

**Inclusion in education**  
**The role of independent schools in organizing  
inclusive and equal education for all learners**

## Conclusions

***The basic principle and aim of inclusive education, is the wellbeing of the child and its right to improvement***

Participants of the ECNAIS seminar on Inclusion in education in Prague (23-25 November 2017) agreed on this and the following **conclusions and statements** after a multi-day program consisting of lectures, discussions in working groups and visits to schools of all kinds:

### Conclusion 1:

Independent schools are not out of the current inclusive processes, but in many cases they are bearers and pioneers of continuous change.

### Conclusion 2:

Inclusive education is a precondition for society's development.

### Conclusion 3:

Any changes in the education system must be made within the evidence based policy principles, focusing on the fulfilment of the basic meaning and the goal of inclusive education with respect for the own school values.

*Independent schools all over Europe see it as a challenge to respond time and time again, not only to social and economic changes, but also to the dynamic demands of the new generation of parents and children.*

*Their points of departure are always the pedagogical, philosophical or religious values, which once formed the deeper motives for the school founders to establish the school.*

*The theme of inclusion has resonated in various discussions across societies for many years, as stated in the introduction text for the theme of the seminar (available [here](#)). The basis of the idea of inclusion is the highest human values - respect for the other, solidarity, fundamental human rights.*

*Inclusion does not evade any of the human areas in life, such as work, housing, leisure and, of course, education.*

*Educational institutions have a great potential to influence, from the logic of their mission, social values and development. Encouraging inclusive processes in schools can be seen as a necessary condition for building an inclusive and globalized society. That is why education systems and schools themselves are subject to the demands of continual transformation.*

*Inclusive education needs to be recognized as a continual process involving both legal reform and transformation of cultures, values and policies. It is obvious that in each country this process is somewhat different, both at system and school level; it is influenced by the historical, geographic, national and religious composition of the society and, last but not least, by the political direction of the state.*

*Legal, professional and organisational changes during this continual process could serve as a mirror of “the misery and the glory” of concrete education system. Political and expert debates in this field without exception increase the interest in education both for the public and politicians. It has both positive effects (awareness of related issues – professional preparation of teachers, their remuneration, necessary changes of curricula and methods of education, organisation of public administration in education etc.) and negative effects (spread of myths, use (abuse) of the topic for political purposes).*

*In such situations, unfortunately, **the basic principle and aim of inclusive education, which is the wellbeing of the child and its right to improvement**, can be overlooked or neglected.*

ECNAIS seminar on the theme of Inclusion in education, Prague 23/11/2017 – 25/11/2017 hosted 114 participants from member associations in 14 European countries together with policy makers, who share a great interest, dedication and passion for the ongoing innovation in education.

All seminar materials are freely available here - <http://www.ecnais.org/inclusion-in-education-the-role-of-independent-schools-in-ensuring-inclusive-and-equal-education-for-all-learners/>