

Inclusion

What are the main challenges?

- *Referring to the United Nations Convention on the rights of persons with disabilities, existing school systems need to transform and to take actions that guarantee inclusion.*
- *On national and regional levels the progress of implementing inclusion differs widely.*
- *Inclusion is often only seen as an aim of certain people (e.g. specialised teachers), but not as a matter of society (e.g. or schools) in general.*
- *Neither the inclusion quota of a country nor the time of experience doing inclusion can solely guarantee quality.*
- *Evaluation of inclusive settings and developments needs different ways of observation, for example qualitative research (e.g. case studies ...).*

What are the major recommendations for future actions in the field discussed?

- *Inclusive teacher education is necessary for having inclusive schools (i.e. meaning schools for children with all abilities).*
- *The inclusive attitude and beliefs of all teachers need to be strengthened, right from the start of the education of all teachers and to be continued in in-service-teacher-training.*
- *Furthermore, the traditional image of the special education teacher has to change: from a specialist in an exclusive setting to an equal colleague in an inclusive school for all.*
- *Permanent re-evaluation, life-long-learning and reflection have to be standards for all teachers.*