



United Nations
Educational, Scientific and
Cultural Organization

Ensuring inclusion in education: an international perspective

Strength through Diversity policy forum
OECD
2 March 2020



The right to education: affirmed in numerous instruments and international commitments

Normative instruments



International commitments to education



The 6 Education for All Goals



The 8 Millennium Development Goals



SDG 4-Education 2030 and inclusion



SDG 4 calls for the inclusion of *all learners* and ensuring that each individual has an equal opportunity for educational progress



SDG4 - Key Features

Principles

- Universally-relevant
- Rights-based and a public good

Scope

- Expanded **access** to all levels of education
- Holistic and **lifelong learning** approach

Equity

- Renewed focus on **inclusion, equity and gender equality**

Quality

- Renewed focus on **effective acquisition of foundational skills**
- New focus on **relevance of learning for decent jobs**
- New focus on **relevance of learning for social and civic life**

Out-of-school children: little or no progress for more than a decade

Out-of-school children, adolescents and youth of primary, lower secondary and upper secondary age							
Region	Out-of-school rate (%)				Out-of-school number (millions)		
	Both sexes	Male	Female	GPIA	Both sexes	Male	Female
Low-income countries	32.4	29.5	35.3	1.16	68.2	31.4	36.8
Lower-middle-income countries	21.1	20.4	21.8	1.06	148.9	74.8	74.1
Upper-middle-income countries	8.3	8.9	7.6	0.85	35.6	20.1	15.6
High-income countries	3.5	3.6	3.4	0.94	5.7	3.0	2.7
World	17.1	16.6	17.7	1.07	258.4	129.2	129.2

➤ Source: UNESCO Institute for Statistics database.

Inequity is a major obstacle to education – Stark in-country differences in education opportunity

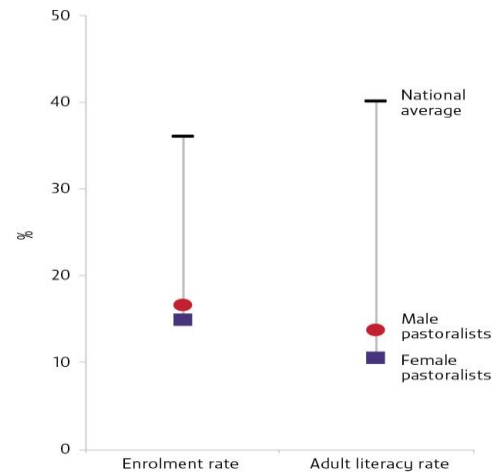
- ❖ Being born into a poor household significantly raises the risk of deprivation. In **Uganda**, only 12% of the poorest 14- to 16 year olds had completed primary school in 2011.
- ❖ Disparities within countries are often bigger than disparities between countries. For example, only 1% of 3- to 4-year old children in rural **Iraq** have the opportunity to attend pre-primary education programmes.
- ❖ Some groups face acute disadvantage
 - In **Kenya**, 51% of male Somali pastoralists aged 17-22 have less than 2 years in school, rising to 92% for females

Source: World Inequality Database

Inequity is a major obstacle to education – Stark in-country differences in education opportunity (cont.)

Pastoralist populations in Somalia have very low enrolment and literacy rates

Enrolment rate (aged 6 to 17) and adult literacy rate, national average and pastoralists, 2015



GEM StatLink: http://bit.ly/fig2_6


Source: Somalia Ministry of Education Culture and Higher Education (2017a).

This graphic was designed for the 2019 *Global Education Monitoring Report: Migration, displacement and education – Building bridges, not walls.*

unesco.org/gemreport



Inequity is a major obstacle to education – Stark in-country differences in education opportunity (cont.)



