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Inclusive education in the context
of the conception education for all

Edukacja włączająca
w kontekście edukacji dla wszystkich

Abstract: The relation between conceptions "Education for all" and "Inclusive education" is presented in the context of the their recent development. Aspects of the European and Word educational policy are commented. The development of the conception for Inclusive education is presented with some specifics regarding groups as children on the move, children under the custody of the state that were not enough discussed till now. Accent is put of the conception "learning for all" that develops the idea "education for all".

Keywords: inclusive education, education for all

Streszczenie: Związek między koncepcjami edukacja dla wszystkich i edukacja włączająca jest przedstawiony w kontekście ich niedawnego rozwoju. Aspekty polityki edukacyjnej europejskiej i światowej zostały skomentowane. Rozwój koncepcji edukacji włączającej został przedstawiony z pewnymi szczegółami dotyczącymi grup jako dzieci w drodze, dzieci pod opieką państwa, które do tej pory nie były dostatecznie omawiane. Akcent położony jest na koncepcję "uczenia się dla wszystkich", która rozwija ideę "edukacji dla wszystkich".

Słowa kluczowe: edukacja włączająca, edukacja dla wszystkich

Inclusive education as a conception derives directly from the conception Education for all. From one point of view Education for all is a political idea on a world level with various dimensions. There are many political documents and publications in the last decades on it. As a content, the conception for inclusiveness in education is at the end of the process to provide place for each child in an educational institution. The first step is to ensure free access to the school for every girl and boy. Accessibility is at the beginning, inclusiveness follows it.

It makes an impression that there is some mixing of the stages of this process in some political actions and academic interpretations. For example, the stage of the access is commented as inclusive education. It can be said that it depends from the content of the conception of the inclusive education. But this means that it`s necessary to know the definition for inclusive educa-

tion in a concrete situation before to comment its practical realization and its relations to the conception Education for all. An immanent part of this idea is the rights of children. Let`s look at some recent interpretations in this area.

According to a Position Statement of the European Network of Ombudspersons for Children [2016], "educational inequalities remain unacceptably high in Europe". They are called inequalities "of educational opportunities experienced by children with a low socioeconomic status, children belonging to ethnic minorities, children with disabilities or special educational needs and children in specific circumstances (children on the move, children under the custody of the state, children who live and/or work on the streets, children in conflict with the Law, Roma Children) [European Network…, 2006, p. 1]. All these children "should have access to the same quality of education, irrespective of their socioeconomic environment, religion, ethnic and cultural background, gender or nationality" [European Network…, 2006, p. 3].

Today, the most used expression for all these groups of children is "children living in vulnerable situation", for example – "children with special needs, children on the move, children under the custody of the State". The main topic for these groups remains "access to education, and especially to pre-primary education and post-compulsory education". Special attention is paid to "poor children" that "also have less access to a number of out-of-school educational activities, which play a fundamental role in their personal development and their socialization process" [European Network…, 2006, p.2]. Children from poor families are special object of care because the data shows that "about 60% of early school leavers are either inactive or unemployed" and they "are more likely to come from workless households; be male rather than female; come from vulnerable groups, such as those with SEN, teenage mothers and those with physical and mental health problems; come from minority or migrant backgrounds and to be concentrated in particular areas. Children with SEN usually leave school with few qualifications and are much more likely to become unemployed or economically inactive." [European Network…, 2006, p. 8].

It`s interesting to point this new accent on post-compulsory education. While the significance of the pre-primary education for the child development is well commented and studied mainly in the context of "early childhood education and care", the necessity for a post-compulsory education is relatively new topic in the discussions - "the right to education cannot be constrained to compulsory or basic education and needs to include access to pre and post compulsory education as well as to non-formal and informal educational

options" [European Network…, 2006, p. 2] and to "increase access to diverse forms of post compulsory education" [European Network…, 2006, p. 4]. "Participation in post-compulsory education has been identified by the OECD and the EU as the necessary minimum threshold for social and labour inclusion." [European Network…, 2006, p. 7].

