

# Indicators for inclusion at the system level: how do countries and organisations design and use them?

9th Policy Forum

Measuring and evaluating inclusion in education: developing and  
applying indicators

Strength through Diversity: Education for Inclusive Societies project

Manos Antoninis and Anna d'Addio,  
Global Education Monitoring Report

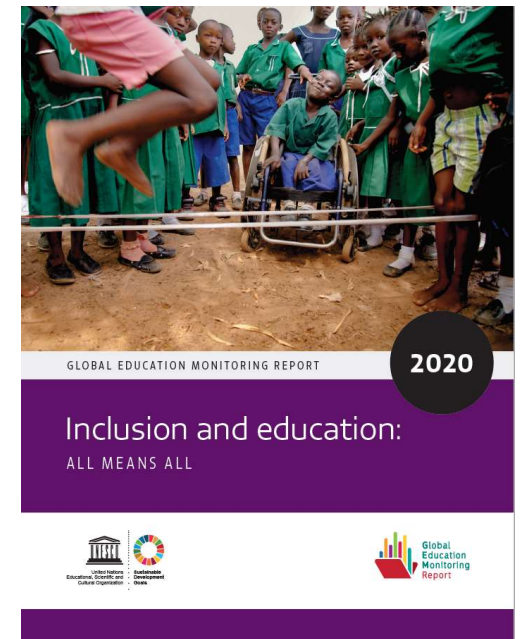
17 March 2022

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# 2020 GEM Report cycle

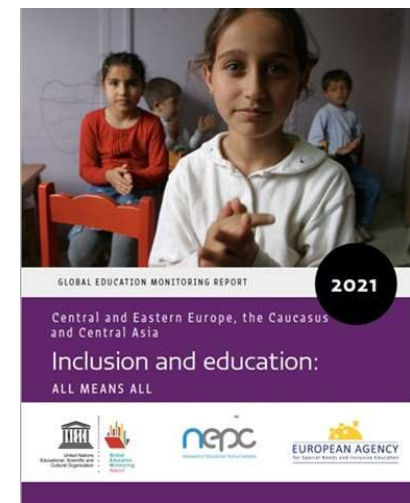
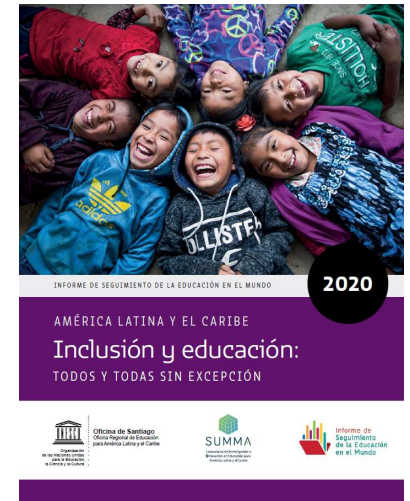
**‘ensure inclusive and equitable quality education’ by 2030**  
yet the inclusive education right only ‘interpreted’ in 2016

- ▶ Diversity is a strength to celebrate
- ▶ Every society has ways to exclude
- ▶ Inclusion is a process
  
- ▶ Chapter on data
  - ▷ Quantitative indicators
  - ▷ Qualitative indicators: PEER website



# 2020 GEM Report cycle

- ▶ Regional report on Latin America/Caribbean
  - ▷ With UNESCO Santiago and SUMMA
  - ▷ 29 country case studies for 8 groups
  
- ▶ Regional report on Central and Eastern Europe, the Caucasus and Central Asia
  - ▷ With EASNIE and NEPC
  - ▷ Profiles collected in 30 education systems
  - ▷ Summary in 30 languages



# 2020 GEM Report cycle

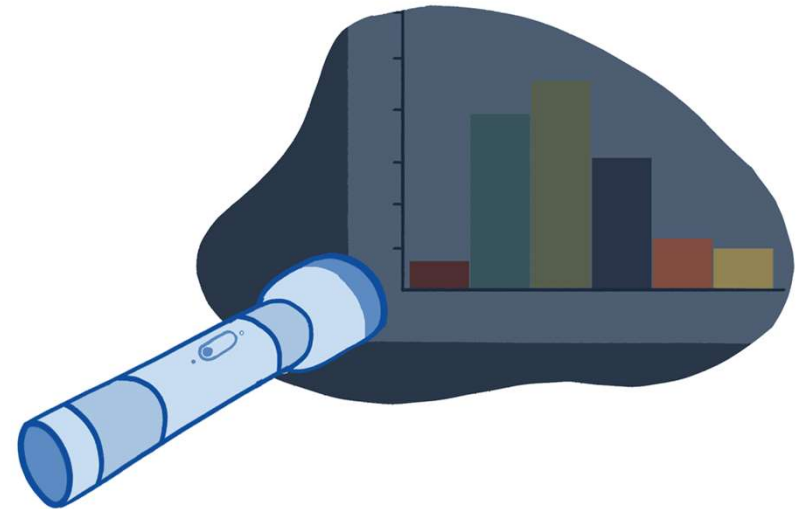
## 10 recommendations

- ▶ Widen the **understanding** of inclusion  
Only one in three have such definitions
- ▶ Target **financing** to those left behind  
Base financing on support, not labels
- ▶ Share expertise and **resources**  
Inclusion is also a management issue
- ▶ Engage in meaningful **consultation**  
Inclusion should be bottom-up
- ▶ Ensure **cooperation** across government  
Share information for program efficiency
- ▶ Make space for **non-government** actors  
As both watchdogs and providers
- ▶ Apply universal **design** to fulfil potential  
Infrastructure, environments, curriculum
- ▶ Prepare all **teachers** to teach all students  
Prepare school leaders for inclusive ethos
- ▶ Collect **data** with attention and respect  
Focus also on sense of belonging
- ▶ Learn from **peers**  
Always relevant!

