MODULE 9 Transcript

RICHARD: Hello everyone, welcome to Module 9 inclusive education, I am presenting most of this, it's the area professionally I have worked in for the last 30 to 40 years. I am relying on a lot of films to talk about the issues, and I will make the connections, but over to Sarah Kamau, our acting Chair, who will introduce the topic.

SARAH: Thank you Richard. I would like to start introduction of this topic on inclusive education by saying all humans have rights, all rights apply to all humans. Disabled people, people with disabilities have rights, are right holders and decision makers in their own lives. Education from services is a violation of individual human rights. Inclusive education is a fundamental right, both a means and an end for all children including the most marginalised. It presents an opportunity to build their foundation of an inclusive society as well as an opportunity to re-, I can't see that word.

RICHARD: Reimagine.

SARAH: Reimagine and rejuvenate their education system. Then I would like to also discuss about what an inclusive education is all about. It is the right to inclusive education encompasses a transformation in culture, policy and practice in all formal and informal educational environments to accommodate the different requirements and identities of individual students, together with a commitment to remove the barriers preventing inclusion. Inclusive education involves strengthening the capacity of the education system to reach out to all learners. It also focuses on the full and effective participation, accessibility, attendance, and achievement of all students, especially those who for different reasons, are excluded or at risk of being marginalised. Inclusion involves access to and progress in high-quality formal and informal education without discrimination. It seeks to enable communities, systems, and structures to combat discrimination, including harmful stereotypes, recognises diversity, promotes participation and overcomes barriers to learning and participation for all by focusing on wellbeing and success of disabled students. Inclusive education requires an in-depth transformation of education systems in legislations, policy and mechanism for financing, administration, design, delivery, and monitoring of education. I think the next slide will turn over to a video that encompasses inclusive education as put together by UNESCO in 2020. Welcome to the video.

RICHARD: Thank you Sarah. [video playing] [school bell rings] Everyone is different. The 2020 Global Education Monitoring Report on Inclusion and Education believes that education is strongest when it embraces diversity. Learners should not have to adapt to the system, instead education systems should adapt to their needs. When students do not feel welcome in school, they are less likely to learn. This is everyone's loss. But rich and poor countries too often educate some children apart. Children who have a disability, have been displaced, speak a different language or are poor and disadvantaged. School design may favour some students over others as do many laws and policies. Teachers are often ill-equipped to cater for students' diverse needs. Children may not recognise the way they are portrayed in textbooks; some may not see themselves there at all. They receive the message that they do not belong. Testing sometimes follows a narrow vision of education and consequently some students leave education earlier than they should. These are complex problems to solve. But a belief in the right to education is a belief in inclusion. Children have different learning speeds and needs. They need curricula that are flexible, creative and relevant. How we prepare teachers matters. They must be given the tools and training to achieve our vision for reform. The resources we know can help the marginalised, educators, support staff, and equipment should be shared so that everyone can benefit. Better data on those left behind will help us reach them. Disadvantages often accumulate. We can't address inclusion one group at a time. Redressing these disadvantages requires funds. These must be equitable and target individual's specific needs. We must work together on these tasks, across Government ministries, from central to local authorities, with civil society supporting governments and schools opening doors to the community. Inclusion in education requires a change in mindset in society, so that education for all means education for everyone, without exception. Achieving this is everybody's business, including yours.

