?</b></p> <p><i>This session will explore the essential principles and basic conditions that are integral for creating inclusive classrooms where all children can thrive. The aim is to establish a solid understanding of the fundamental elements that contribute to the success of inclusive education.</i></p> <p>Moderated by <b>Mr Remmy Shawa</b>, Senior Programme Specialist Education for Health and Wellbeing, UNESCO Multisectoral Regional Project Office in Johannesburg</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Donna Wright</b>, Principal, Bandiana Primary School, Australia</li> <li>➤ <b>Mr Rú Ávila Rodríguez</b>, Policy and Research Manager, IGLYO</li> <li>➤ <b>Ms Souhair Zein</b>, Director of Educational Research and Development Center at Al Makassed Association, Lebanon</li> <li>➤ <b>Mr Francisco Javier Amaya</b>, Deputy Director General of Territorial Cooperation and Educational Innovation, Ministry of Education, Vocational Training and Sports, Spain</li> <li>➤ <b>Ms Agathe Freal</b>, Education Advisor, Concern Worldwide</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Elsa Soussan Burzynski</b>, Project Officer, Section for Health and Education, UNESCO</li> <li>➤ <b>Mr Liu Yong Feng</b>, Project Officer, Section for Health and Education, UNESCO</li> </ul> <p>Q &amp; A</p>
<p><b>16:00 – 17:30</b></p>	<p><b>Topic 2: Scalable initiatives involving parents and communities</b></p> <p><i>This topic will be discussed in smaller groups. The focus will be on exploring scalable initiatives that actively involve and engage parents and the community in the inclusive education process to equip educators, administrators and stakeholders with practical competencies. Participants will leave with actionable insights to foster meaningful partnerships between schools and families, ultimately enhancing the overall educational experience for every learner.</i></p> <p><b>Room II</b> – Moderated by <b>Ms Carmen Dionne</b>, Professor, Department of Psychoeducation and Social Work at University of Quebec at Trois-Rivières, Canada. UNESCO Chair for Early Childhood and Inclusive Early Intervention</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Mónica Cortés</b>, Coordinator, Families for Change Network, Inclusion International Representative, Colombia</li> </ul>

- **Mr Praptono**, Secretary Director General of Early Childhood Education, Primary Education, and Secondary Education, Indonesia
- **Ms Maha Khochen**, Former Practitioner, Inclusive Education Specialist, Education Cannot Wait, Lebanon
- **Ms Nilda B. Delgado**, Founder and Director of MindHaven School Inc., The Philippines
- **Mr Deewakarsingh Authelsingh**, Director, Special Education Needs Authority, Mauritius

Rapporteurs:

- **Mr Erik Ellefsen**, Director of Networks and Improvement, Baylor University, United States of America
- **Ms Liana Ghent**, Executive Director, International Step by Step Association (ISSA)

Q&A

**Room VI** – Moderated by **Ms Claudia Mora Corredor**, Whole School Educational Support Head, Colombia

Speakers:

- **Ms Aida Hrnjic**, Director, Center for supporting children with developmental challenges, Bosnia and Herzegovina
- **Mr Hatem Mahmoud**, Director, Learning & Development – Advanced Learning Company, Saudi Arabia
- **Ms Heather Olson**, Education Programme Specialist - Corrections Education Lead, United States of America
- **Mr Martin Bloomfield**, Director, Dyslexia Bytes, United Kingdom of Great Britain and Northern Ireland

Rapporteurs:

- **Ms Cecilia Irazoqui**, DEI Practitioners and learning consultant, Uruguay
- **Ms Helen Claus**, Director, Inclusion4all, the Kingdom of the Netherlands

Q&A

**Room VII** – Moderated by **Mr Leo Thompson**, School Support and Evaluation Officer, Council of International Schools

Speakers:

- **Ms Cheryl Chalkley**, Headteacher, Mersham Primary School, United Kingdom of Great Britain and Northern Ireland
- **Ms Jasmane Frans**, Teacher, Globally Empowered Network, South Africa
- **Mr Jon Springer**, Executive Facilitator, Parents Alliance for Inclusion, United States of America
- **Ms Clemmie Stewart**, Executive Principal, Beech Hall School Riyadh, Saudi Arabia



	<p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Jane Clarke</b>, Chair, Fellowships - IFIP, United Kingdom of Great Britain and Northern Ireland</li> <li>➤ <b>Ms Elizabeth Shaffer</b>, Founder of Therapeutic Innovations International, Belgium</li> </ul> <p>Q&amp;A</p> <p><b>Knowledge Café Space</b> – Moderated by <b>Mr J Grange</b>, Musician, International Public Speaker, Neurodiversity Advocate and Diversity &amp; Inclusion Champion, United Kingdom of Great Britain and Northern Ireland</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Lindsay Jones</b>, CEO, Center for Applied Special Technology, United States of America</li> <li>➤ <b>Ms Eva Deak</b>, Managing Director, Partners Hungary, International Step by Step Association (ISSA)</li> <li>➤ <b>Ms Fatma Wangare</b>, Regional Coordinator, Inclusion Africa</li> <li>➤ <b>Mr John Cullinane</b>, Principal, St Anne's Secondary School, Ireland</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Mr Jon Turner</b>, Principal, Baobab College School, Zambia</li> <li>➤ <b>Mr Sylvain Seguy</b>, Associate Project Officer, Section for Health and Education, UNESCO</li> </ul> <p>Q&amp;A</p>
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## Friday 15 March 2024