# Data are essential to support inclusion

Collect data on and for inclusion with attention and respect

Avoid labelling that stigmatizes



- ▶ Ensure no learner is harmed in data collection
- ▶ Trade-offs between system and school level needs
- ▶ Some countries do not collect even basic data; others even monitor student experiences

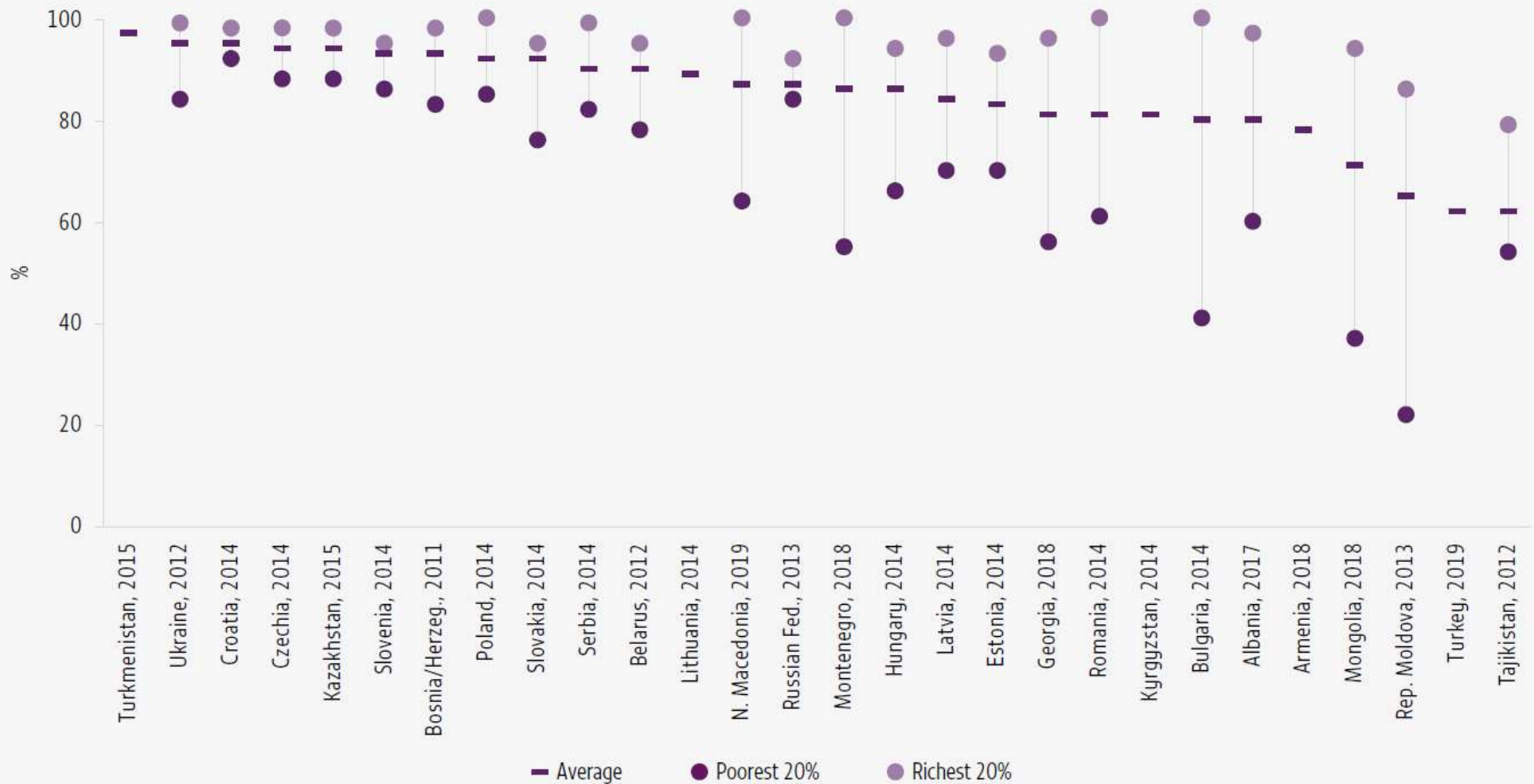
# 1

# Quantitative indicators

Level	Inputs	RESULT	
		Processes	Outputs and outcomes
<i>System</i>	Policy	Climate	
<i>District</i>	Teacher education	School practice	
	Professional development	Collaboration	
	Resources and finances	Shared responsibility	Participation
<i>School</i>	Leadership	Support to individuals	Achievement
	Curriculum	Role of special schools	Post-school outcomes

# Surveys are a major tool (1)

Upper secondary school completion rate, by wealth, selected countries, 2012–19



# Surveys are a major tool (2)

Out-of-school rate among adolescents of lower secondary and youth of upper secondary school age, by ethnicity, Kosovo,<sup>1</sup> Montenegro, North Macedonia and Serbia, 2018–20