RICHARD: Ok thanks very much. So inclusive education is an international treaty goal. Article 24 of the Convention, and subsequent General Comment Number 4 which I will say more about, were the most critical milestones since the 1994 Salamanca Statement. In 1994, 90 Governments and about 20 NGOs came together in Salamanca in Spain and decided after three days of looking at the issue about the education of disabled young people, that actually this was the place to do it in mainstream, that it was not only cost-effective, but it was the most efficient way of doing it. However, there were no international treaties that were binding on that, it was a voluntary arrangement after that, and it wasn't until 2008 when the UN Convention was implemented that it become binding on countries and as we'll see later, many countries misinterpreted the Article 24 and so when we had the "ensure inclusive equitable quality education and promote lifelong learning opportunities for all", as Sustainable Development Goal Number 4 which reinforced inclusion, that we're really now on a place where a launchpad reason for inclusion round the world. As the Monitoring Report, which we just saw the film from, in 2020 said there is now a consensus largely round the world that this is the way forward. There is also a new focus on relevance of learning outcomes and that just putting children in school without them actually improving their learning and getting ready for the world of work as well as citizenship, is not really the right way forward so this is particularly explicit in target 4.5 which aims to eliminate gender disparity and ensure equal access at all levels of education and vocational training for those at risk of exclusion including disabled people, indigenous and other children at risk. You can follow up those there. Now, before we get into this, I thought it was useful to show you a film clip made by my friend Mithu Alur in Mumbai, the inclusion centre there. I have known Mithu for over 30 years, I have been rounding these schools, nursery schools in Dharavi. Dharavi is the largest slum in India, more than a million people living there in self-made little shanty houses and making a living which has not been planned for by the Government or anybody else. So it was planned by the inclusion centre, Mithu Alur with Canadian backing, Canadian support, they would attempt to develop a number of early years education settings which as time went on the children were included, disabled and non-disabled together, and many of those children then went through schools in Mumbai, have now graduated because it's a long time since this began, but I still think that if this can happen here it can happen anywhere. [video playing] AD: Picture of a man going door-to-door surveying. [Indian music playing] AD: Pictures of toys and teaching aids made from local materials, coconut shells, an old sock. Puppets.

RICHARD: Sorry, just adjusting this. AD: Showing how to feed a child, these are children with cerebral palsy I think, so they don't choke. Then working with a large black doll how to hold the child, keep eye contact, hold them safe. [video frozen].

RICHARD: We seem to have a problem with the film. Anyway. I will move it on a little bit and see if we can get the end of it. Basically, what this project showed they set up 20 of these nurseries. Training [video playing over Richard] [Indian music playing] AD: Pictures of disabled and non-disabled children together. AD: Playing together. AD: Dancing together. AD: Getting off the bus a little boy helped down with two non-disabled peers.

