



United Nations
Educational, Scientific and
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International Bureau
of Education

Moving the inclusive education agenda in light of Covid-19 challenges

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Key terms defined by UNESCO (2017)

(1) Inclusion is a process that helps overcome barriers limiting the presence, participation and achievement of learners.

(2) Equity is about ensuring that there is a concern with fairness, such that the education of all learners is seen as having equal importance.

Three big challenges further posed by COVID-19

- (1) The vulnerability challenge:** making more visible and understandable the strong interaction between socio-economic, cultural and education factors affecting schools, communities, households and families. Take a more close and multidimensional look to the links between social inclusion, educational inclusion and inclusive education.
- (2) The curricular, pedagogical and teaching challenge:** transitioning from understanding education as face to face delivery to broadening its content, strategies, scope and implications encompassing diversity of combinations of hybrid modes of educating, learning and assessing (HELAS).
- (3) The multi-layer role challenge:** rethinking the status of the schools as well as to the engagements, tasks, responsibilities and connections among learners, teachers, principals, families and communities.

Three main messages on inclusive education reflecting UNESCO stance on inclusion and equity (2017)

- (1) Recognizing that **inclusiveness in education** entails a **renewed mode of understanding** the binding reciprocal connections between education and other social policies as well as to strengthening the role of education as a social, cultural, economic, citizenship and community policy.
- (2) Further advocating **that inclusive education is a driver of inclusiveness in education** that entails the appreciation of each learner as unique and special immersed in particular contexts and circumstances.
- (3) Inclusive education implies that the curriculum and pedagogy, as well as the teaching and learning practices, are sustained on the idea that the **personalization of education is an effective way to ensure inclusion.**

Window of opportunities to strengthening inclusive education in light of COVID-19 challenges

- (1) Inclusive education can be of utmost relevance to broadening the understanding that there are different and complementary learning opportunities, spaces and pathways to accommodate to **diversity of learners' sensibilities, contexts and circumstances**.
- (2) Inclusive education reinforces **the personalization of education** through the curriculum and pedagogy, as well as the teaching, learning and assessment practices, further combining, integrating and establishing synergies between in-person and distance activities.
- (3) Inclusive education provides a framework to understand **the progression of the learner and the flow of the learning processes in hybrid digital modes** overcoming institutional, curricular, pedagogical and teaching barriers.

How inclusive education and educational technology can reinforce each other?

- (1) Inclusive education contributes to strengthening education technology as a **tool for ensuring personalized education, learning and assessment** attentive to the singularity of each learner.
- (2) Education technology can be more efficient to addressing challenges posed by diversity of learners' expectations and needs sustained in the principle that **»every learner matters and matters equally» (UNESCO, 2017)**.
- (3) Education technology broadens **the understanding of the impacts of inclusive education** as it provides evidence on how different types of technologies – for example, radio, tv, internet and messaging – can be more or less effective with regard to facilitating learning opportunities and processes as well as to the relevance and improvement of learning outcomes.

The background of the slide shows a group of children in a rural, outdoor setting. A large blue circle is overlaid on the right side of the image, containing the main text. The children are looking towards the right, and the background features lush greenery and a stone wall.

Inclusive education agenda: 5 priorities

- **Rethinking curriculum as glo-local reflecting social imagineres and engaging diversity of stakeholders;**
- **Education systems taking responsibility for facilitating learning anywhere anytime;**
- **Strong focus on learners' preparedness competencies for a better, sustainable and prosperous future;**



Inclusive education agenda: 5 priorities

- **Twining inclusive education and technologies to diversity of learners and teachers, and to vulnerable persons, groups and communities;**
- **Broadening the opportunities for teachers and learners to engage in emphatic, timely and quality feedbacks through in-person and distance activities.**



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