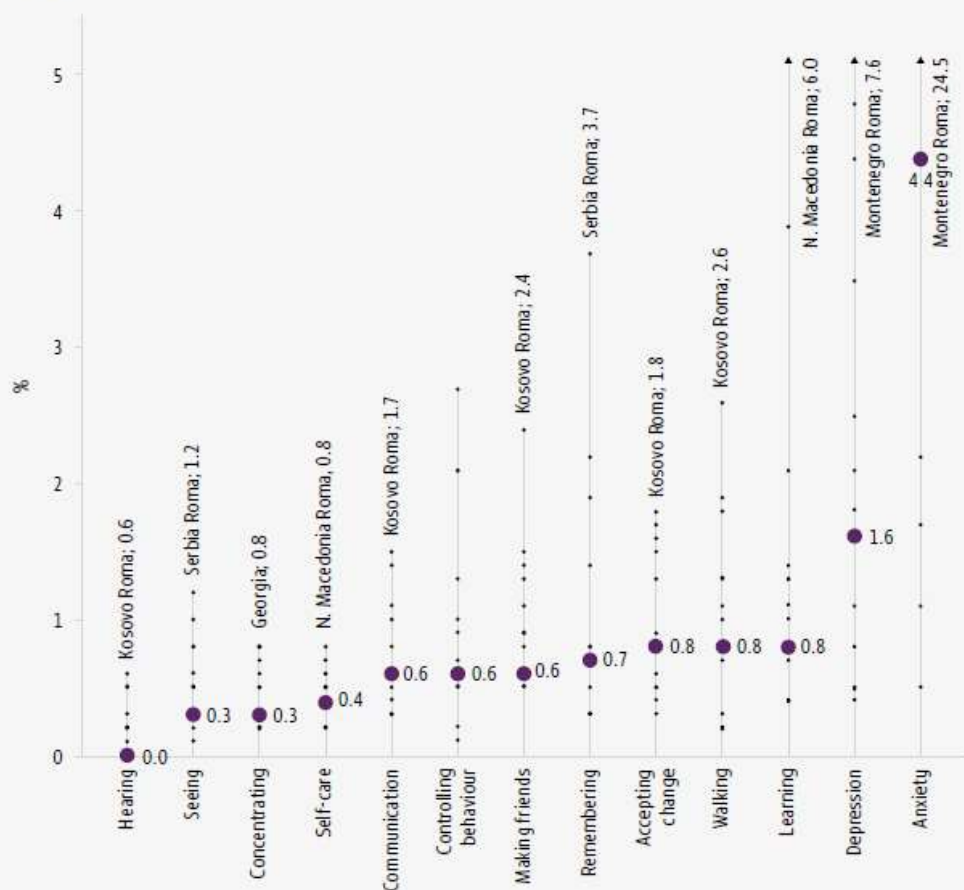




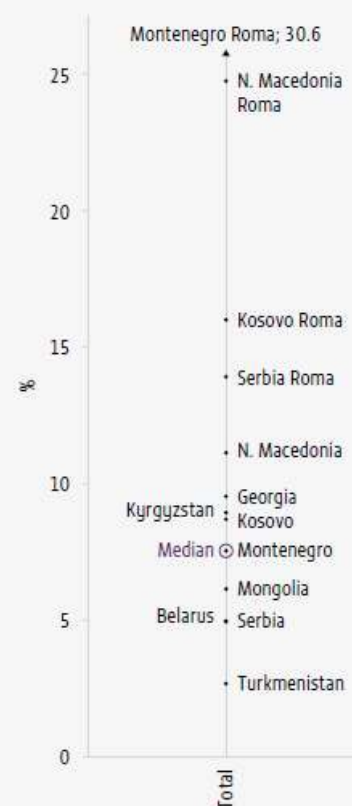
# Disability measurement evolved

Prevalence of functional difficulties among 5- to 17-year-olds, selected countries and territories, 2018-20