TARGET
4.5

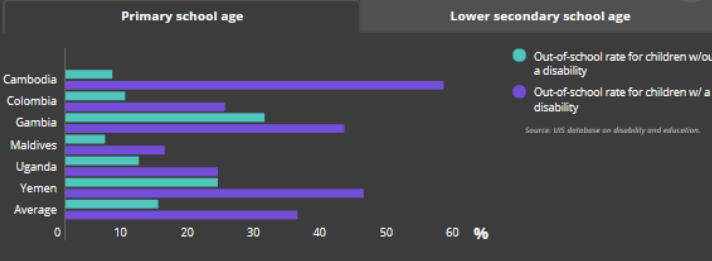
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Links to indicators

- [4.5.1 Parity indices](#)
- [4.5.4 Education expenditure](#)
- [4.5.5 Aid to education](#)
- [UIS Database on Disability and Education](#)
- [SDG 4 Data Explorer](#)

Out-of-school rates for children with and without a disability, selected countries

Primary school age | Lower secondary school age

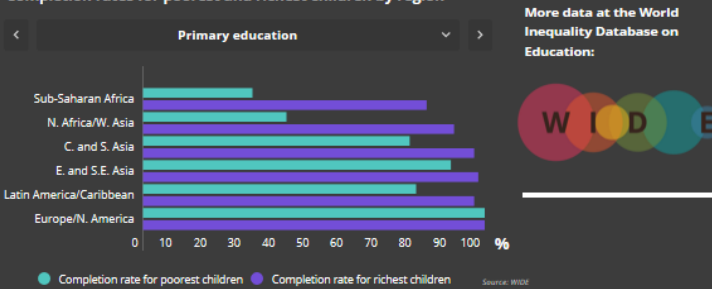


Country	Primary school age (%)	Lower secondary school age (%)
Cambodia	~10	~55
Colombia	~15	~30
Gambia	~10	~45
Maldives	~10	~15
Uganda	~15	~25
Yemen	~25	~50
Average	~15	~35

Source: UIS database on disability and education.

Completion rates for poorest and richest children by region

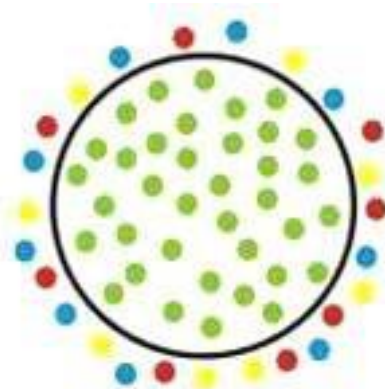
Primary education



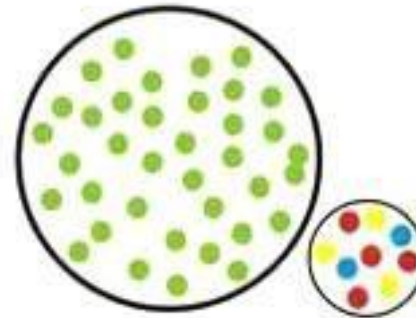
Region	Poorest children (%)	Richest children (%)
Sub-Saharan Africa	~35	~85
N. Africa/W. Asia	~45	~90
C. and S. Asia	~80	~95
E. and S.E. Asia	~85	~95
Latin America/Caribbean	~85	~95
Europe/N. America	~95	~100

Source: WIDDI

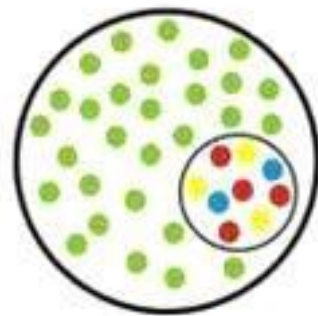
Moving from exclusion from inclusion



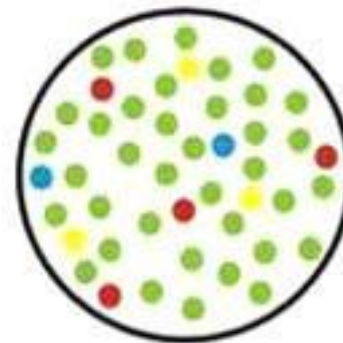
Exclusion



Segregation



Integration



Inclusion

What inclusion is about

Inclusion IS about	Inclusion is NOT about
Welcoming diversity	Reforms of special education alone, but reform of both the formal and non-formal education
Benefiting all learners, not only targeting the excluded	System responding only to diversity, but also improving the quality of education for all learners
Children in school who may feel excluded	Special schools but additional support to students within the regular school system
Providing equal access to education or making certain provisions for certain categories of children without excluding them	

