Inclusion and education:
ALL MEANS ALL

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All means all
Learner diversity is a strength to be celebrated

Out of 100 students...

...these may be physically disabled, sight impaired, asthmatic, allergic...
...these may be poor, overweight, obese, depressed, working after school, disruptive, orphaned, delinquent, left-handed, girls from a marginalized group, such as a race or caste, an indigenous group or a linguistic minority...
...these may identify as LGBTI, be migrants, internally displaced or refugees, belong to an ethnic, religious or linguistic minority or an indigenous group, live in remote rural areas...

And this last one? Hi! He's new here!
Identity, background and ability still dictate education opportunities

In at least **20 countries**
no **poor rural young women**
complete secondary school

10-year-olds in middle- and high-income countries not learning in their mother tongue are 34% less likely to have basic reading skills

In the United States, **LGBTI students** are **3 times more likely to stay home** because they feel unsafe

**Refugees** are **3 times more likely** to be out of secondary school

**Children with disabilities** are **2.5 times more likely** to never go to school than their peers
Inequalities fed into the Covid-19 education crisis

40% of poor countries did not target learners at risk in their education response
Widen the understanding of inclusive education
Include all, regardless of identity, background or ability

68% of countries have a definition of inclusive education...

...but only 57% of those cover multiple marginalized groups
Target financing to those left behind
There is no inclusion while millions lack access to education

- General funding should foster an inclusive system
- Target funding towards the furthest behind

Since the 1990s, education attainment increased by 0.5 to 1.5 years through cash transfer programmes in Latin America
Share expertise and resources
The only way to transition to inclusion

Governments should:

- Encourage flexibility in use of specialist resources
- Use resource centres and itinerant teachers

Laws in a quarter of countries say that children with disabilities should be educated in separated settings
Engage in meaningful consultation
Inclusion cannot be enforced from the top

- Governments should encourage communities’ input into policies
- Schools should increase interaction with communities

37% of students in special schools had moved from mainstream schools in Queensland, Australia
Ensure cooperation across government departments, sectors and tiers

Inclusion in education is a subset of social inclusion

Ministries must collaborate to:

- Identify needs early and exchange information to design integrated programmes
- Give local governments clear and funded mandates

In Colombia, social programmes are tied to a multidimensional poverty index
Make space for non-government actors to challenge and fill gaps
Make sure they work towards the same inclusion goal

Governments should:

- Create conditions enabling NGOs to hold governments to account
- Maintain dialogue with NGOs and make sure they align with policy

In Armenia, an NGO campaign resulted in the country rolling out inclusive education by 2025
Apply universal design

Ensure inclusive systems fulfill each learner’s potential

- All children should learn from the same flexible, relevant and accessible curriculum
- Textbooks should avoid stereotypes and omissions
- Assessment should allow students to demonstrate learning in various ways

24% of text/images in secondary school textbooks in Punjab, Pakistan were of women
Empower the education workforce

All teachers should be prepared to teach all students

- All teacher education should teach about inclusion
- Head teachers should create an inclusive school ethos
- Ensure a diverse education workforce

1/4 of teachers reported high need for training on teaching students with special needs
Collect data on and for inclusion with attention and respect

Avoid labelling that stigmatizes

- Ensure no learner is harmed in data collection
- Use Washington Group Short Set of Questions and the Child Functioning Module on disability
- Some countries do not collect even basic data; others even monitor student experiences

41% of countries have not had a publicly available household survey with disaggregated data on education since 2015
Learn from peers

A shift to inclusion is not easy

PEER
education-profiles.org
Description of laws and policies on inclusion in education

WIDE
education-inequalities.org
Education inequalities within/between countries

SCOPE
education-progress.org
Interactive visualizations of SDG 4 data
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