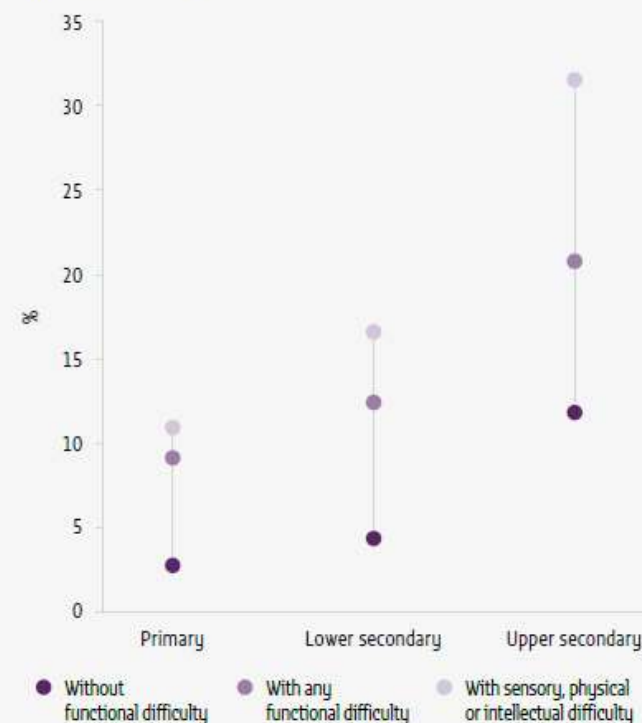
a. By domain



b. In at least one domain

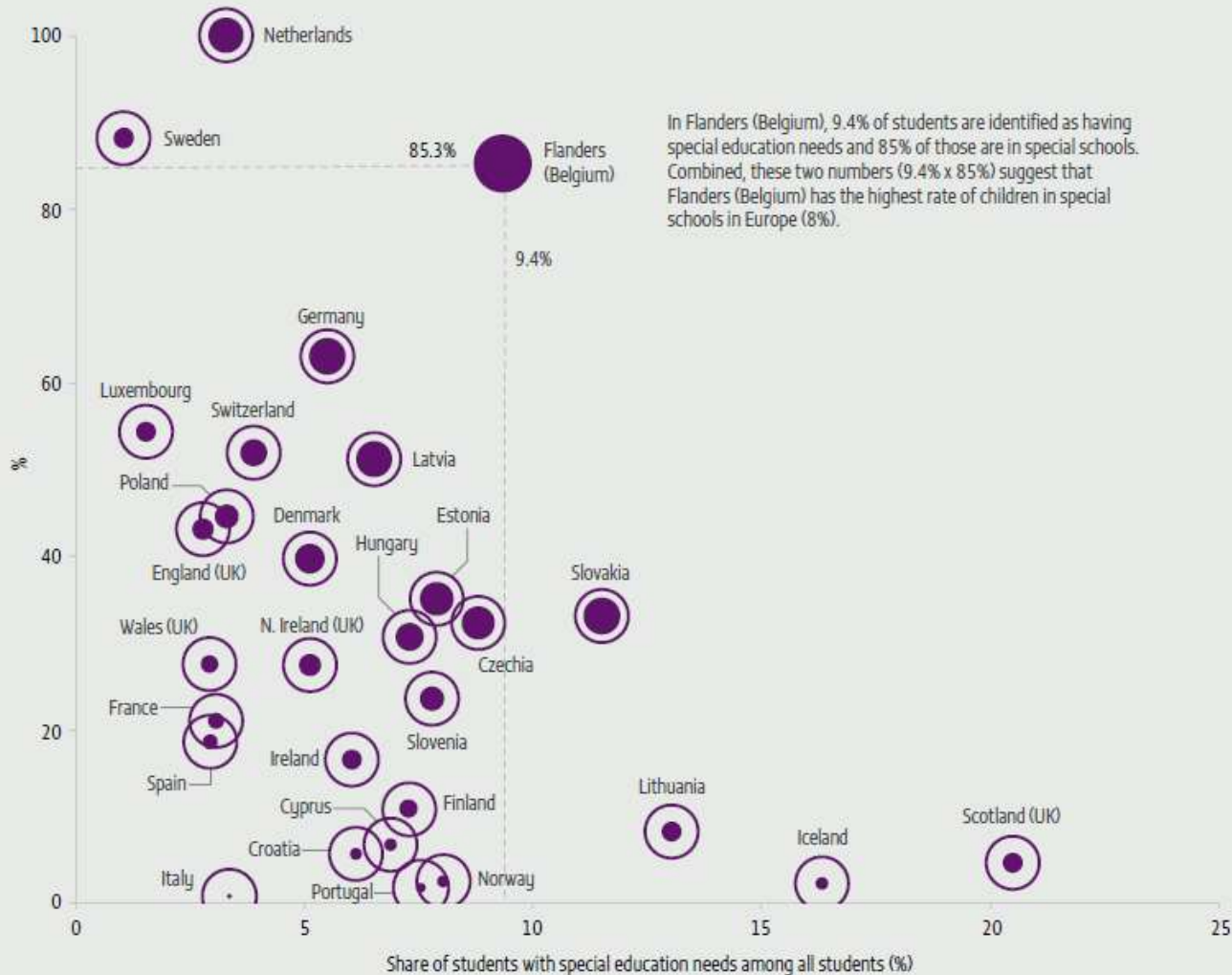


Out-of-school rate by age group and functional difficulty, Mongolia, 2018



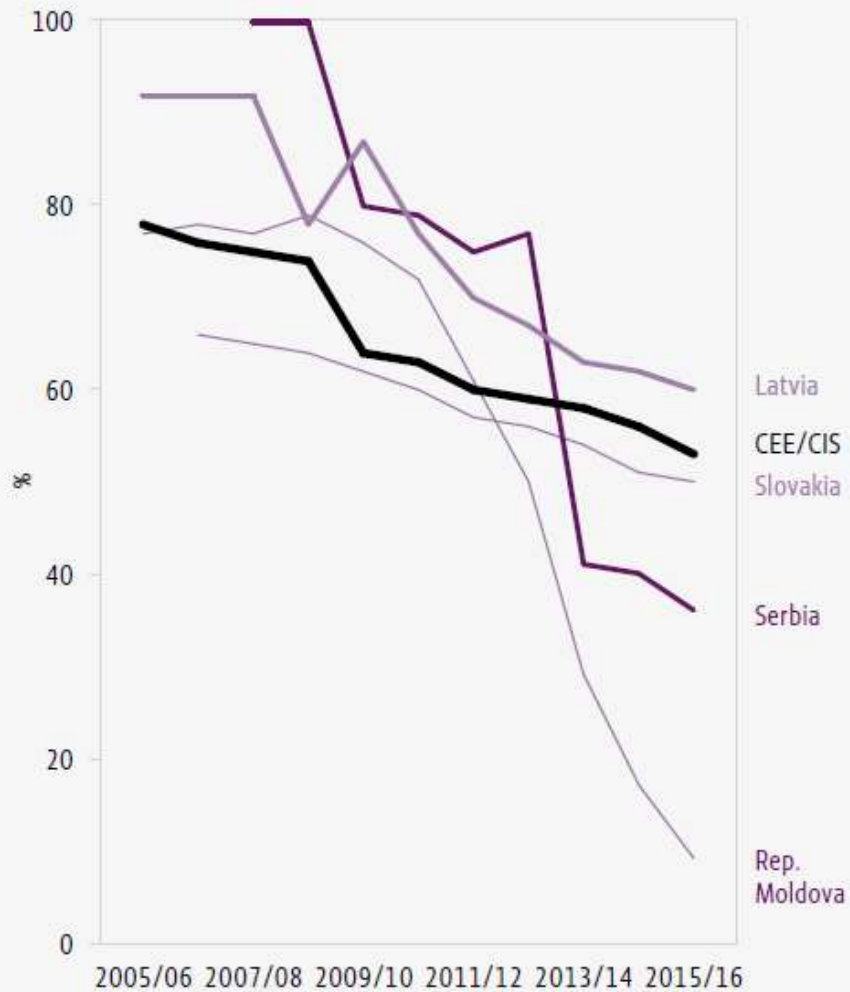
# Administrative data are key (1)