RICHARD: The interesting thing about this it's based on research Doctor Alur actually did a survey research on all of this and showed very clearly that the attitudinal changes expressed in the film were real changes that took place in that community, and it brought about a fundamental change in the Indian Government's thinking, so it shows that small projects can lead to scale changes, because there were now the early years settings across India now are open to disabled children as well as non-disabled children. Key benchmarks on the journey to inclusion, let's not forget the Universal Declaration of Human Rights which was a right to education, didn't mention disability. Salamanca, I have described, the UN Convention, the Sustainable Development Goals UNCRPD after 10 years decided to hold a general day of reflection and then produced General Comment No 4 which is probably the best guidance to what is meant internationally about inclusive education. The monitoring report that we mentioned and then also the International Disability Alliance produced their own report from the United Disabled People of the World about what they meant by inclusion. Now we shouldn't forget that behind all of our thinking is the paradigm shift from this way of seeing the problem in the person, with everybody trying to make that person as normal as possible which we looked at in Module 1, reminding you to social model and human rights model which sees the barriers beyond the person that are the problem and that we need to actually deal with those structures and not change the child. As they said at the UN, inclusion is led by the following change in thinking from viewing disabled people through the traditional lens leading to a charity medical model, or in Eastern Europe and Russia 'defectology' as it’s called to segregation and integration from that to a social human rights model where the barriers are addressed and that leads to inclusion. So away from objects to subjects. We have covered this before. Then Article 24 itself lays out the vision of an inclusive primary and secondary education system from which disabled people should not be excluded and remember this is signed up to by 182 countries round the world, and all but three Commonwealth countries. With support provided and reasonable accommodation, individual programmes provided to facilitate effective social and academic education for all. The means of doing this is to develop a comprehensive and co-ordinated legislation and policy framework for inclusive education, a timeframe to ensure that mainstream schools foster real inclusion in school environments. That teachers and all other persons, professionals, contact with children understand the concept of inclusion. To strengthen measures to monitor school practice concerning enrolment and to adopt and implement a coherent and adequate financial strategy. Some of the explanations that come from the General Comment No 4. Now if you think of that traditional model which we talked about earlier, of children being excluded, that's the model, it leads to children not going to school. Medical model can go in two directions, either the child goes to a separate place, a hospital an institution, or a special school, or if they can pass some sort of test of functionality then they can be in the mainstream, they can be in the mainstream with their peers, but in a separate classroom as is the one throughout most of the United States. Socially in some activities so they can share meals, assembly or art, or in class with support but teaching and learning is not really adapted for them. That is integration. That is not what we mean by inclusion. Inclusion is where all are welcomed, staff parents and people value diversity, support is provided so all can succeed academically and socially, as it says in the Convention all can thrive. Teaching and learning and assessment are reorganised, and peer support is encouraged. So that is a very different image to the one we have got. This puts it into a diagrammatic form, exclusion is a question mark about education. Segregation, separation, the square blocks and the round blocks like in a kid’s toy where you have to insert the block into the right shape, the children are kept completely separate. Then we can have a unit with the square blocks attached to the school where they share the same space, but not much else, or here we have someone chopping the corners off the square block to fit into the round holes, even though that is not what they actually need, and there can be an additional room where different children are fitted into different shapes and occasionally spend some time in the mainstream. Or, in diagrammatic form, inclusion is where all the different shaped children all fit into the same toy, the same classroom. So that's a way of thinking about it. Another way of thinking about it is an exclusion, segregation, integration and inclusion, I shall read across the page. In exclusion there's no services only the family. In segregation, services to disabled people but not to anybody else. Integrated, depends on the needs of the disabled person. Whereas included depends on the rights of the disabled person. Despised, in the excluded system, categorised as disabled people in the segregated system. The integrated system is to normalise or to make the disabled person as normal as possible, whereas an inclusion system, it's about changing the school, the college and the organisation rather than the person. In exclusion the child is ignored, in segregated approaches, they are special, and note that there is no use of the word 'special’ in Article 24, special education is something that was rejected by all of those who made the Convention. I would urge people not to use it. Equal treatment is what's talked about in the integrated situation, but equality is not equal treatment. Equality is each receives what they need to thrive and achieve their potential, and that is a big difference. If someone starts way back and you treat them equally, they will end up way back. In the excluded system you are cursed possessed, devil, by the devil, bewitched. In the segregated system, disability is a problem to be fixed. In the integrated system, disability is a problem to be fixed. In the included system, we look for everybody's positives, what they can do what their gifts are, what do they bring to the situation. In the exclusion situation we rely on the family in the community. In the segregated, the child has to be brought to where services are. In many countries that means the child has to leave home in order to go to the rare special school that may be found around the capital city. Benefits in the integrated system to the disabled people of being integrated which are not that great but probably better than nothing. Whereas the inclusion system benefits both the disabled and non-disabled child. In the excluded system there is no education, the expert really is the professional the special therapist in the succession school. Similarly in the integrated school whereas in the include school we recognise that inclusion is a political struggle which parents, community, teachers and children need to engage in. With their allies and support to give power of ordinary experience. There are folk explanations, no community-based rehabilitation. In the segregated situations people are categorised and marginalised, and many professionals spend years getting letters after their names so they can recognise these different things. I am not saying some of that practice is not useful, but it’s coming from the wrong perspective if the course is not run-on inclusive values. Integration often is learned helplessness with technical innovation. Whereas in the inclusive system an assertiveness and transformation and relationships of power and outcome, having a dream are most important, and lastly learning from life, you remain excluded in the exclusion situation. A separate curriculum which is usually a much lower grade curriculum and so children who go to special schools rarely can get to Higher Education. Curriculum delivery is the issue in the integrated system, can it been delivered, can we get these children through the system. In an included system the curriculum content must be changed and flexible, inclusion must be struggled for, so we're gaining to get a flavour of what these different things mean. In 2008 I was privileged to be commissioned by the South African Government -- no sorry not that one yet. This is something made by Down’s Syndrome Australia at Pullenvale School, it's a sort of fantasy but it makes the point about these three different conditions in the classroom between segregation, integration and inclusion. "What is inclusion?" [video playing]