This tendency corresponds to one of the World Development Goals – "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" with main focus "on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach" [Education 2030…, 2015, p. 1]. It could be seen here the relation between education for all as life-long learning and inclusive education.

Thus, the accent is shift to the access before and after the compulsory schooling. Inclusion remains to realize "inside" of the schooling – in the kindergarten or in the school, in formal or non-formal settings. The importance of the inclusion is explained by positives for personal and social development: "When delivered well, education cures a host of societal ills. For individuals, it promotes employment, earnings, health, and poverty reduction. For societies, it spurs innovation, strengthens institutions, and fosters social cohesion [World Bank, 2018, p. 3]".

For example, the pre-primary education enables more educational opportunities for "the most disadvantaged children" "with special reference to children with unemployed parents, newcomer children, Roma children and children from other ethnic minorities. to avoid a negative impact of poverty on education and opportunities for development [European Network…, 2006, p. 3]. This opportunity is a necessary prerequisite for the future outcomes from the learning that are "associated with higher educational performance, reduced risk of early school leaving, better social integration and early development of skills such as creative and critical thinking, social behaviour and emotional development" [European Network…, 2006, p. 6]. Because of that, world goal is "the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education" [Education 2030…, 2015, p. 2].

It is no chance that the learning is at the center of the interest of the last World Development Report where it is written a very important sentence: "Schooling is not the same as learning." Ensuring access to education is not enough students to have good learning results. Effectiveness of the learning depends from many determinants among that the socio-cultural belonging is very important. As it is marked in the report, "learning outcomes are almost always much worse for the disadvantaged". And because the benefits from

education "depend largely on learning", "schooling without learning" is inter-preted as "a wasted opportunity. More than that, it is a great injustice: the children whom society is failing most are the ones who most need a good education to succeed in life." [World Bank, 2018, p. 3] It`s interesting to see the change it the expression "education for all" to "learning for all" and the sad statement that many countries are not yet achieving "learning for all." [World Bank, 2018, p. 4]."

The last statement directs attention to the process of learning in the frame of the school institution. This is very close to the understanding of the inclusive education as a means for personal development in a common social place. Here the accent is not on the development of social attitudes to "different" children but to creating necessary conditions for their successful learning.

On the one hand, it`s very important all children regardless of their differences, to be together, for example "the absence of a social mix eliminates the potential positive 'peer effect' that could provide better opportunities" for poor students. As regards migrant children their larger number "in disadvantaged schools is one of the most important factors affecting their low performance. While levels of poverty are the main cause of their concentration in low performing schools, specific cultural aspects such as not speaking the language of instruction of the host country intensify the inequality in performance between native and migrant students." [European Network…, 2006, p. 7].

Today, the conception for equity is becoming more and more important compared to the concept of equality. Equity is aligned to inclusion: "Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind." [Education 2030…, 2015, p.2] Such understanding leads to the question for moral implications of the inclusion as a process. By itself the idea for inclusion is the idea not to leave someone isolated and lonely. The thought of the importance of being in a community comes to the fore. Inclusion is for both – for the one who joins and for the others to which he/she joins. Because of that this is not an easy for realization social process – it`s necessary to take into account different kind of needs (individual and social).

At the end of the paper I would like to present some very important conclusions in the last World Development Report about the engagements

toward learning for all that outline perspective in the future for work in the context of the inclusion: "Learning outcomes won't change unless education systems take learning seriously and use learning as a guide and metric. This idea can be summarized as "all for learning". Such "commitment to all for learning — and thus to learning for all — implies three complementary strategies:

- *Assess learning — to make it a serious goal.* Measure and track learning better; use the results to guide action.
- *Act on evidence — to make schools work for all learners.* Use evidence to guide innovation and practice.
- *Align actors — to make the whole system work for learning.* Tackle the technical and political barriers to learning at scale" [World Bank, 2018, p. 16].

This strategies align new specific trends in the interpretations of the inclusive education as a theoretical conceptions and practical realization. They put accents on the individual success in educational process and engagements of the environments toward them. This change from the effects for the community and others to the effects for the individual prosperity will be a serious challenge not only for educational systems but also for teachers in their everyday work.

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