Share of primary and secondary school students designated with special education needs among all students and in special schools, selected European education systems, 2014/15

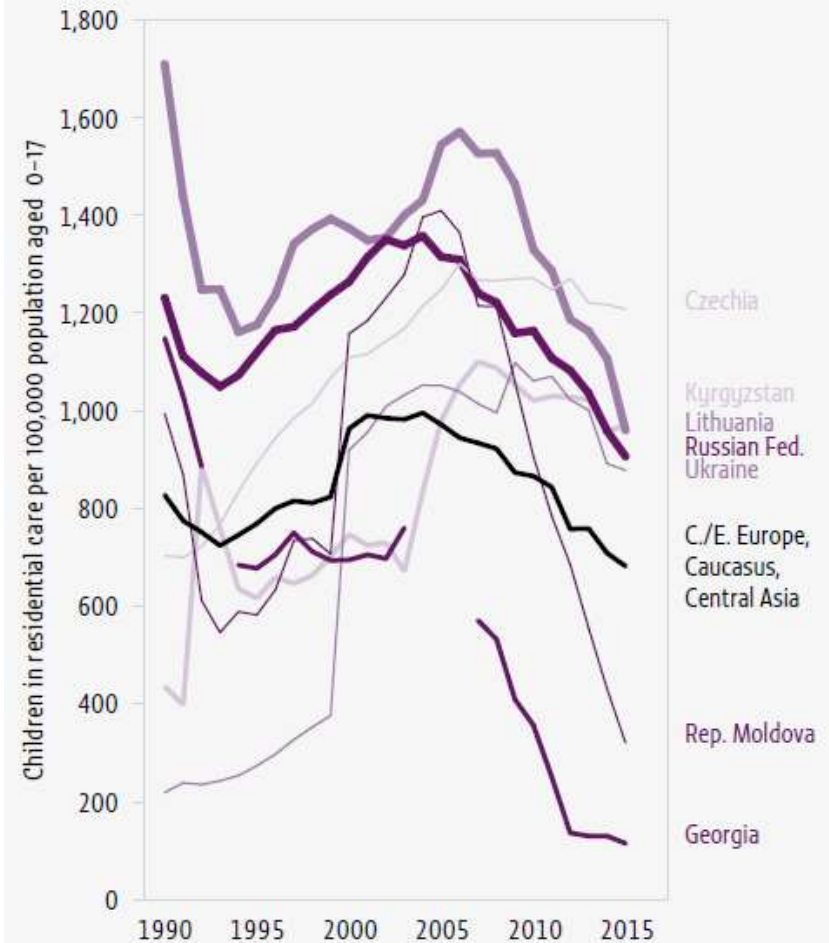


# Administrative data are key (2)

Percentage of children with disabilities in education who attended special schools, selected countries, 2005/06–2015/16

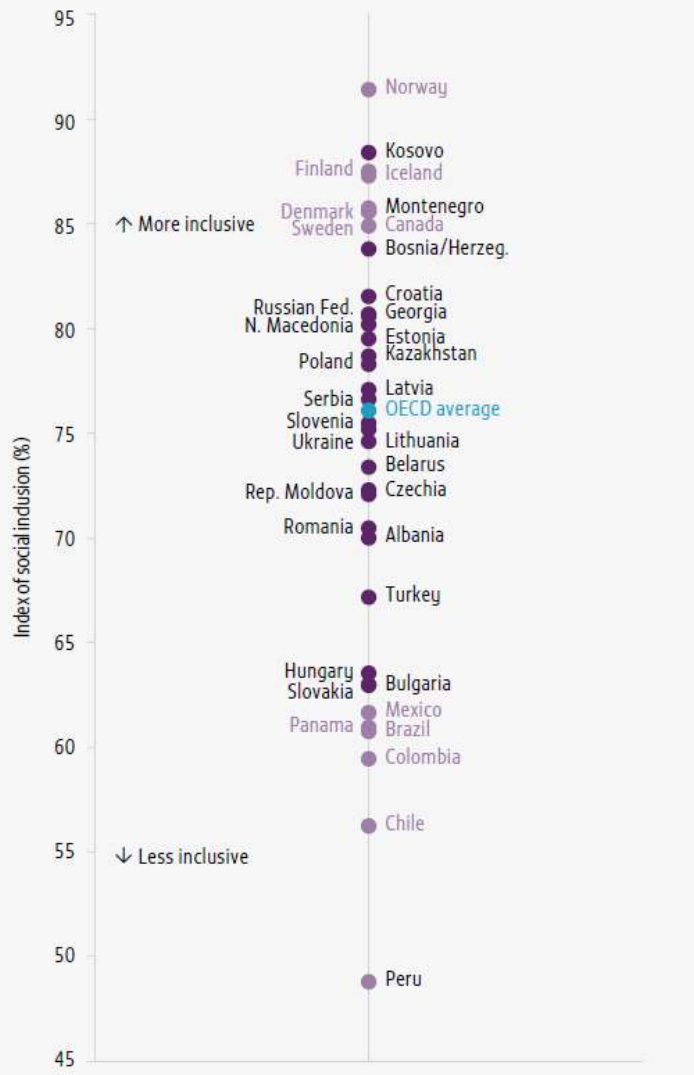


Rate of children in residential care at the end of the year, per 100,000 population aged 0–17, 1990–2015