RICHARD: I think that the interesting thing about that from very frustrated parents in more developed higher income countries, Canada, Australia, South Africa to some extent, UK, New Zealand, where inclusion is paid lip service to in policy but actually it's not about resources because it cost quite a lot to put an aid in the class alongside a teacher for this particular child and a lot of effort is made to get this extra resource. But research from, on Down's Syndrome by people who, particularly in the Southampton Centre and elsewhere, has shown that children with Down's Syndrome which often is linked with a mild learning difficulty, actually do much better in mainstream classes with their peers, than they do having this separation in the class, so there is an issue, it's not just about geography, it's about what happens in the classroom as well. So, if we think about the toy analogy, that children are different shapes and you have a continuum of provision where you have special schools, very special schools, extremely special schools for different types of impairment that the children who drop below that red line on the diagram and are of the shapes below that, are out of vision. It's the line of invisibility so if you're in the school with your own resources such as that child, or your school with a unit or extra resources you are still there, and can be seen in the playground at lunch time and so on but once you get on the bus or go and stay in dormitory in the special day school, independent school or special centre you drop below the line of visibility, you're no longer part of society. This is one of the main arguments from parents and advocates of inclusion, that we need to develop a child centred approach. Teachers trained for inclusion, buildings and learning materials must be adapted, specialist advice and support is needed but within that framework a flexible curriculum, most importantly peer support which doesn't really figure at all in the segregated setting where many disabled children have reported they only relate to the other adults and hardly to the other children at all. Community education for inclusion and special schools become resource centres and rather than schools where children go. So, we move from seeing the impairment and the label as determining no school or special school or integration within a certain type of school, to a constellation of services where people who would have been in those special schools are freed up to be peripatetic teachers, support work therapists who go round in a lot of work show in East Africa by providing a motorbike to peripatetic teachers they can extend the range of schools they reach to by tenfold. That's the way we need to be going, so we're not saying get rid of the specialist expertise, the person who knows how to teach Braille or sign language or who is an expert on behaviour, children with autism or adapting the curriculum, they need to be there in district support centres working out to the local school. But of course, the local school can also develop its own knowledge by investigative teaching where the whole school and staff train. The sorts of barriers we're looking at that disable we need to address and get rid of are negative attitudes, inaccessible information, denial of admission, everyone who lives round the school should be able to be enrolled in the school, fear of difference, lack of knowledge and support, challenging bullying name calling, changing the inaccessible environment and transport to accessible ones, inflexible curriculum and lack of training. All of these barriers are beyond the child and therefore can be addressed so often I do this activity with staff, it's one you might want to do. What barriers to inclusion does your school present for students and then you can have six groups looking at those who are blind or visually impaired, those who are deaf or have hearing impairment, those with a mobility impairment or wheelchair user, having a significant learning difficulty, having been labelled as having emotional behavioural difficulties, those with autism, ADHD or mental issues or having a hidden impairment like epilepsy, diabetes, HIV and so on. You can actually ask them on a series of cards to identify the barriers caused by staff, pupils, parents, other professionals, the physical barriers in the environment and communication and equipment and the barriers in organisation, content diversity. And then I mix up the cards from the six groups, we build a big wall of these cards, and we ask the question at the end of it, are any of these barriers within child? We find invariably, the largest I did was a group of teachers in the north-west of England, they came up with 784 barriers. They had to admit that not a single barrier was a 'within child' thing, they were created by the system. If they are created by the system, they can be actually knocked down by the system so the next thing to do then after you have got your wall is to knock your wall down with solution-based thinking, and from that you can develop an action plan. Now this method can be used by anybody in any school around the world to bring about the paradigm shift that we're talking about. How well are Commonwealth countries doing? Well not so many have been up, up until August 19 and the Committee stopped soon after that, taking reports, it’s starting again soon, because of COVID, but only 14 of 54 countries of the Commonwealth have been through the UNCRPD reporting and what they found was that all the 14, both in developed and developing countries, are criticised for persistent segregation in special schools and for 6, for enhanced segregation since they signed the Convention which is against the Convention. 9 countries are criticised for not providing sufficient/comprehensive enough training for their teachers. 7 are criticised, that's half of them, for lack of reasonable adjustments which they have to do from the moment they sign the Convention. 7 countries are criticised for failure to address barriers to disabled children and young people accessing education, again half. 7 are criticised for having no enforceable right to inclusive education. 5 are criticised for providing insufficient budget, the gap in learning between disabled and non-disabled learners. Lack of expertise in sign language for schools and lack of transport is something noted on. Out of all of those countries, the bleak picture, only New Zealand was commended for moving towards a more inclusive approach. So that's not a very good picture I am afraid. Let's have a look now at a couple of clips from a film I made for the South African Government in 2008 which I think they asked us to visit 10 primary schools where inclusive practice was developing. I wouldn't say that this is the norm, but it shows that within normal primary schools in South Africa with the right support, with no particular extra funding, they can actually move in the direction of inclusion. First it talks about generalities then a specific school. [video playing] Ethos in culture. In the schools featured, the key factors which led to the development of a strong inclusive ethos were strong leadership from principals and school-based support team co-ordinators, a whole staff commitment to inclusion, flexible management and systematic approach to removing attitudinal, learning and physical barriers within schools. [children singing] It is a good thing that they have taken the children who are disabled, because in the previous years these children were kept at home, neglected. Now that the children are being brought into the school, they can be able to play with other children, they can be able to communicate with their teacher, they learn English, learn all the languages which have been spoken at school and they really feel part of the community. So, it is a good thing I think, we're happy about that. We only wish it could be introduced in all the schools, not just particular schools because these children who are disabled are all over. [children singing] Bukhosibetfu School in Mpumalanga is a full-service school. It was one of the first 10 schools in the province to be chosen to pilot inclusive education. [Drums] Children aged 5 to 13 years attend. There are high levels of unemployment in the area and the school runs a nutrition programme to ensure that children receive food each day. The school welcomes disabled learners with a wide range of learning difficulties and physical impairments. Bukhosibetfu staff and governing body members believe that all pupils have a right to an education and the right to learn skills that will support them after school. At Bukhosibetfu staff encourage all students to treat their disabled peers with equality and respect. We used the White Paper Number 6 because it emphasised the fact that all learners can learn and all need support, so we wanted to change so that all the learners with the learning disabilities can be catered in our vision and mission statement. Bukhosibetfu has a welcoming and inclusive ethos. Staff identify children's needs and plan and adapt the curriculum to meet them. The disabled children in this Grade 1 class include learners with hearing impairments, a pupil with cerebral palsy, a pupil with learning difficulties and a pupil with Attention Deficit Disorder. The disabled learners sit near the front. The teacher uses visual materials and teaches through community languages and sign language. These strategies support all children to learn and are essential to make the subject accessible to disabled learners. "H, I and J". Bukhosibetfu has many large classes and often deploys two teachers to each class. Tabani has global development delay and epilepsy. His teachers plan differentiated work for him and include cutting, drawing and clay modelling tasks to develop his fine motor skills. Tabani is 7. At school he is learning English and making good progress. [video playback disrupted]

