



Inclusion of Roma and Migrants in Schools

Trainings, Open Discussions and Youth Volunteering Activities

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Mednarodna fakulteta
za družbene in poslovne študije
International School
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INSTITUTE FOR ROMOLOGICAL STUDIES,
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Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey.

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Co-funded by the
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‘What’, ‘How’, and ‘Why’ of Inclusive Education

National Seminar, Napoli, 15 May 2018

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Inequality and exclusion as a historical legacy

- UNESCO's most recent figures:
 - 263 million children and youth are not in school today.
 - girls represent 2/3 of the total number of children out of school.
- Exclusion of certain categories
- Schools designed to address **the illusory average!**

Meyer, A., D. Rose and D. Gordon. (2014). Universal Design for Learning: Theory and Practice.
UNESCO. (2016). Global Education Monitoring Report.
UNESCO. (2017). A Guide for Ensuring Inclusion and Equity in Education.

‘What’ of inclusive education

Integration

→ Fix and force to fit

→ ‘Adjust or fail’

The child goes to school.

Inclusion

→ Adapt the school
to pupils’ needs

The child participates in school.

Inclusion: “Process that helps overcome barriers limiting the presence / participation / achievement of all learners”

Inclusive education: “Process of strengthening the capacity of the education system to reach out to all learners”

UNESCO. (2017). A Guide for Ensuring Inclusion and Equity in Education.

‘How’ of inclusive education

- The idea of ‘universal design’
- The idea of ‘universal design for learning’:
Providing multiple means of
 - Representation
 - Action and expression
 - Engagement

A. Meyer, D. H. Rose, and D. Gordon. (2014).
Universal Design for Learning: Theory and Practice.

‘Why’ of inclusive education

- Positive impact on cognitive and socio-emotional development
- More equitable and cohesive societies

J. Lebeer. (2013). The relation between inclusive and cognitive education and new insights in brain-gene environment interaction.

L. Sokal, J. Katz. (2017). Socio-emotional Learning and Inclusion in Schools

S. J. Vitello and D. E. Mithaug. (1998). Inclusive Schooling: National and International Perspectives

UNESCO. (2015). Global Citizenship Education: Topics and Learning Objectives.



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Thank you!



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