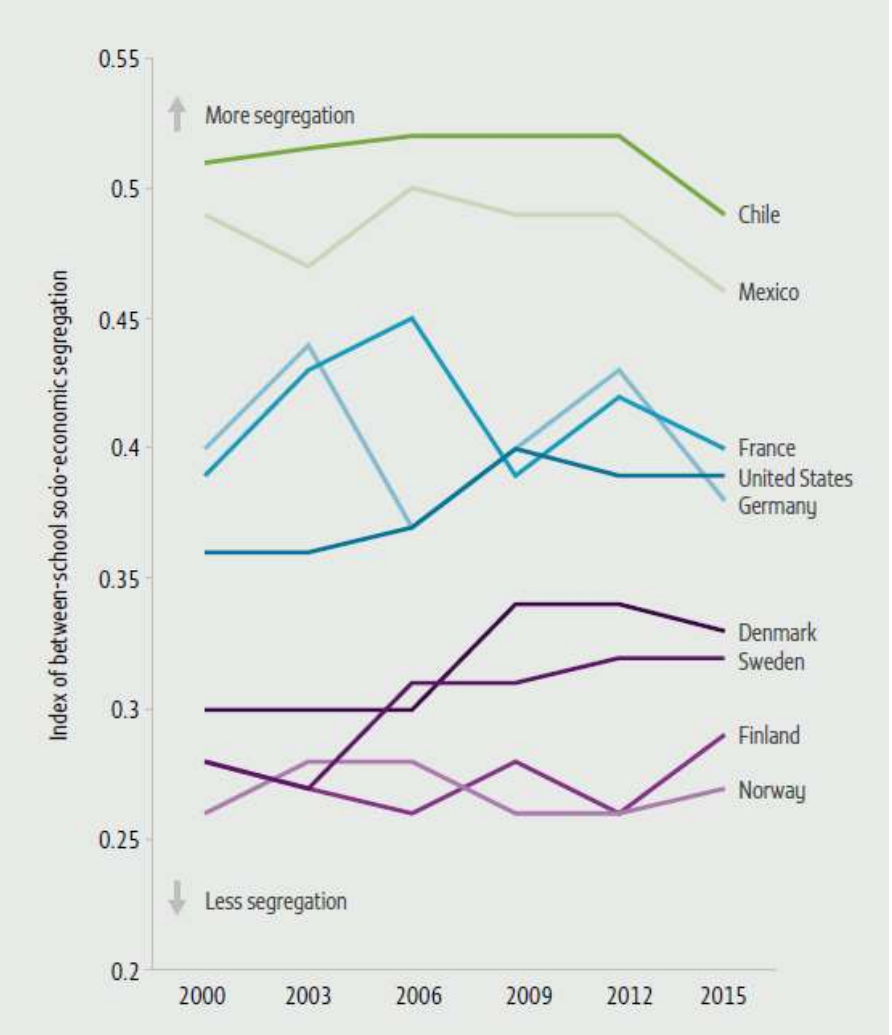


# Learning assessments offer new perspectives (1)

Index of social inclusion, selected education systems, 2018

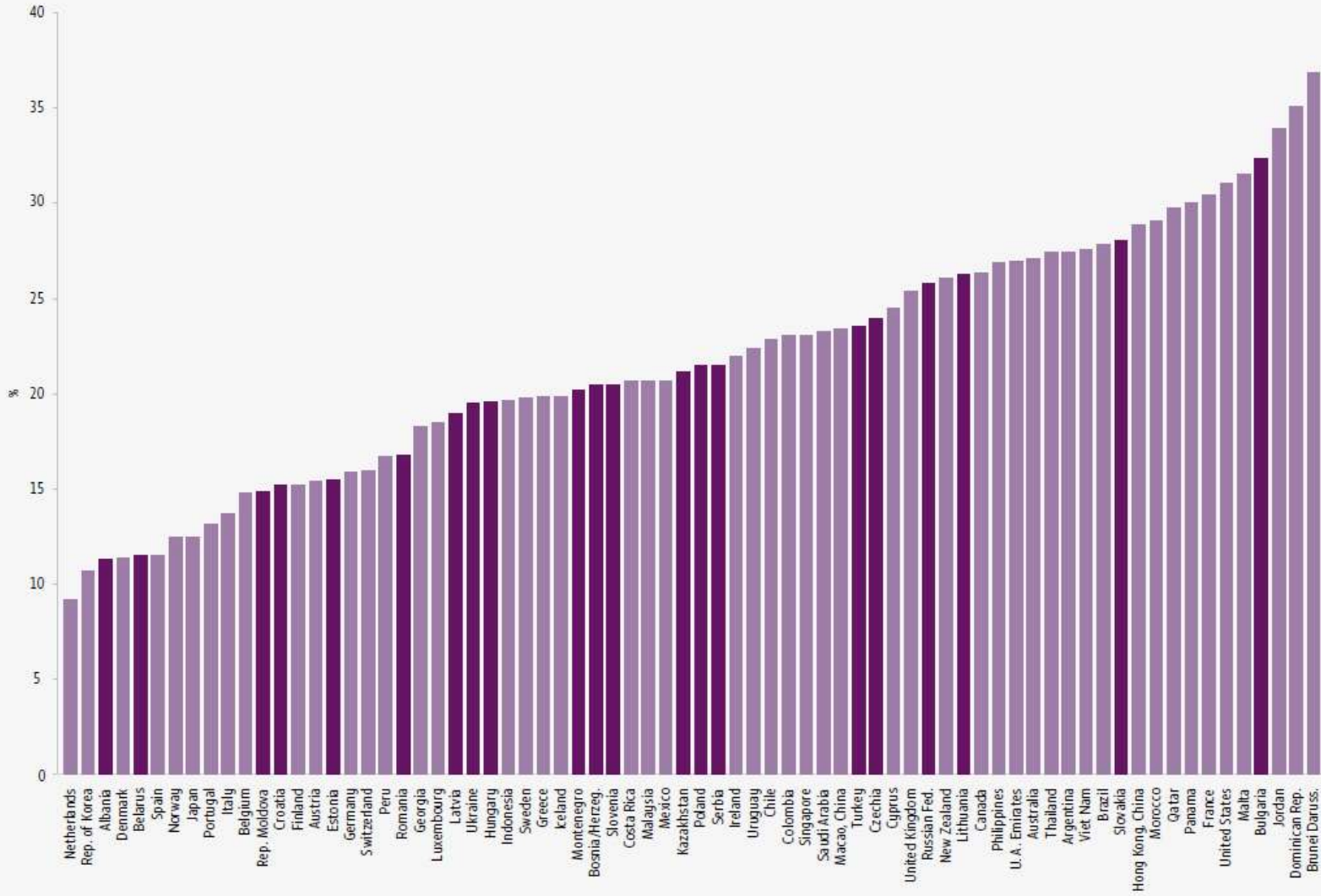


Dissimilarity index of distribution of socio-economic top and bottom 50% of students across schools, selected countries, 2000-15



# Learning assessments offer new perspectives (2)

Percentage of students who agree or strongly agree that they feel like outsiders or left out at school, selected countries, 2018



# 2

## Qualitative indicators

Mapping laws and policies is needed to learn from others

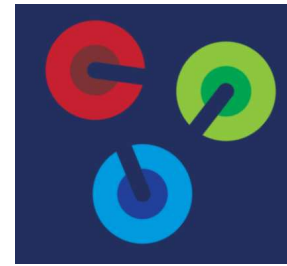
### ► Profiles Enhancing Education Reviews (PEER)



**PEER**

Countries follow different paths to achieve their education