RICHARD: I think that gives you a flavour of it we'll go on to another school... yeah, this is a Ebhotwe school in the Eastern Cape and an area that used to be dormitory area where most of the parents, the adults want to the Rand, to Pretoria, Johannesburg to work and the children were left with grandparents or to fend for themselves quite often. [video playing]

RICHARD: These are not working very well. I will try one more time, see if it works. Ebhotwe primary serves the township of Mdantsane in the old Transkei [distorted audio]

RICHARD: What we'll do we'll put these films up on the website so you can actually look at them but basically what this school has is a school-based support group, it's a full-service school and the Government is building, refurbishing some buildings for them, these are temporary buildings, so they will be able to meet a wider range of need. We were very impressed with the level of inclusion that was actually going on at this junior primary school. The whole of these films is on the website of My World of Inclusion and you can have a look at them at your leisure, we will put a link up to where you can see them so I'm sorry about that. So, what are some of the policy challenges to implement inclusion? In the need to introduce primary legislation guarantee and inclusion, there needs to be a flexible national curriculum. The idea that you only move forward if you complete the grade requirements is anti-inclusion and grade systems need to be got rid of so that there is flexibility, so you're with your chronologically aged peers. I did find in Lesotho when I visited there for instance, a child of 24 in Grade 2. He was playing the role of a monitor, but basically the curriculum had not been adapted so he could actually move forward so he got stuck. That is not a good way to use education resources. Primary education must be free for all, sufficient school places and teachers must be provided, and there is a huge requirement for extra 17 million teachers to be funded currently. Pupil centred pedagogy where we start from the child and build from their knowledge is essential. Flexible assessments systems, which are really not exams which you can maybe do if you need to, at the end of the school system. You don't need to do them all the time. What we need is teachers assessing what children learn by looking at their books, their work, asking them questions and so on, and that is formative assessment that's what is actually needed. Specialist teachers to support mainstream. Sufficient capital for building schools, that may often mean providing them the means for the resources and then the community can actually often come to a work camp over the weekend and put in ramps, modify the toilet stalls, paint the grey concrete walls so they are white so children with low vision can see. These are not difficult solutions, putting in handrails, this can be done very easily. Similarly in the roads and that lead up to the school, holes can be filled, bridges can be built so children who use wheelchairs or come on a bicycle arrangement can actually get to the school. Media and public awareness campaigns need to be established. Then we need to move on from that to the next slide. So those are the policy challenges, and at the district level we need to ensure all disabled children are identified and enrolled and one way that we did this in South Sudan which I know is not Commonwealth, we actually asked all the children to draw a mental map of their village, and mark on it the children of school age who were not in school. So that's a simple way of conducting a survey. Another way is community-based rehabilitation, knocking as we saw in the Mil Julke film, going door-to-door to find how many children because of superstition and other reasons are not being sent to school. Those children all have a right and a right in law and every country to go to school and the authorities need to make sure that they do persuade the parents and the schools to take them. Support learning, use people with the community, run regular training on inclusive teaching and learning. Run regular training on inclusive education for parents, train local unemployed people to build and adapt accessible schools to maybe, if you have reached some sort of grade level you can be a teaching aid to be in the school and then the school should develop a way for you to actually train as a teacher on the job so that you can actually become an assistant leading to eventually a teacher. This will reduce high ratios to lower ratios. Support parents to empower disabled children and share best practice with films and then we can, at the school level, go on to saying regular audit inclusion and ensuring barriers to be moved, school as we talked about school environment activities are accessible. Make sure the curriculum is taught all in an accessible way and that the children see themselves in the curriculum as well as being a diverse learning experience. Teachers trained and supported each other and developing inclusive planning, assess children’s learning formatively, and intentionally build relationships which is really important in a child-to-child approach we have seen in some places, and ensure difference is valued by giving all pupils an understanding of disablism. I hope this next film works slightly better. This is talking about British Colombia which is one of 10 regions of Canada. Education is devolved through the provinces in Canada, and British Colombia has had no [video playing over Richard]