### Morning Session

<b>09:30 – 10:00</b>	<b>Coffee</b>
<b>10:00 – 10:10</b>	<p><b>Recap of Thursday's sessions</b></p> <p><i>This session serves as a valuable opportunity to consolidate the wealth of information shared on Thursday, fostering a sense of community and collaboration among participants. It aims to leave attendees inspired, informed, and ready to carry the momentum into the concluding day of the Global Inclusive Schools' Forum.</i></p> <p>Facilitator: <b>Ms Simona D'Alessio</b>, Headteacher, Istituto Comprensivo Octavia, Italy</p>
<b>10:10 – 11:20</b>	<p><b>Panel discussion III: Ensuring access to assistive technologies and inclusive ICTs</b></p> <p><i>This session will consider the critical topic of ensuring access to assistive technologies and inclusive information and communication technologies (ICTs) for all. The focus is on exploring the benefits and limitations of inclusive technology, with a particular emphasis on equitable access across different countries. Success stories and case studies from around the world where inclusive technology has made a significant impact will be showcased, and innovative approaches, collaborative initiatives, and the transformative power of technology in diverse educational settings will be highlighted.</i></p> <p>Chair: <b>Mr Jason Zhou</b>, Director, Think Academy, UK</p> <p>Short introduction by <b>Ms Serenella Besio</b>, Professor, University of Bergamo, Italy</p>

	<p>Moderated by <b>Ms Natalia Amelina</b>, Senior National Project Officer in Education, UNESCO Institute for Information Technologies in Education</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Lira Samykbaeva</b>, Deputy Minister of Education and Science, Kyrgyz Republic</li> <li>➤ <b>Mr Wilfried Kainz</b>, Head of Research, Zero Project</li> <li>➤ <b>Ms Betelhem Dessie</b>, CEO, iCog - Anyone Can Code, Ethiopia</li> <li>➤ <b>Mr David Lester</b>, Group Learning Services Director, Nisai Group</li> <li>➤ <b>Ms Julia McGeown</b>, Head of Inclusive Education, Humanity &amp; Inclusion</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Mr Qahraman Kakar</b>, Associate expert, University of Paris Gustave Eiffel, France</li> <li>➤ <b>Ms Sharon White</b>, Director, Educating Horizons, United Kingdom of Great Britain and Northern Ireland</li> </ul> <p>Q&amp;A</p>
<p><b>11:20 – 12:30</b></p>	<p><b>Panel discussion IV: Inclusion beyond school: The transition from school to the labour market</b></p> <p><i>This panel will explore the pivotal topic of transitioning from school to the labour market. The focus is on understanding how schools and workplaces can coordinate efforts to enhance employability and facilitate smoother transitions for learners entering into the workforce. The session will delve into key barriers that schools and employers need to be aware of and overcome and share promising practices and success stories from collaborations between schools and employers that have successfully facilitated smooth transitions.</i></p> <p>Moderated panel by <b>Ms Katerina Ananiadou</b>, Programme Specialist, Section of Youth Literacy and Skills Development, UNESCO</p> <p>Speakers:</p> <ul style="list-style-type: none"> <li>➤ <b>Ms Maïmouna Kanté</b>, Director of Technical Education and Vocational Training, Ministry of Vocational Training, Apprenticeship and Integration, Senegal</li> <li>➤ <b>Ms Michal Rimon</b>, CEO, Access Israel Organization, Israel</li> <li>➤ <b>Ms Céline Trublin</b>, Economic Inclusion Specialist, Fédération Handicap International, Humanity &amp; Inclusion</li> <li>➤ <b>Mr Jeremy A. Cruz</b>, Principal, Legazpi City National High School, The Philippines</li> <li>➤ <b>Ms Odette Agontinglo</b>, Assistant Training Advisor, Engineering and Training Operations Department, Continuing Vocational Training and Apprenticeship Development Fund, Benin</li> </ul> <p>Rapporteurs:</p> <ul style="list-style-type: none"> <li>➤ <b>Mr Roger Mitchell</b>, Headteacher, Ripple Primary School, United Kingdom of Great Britain and Northern Ireland</li> <li>➤ <b>Ms Kristi Troutman</b>, Occupational Therapist, Bridges to Benchmarks, the Kingdom of the Netherlands</li> </ul> <p>Q&amp;A</p>

<b>12:30 – 12:45</b>	<b>Key recommendations</b> <ul style="list-style-type: none"><li>➤ <b>Mr Richard Ingram</b>, Researcher, University of Exeter, United Kingdom of Great Britain and Northern Ireland</li><li>➤ <b>Ms Simona D'Alessio</b>, Headteacher, Istituto Comprensivo Octavia, Italy</li></ul>
<b>12:45 – 13:00</b>	<b>Key takeaway and closing remarks</b> <ul style="list-style-type: none"><li>➤ <b>Mr Daniel Sobel</b>, Inclusion Expert, International Forums of Inclusive Practitioners (IFIP)</li><li>➤ <b>Ms Justine Sass</b>, Chief, Section of Education for Inclusion and Gender Equality, UNESCO</li></ul>
<b>13:00</b>	<b>Networking lunch</b>



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## Global Inclusive Schools' Forum Report

*Teachers, principals and school personnel are in the frontline in the quest for inclusion, but they are not always well-prepared, supported and empowered to teach and create welcoming learning environments for a diverse student population.*

**This report summarizes UNESCO's Global Inclusive School's Forum, co-organized with International Forums of Inclusion Practitioners (IFIP) at UNESCO Headquarters in Paris, France on 14-15 March 2024.** The forum convened practitioners from different regions around the world to share experiences and highlight promising and innovative practices to be channeled to policy-makers and key stakeholders. The Forum further encouraged synergies between practitioners, schools and communities at local, regional and global levels for greater impact.

### Stay in touch



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