targets. Having access to comparable information on choices made in different systems can enrich education planners and decision makers' perspectives on how to overcome their challenges. Systematic and comprehensive information on national education legislation, policies and programmes on issues central to achieving SDG 4, our global education goal, is necessary to inform policy dialogue at sub-regional, regional and international levels.

 Ecuador	 Egypt	 Estonia
 Ecuador	 Ecuador	 Ecuador
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**68%**

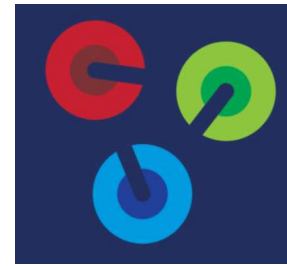
of countries have a definition  
of inclusive education...

...but only **57%**

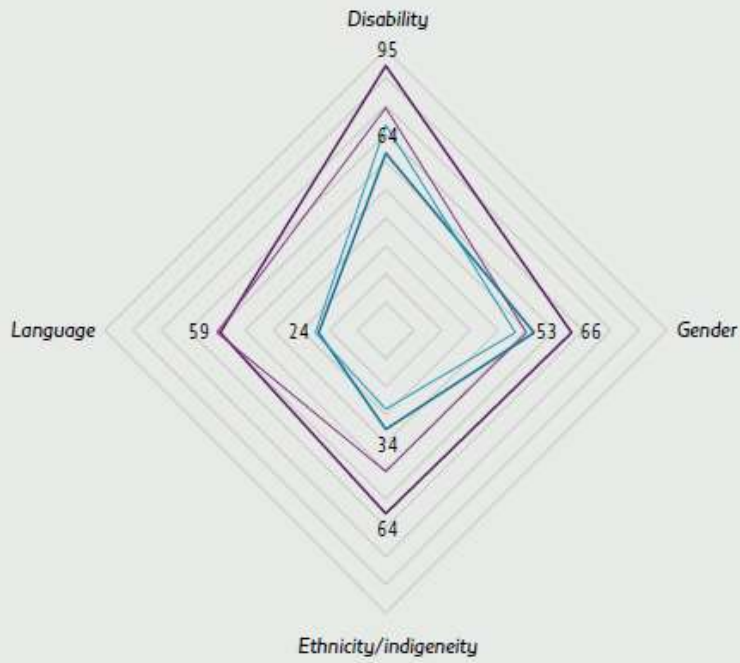
of those cover multiple  
marginalized groups



