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Global Education Monitoring Report

Education and inclusion

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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)



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 learner-centred 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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