RICHARD: We'll move on. How do we develop inclusion in low-income countries, obviously that was a resource rich place, New Zealand we have talked about as well Australia are all resource rich, UK, but how do we develop this model into low and middle-income countries? The key thing is attitude. All belong, all are welcome. Professor Peter Mittler a friend of mine, talks about in one of his books going to Lesotho and finding a school under a tree. You don't need a lot of resources; you need adults who are motivated and children who are motivated to learn and to support each other in learning. The biggest resource in any learning situation is the peers. The children of the same age who can collaborate. We as adults build barriers between those children, we have to take those barriers down. We need to have training for staff, which is twin track, which is first of all on the principles, general principles of inclusion for all, but also provides impairment specific accommodation so they know what to do with the child who is blind or deaf or deafblind or has severe learning difficulties, what reasonable accommodations can be made. The training is best done with all staff collaborating. Whole school training has been shown to be very effective. So once a week, all staff stay behind after school is shut and review with maybe a facilitator from outside the school who watched what was going on, how they could have taught that lesson better, how they could have accommodated different children in different ways. And schools can come together, teachers and support staff can come together, make resources out of what is available in the local environment. Doesn't have to cost a lot. We need to involve local DPOs and make sure disability is a curriculum for all. Disablism must be challenged and ensure that resources, curriculum and assessment is done flexibly. So that's my take. We’ll hear more at the seminars about this but just back to Sarah for really a couple of thoughts to finish with.

SARAH: Thanks Richard for that detailed and insightful inclusive education learning. I would like to make a conclusion by referring to some quotes from people who have been there and have done it all. This is from, I am unable to see the name Richard it's quite small.

RICHARD: Margaret Mead. Social anthropologist.

SARAH: Ok, in conclusion now to say that "Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has". So, it's important to take into consideration that kind of people who can make changes in the world, however, small or you may think they their contribution is. Then we have, I can see Albert Einstein here -

RICHARD: No, it's Ghandi.

SARAH: Oh Ghandi!

RICHARD: "You must be the change", that one.

SARAH: He says that "You must be the change you wish to see in this world”, and two thoughts to end. He says "Inclusion is not a strategy to help people fit into the systems and structures who exist in our societies, it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone." That is Dan Richler, past President Inclusion International. I think those are insightful thoughts for us moving forward, that inclusion is very important.

RICHARD: Thank you Sarah. I think the points from Diana are really important because Inclusion International represents people with intellectual impairments or learning difficulty, whichever way you want to call it, learning disabled some people say. They are the group that are most excluded from the education system. What they are arguing is an education system for all, has to be fit for purpose for a child who maybe is learning in different ways and academically many years behind other children, they still are human beings and still need to be included and learn. What Mr Ghandi was saying is we have to model what we want to happen in the world. So, I think some thoughts to end on. There is the coursebook with some follow-up activities, and we will then show many more examples at the seminars, when we get round to them, so thank you very much to all of you.