# PEER education-profiles.org

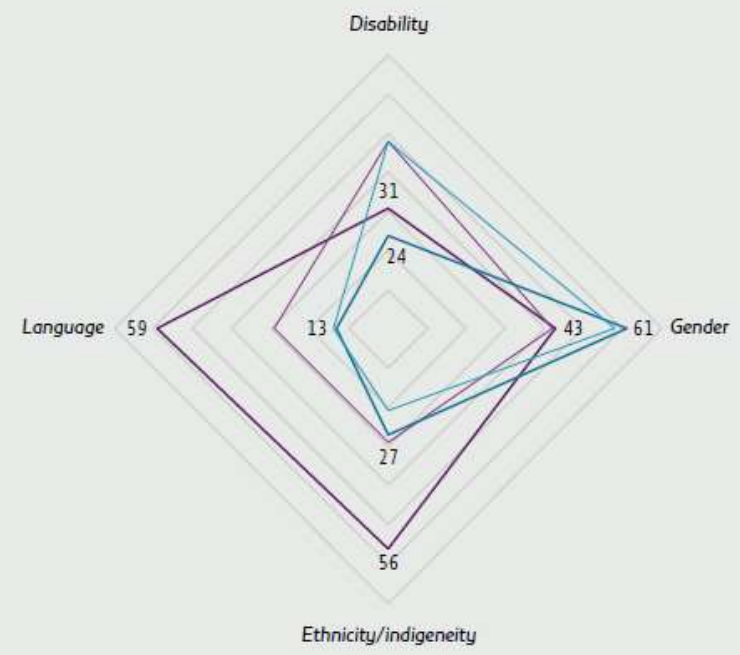


Percentage of countries in Latin America and the Caribbean and the world with laws on the education of specific groups, by ministerial responsibility, 2019 or most available year



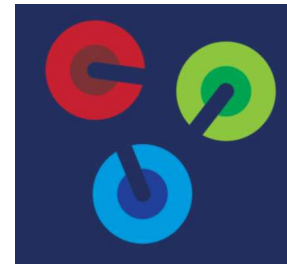
- Latin America/Caribbean: ministries of education
- World: ministries of education
- Latin America/Caribbean: other ministries
- World: other ministries

Percentage of countries in Latin America and the Caribbean and the world with policies on the education of specific groups, by ministerial responsibility, 2019 or latest available year



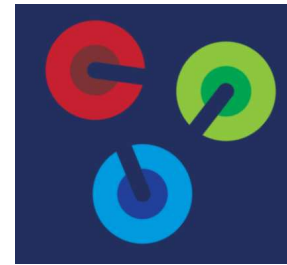
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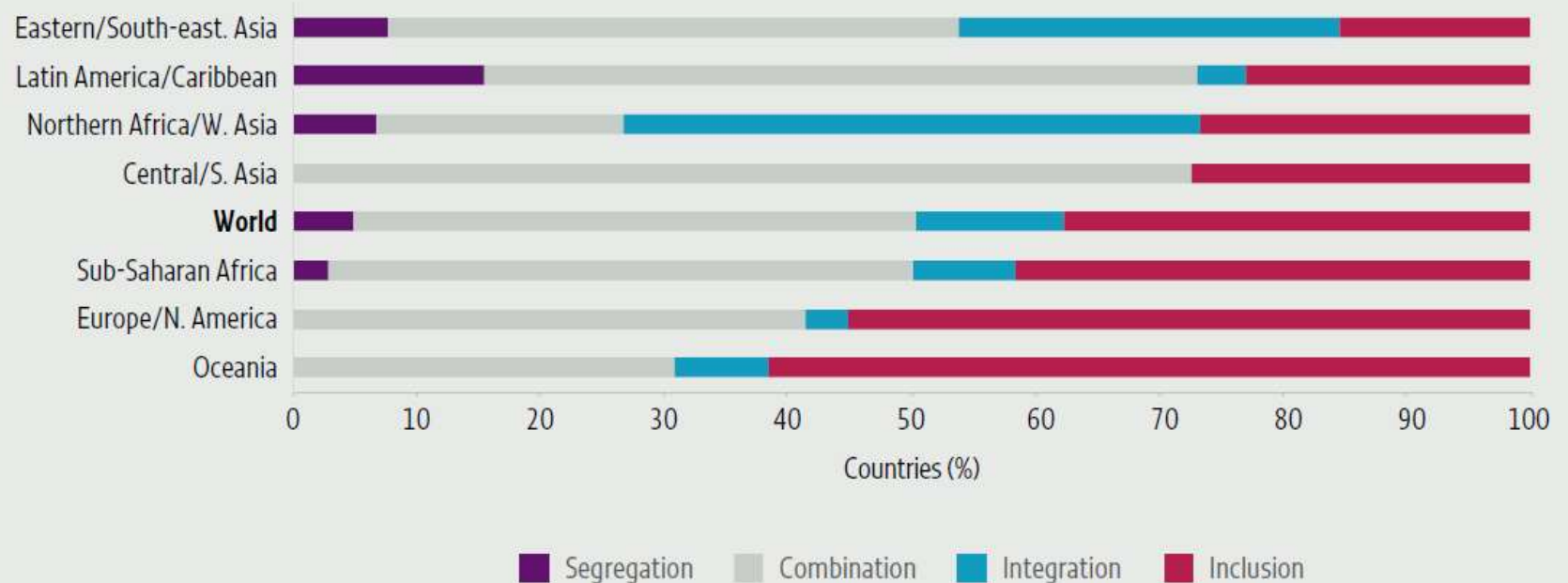


*Distribution of countries by school organization for students with disabilities as defined in law, by region, 2020*





*Distribution of countries by school organization for students with disabilities as defined in policy, by region, 2020*



**Thank you!**

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