

ABSTRACT

Investigating Teachers' Experiences with the Dakar Framework for Action: Education for All Innovation as it Relates to Educating “At Risk” Students at Sunnyside West Secondary – A Phenomenological Inquiry

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This study explored four teachers' experiences in educating at-risk children at a secondary school in Trinidad and Tobago under the Dakar Framework for Action – Education for All innovation. Data were collected through interviews. The findings revealed that the teachers' interpretation of the taxonomy of the at-risk child is a complex one, which must be fully understood if the concept of inclusion is to be fully realized and yield the intended objectives of the Dakar Framework.

Keywords: Disadvantaged children; Case studies; Educational opportunities; Inclusive education; Low achievers; Secondary school teachers; Teacher attitudes; Trinidad and Tobago