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Global Education Monitoring Report

Education and inclusion

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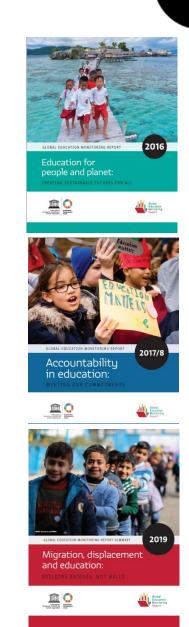
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Event: 6th Policy Forum on Strength through Diversity Paris, 6-7 June 2019



Report themes

- 2016 Education and the SDGs + SDG monitoring challenges (September 2016)
- 2017/8 Accountability (October 2017)
- 2019 Migration and displacement (November 2018)
- 2020 Inclusion (March 2020)



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Rationale of 2020 GEM Report

Inclusion at the core of the SDGs

'Leave no one behind'

and SDG 4

'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'

...but inclusive education concept not clear to all

Changes across time

Originally, narrow understanding

- Medical model
- Special needs / disabilities
 - = pupils with disabilities taught in separate classes or excluded

More recently, broader meaning = All learn together

- Social model of disability
- 1994 Salamanca statement
- 2015 Incheon Declaration / SDG 4
- 2016 General Comment 4 to CRPD
- 2018 Global Education Meeting

Varies across countries

Inclusive education

- special education vs. integration
- = mainly concerned with pupils with disabilities

Inclusive education

- inclusion for some groups vs. inclusion of all learners
- = all learners esp. those most at risk to be left behind

Inclusion definition and concepts

- 1994 Salamanca Statement and Framework for Action on Special Needs Education: countries recognized "the need to work towards 'schools for all' — institutions which include everybody, celebrate differences, support learning, and respond to individual needs"
- Inclusion as a 'process of addressing and responding to the diversity of needs of all children, youth and adults' (UNESCO, 2009)

Right to inclusive education Committee on Rights of Persons with Disabilities General comment 4 to Article 24 (2016)

'full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized'

'a **principle** that values the well-being of **all students**, respects their inherent dignity and autonomy, acknowledges individual requirements and ability to effectively be included in and contribute to society'

'a **process** of continuing and pro-active commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include **all students**'

Scope of 2020 GEM Report

- Common mechanisms of exclusion (regardless of group: gender, poverty, location, ethnicity, language, disability, migration etc.)
- Stronger focus on people with disabilities, a group which has received less coverage in past reports
- Recognition of different contexts and challenges facing countries in providing inclusive education and adjusted recommendations

Scope of 2020 GEM Report

- Areas of inclusion

 e.g. interpersonal relationships, informal groups or
 formal communities (e.g. classrooms and schools)
- **Dimensions** of inclusion e.g. physical, social, psychological and systemic
- **Degrees** of inclusion
- Elements of inclusion

Elements of inclusion

- Laws and policies
- Governance and finance
- Curricula, learning materials and assessment
- Teachers and support personnel
- Schools
- Communities, parents and students

1. Laws and policies

- How different national inclusive education laws and policies mandate schools to provide education for all, as well as establish procedures that can support inclusion
- How legal frameworks affect inclusion, also looking at their coherence i.e. when vague or contradictory education laws and policies hinder inclusion



2. Governance and finance

- To what extent national education planning and governance
 - mainstream inclusion
 - involve stakeholders from different sectors
 - include the voices of those at risk of exclusion as well as their parents or guardians
- What are the funding approaches that permit to recognize the additional costs associated with the education of vulnerable children



3. Curricula, learning materials

 Whether and how curricula support the diversification of modes of instruction and learnercentred approaches to learning.

4. Teachers and support personnel

- How staff in schools are prepared to accommodate students of all abilities and backgrounds?
- How prepared staff is to identify special needs?
- How to improve cooperation between special needs and mainstream teachers to ensure inclusive practices?

5. Schools

- Non-state provision and school selection tactics
- Infrastructure
- Special schools

6. Communities, parents, students

- Awareness raising campaigns about value of inclusion
- Preferences and choices of parents of children with special needs
- Learners' social and emotional inclusion in schools

Country profiles

Systematic monitoring of inclusive education policies

- Definition
- School organization
- Laws, plans, policies and programmes
- Governance
- Learning environment
- Teachers and support personnel
- Monitoring

Questions

- What are the key **policy solutions** to ensure achievement of SDG 4?
- How can common obstacles to implementation of inclusive education be anticipated and overcome?
- What arrangements are needed to coordinate and collaborate among different stakeholders?
 (e.g. sectors, tiers of government etc.)
- How do education systems monitor exclusion in education and how can they be improved?
- What channels of **financing** are used for inclusive education policies around the world?

Launch dates

- Global report: March 2020
- Regional report on Latin America and the Caribbean: Summer 2020
- Regional report on Eurasia : Winter 2020



Thank you!

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