Key elements in the conceptualization of inclusion

Inclusion meaning not only access to education but ensuring quality learning opportunities for all

- Inclusion is a process.
- Inclusion is concerned with the identification and removal of barriers.
- Inclusion is about the presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Inclusive education requires attention to a wide range of areas

- Attitudinal changes and policy development
- Ensuring inclusion from early childhood
- Inclusive curricula and assessment
- Teachers and teacher education
- Resources and legislation

Overcoming marginalization in education

- Develop data collection and info systems with a focus on disaggregated statistics that identify marginalized groups
- Identify drivers of marginalization
- Adopt an integrated policy approach that addresses interlocking causes of disadvantage within education and beyond
- Increase resource mobilization and strengthen equity in public spending

Overcoming marginalization in education (cont.)

- Strengthen the multilateral and multisectoral architecture for aid to education
- Reinforce cooperation with CSOs and NGOs

UNESCO's activities

1. Monitoring the implementation of the right to education
2. Fostering policy and technical dialogue
3. Enhancing knowledge and promoting effective policies and practices
4. Provides guidance and tool to support its Member States developing/revising policies and practices to ensure inclusion



Monitoring the implementation of the right to education

- Monitoring the implementation of UNESCO's standard-setting instruments
 - 1960 Convention against discrimination in education
- Contributing to the monitoring by the UN human rights bodies on the status of the right to education at country level with specific recommendations for action to Member States
- Maintaining the Observatory on the Right to Education
<https://en.unesco.org/themes/right-to-education/database>
- Monitoring progress through the publication of the Global Education Monitoring (GEM) Reports - 2020 GEM Report: Inclusion and Education
<https://en.unesco.org/gem-report/report/2020/inclusion>



Fostering policy and technical dialogue

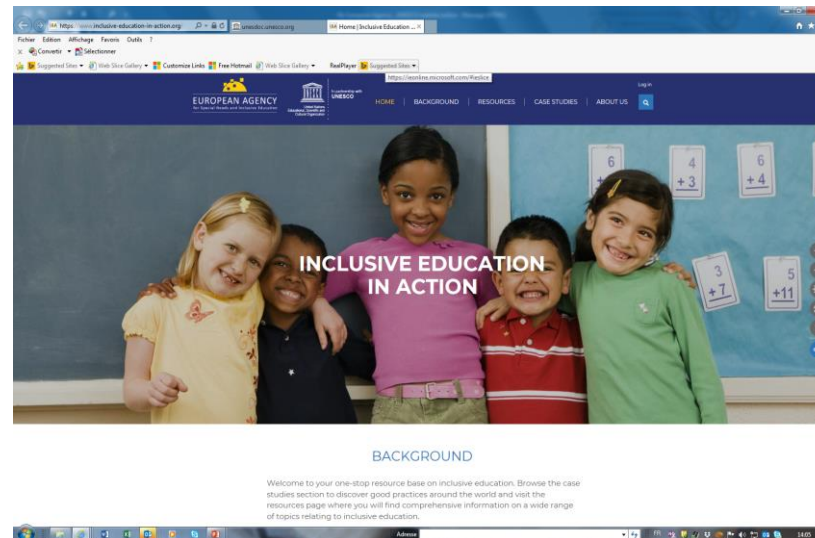
❖ International Forum on Inclusion and Equity in Education (Cali, Colombia, September 2019)

Cali Commitment: Calls upon all governments and other stakeholders to accelerate efforts to provide inclusive and equitable quality education to all learners
<https://en.unesco.org/themes/inclusion-in-education/international-forum-2019>



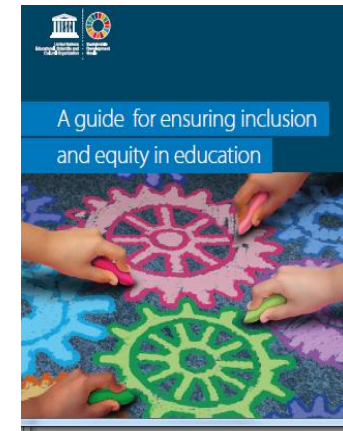
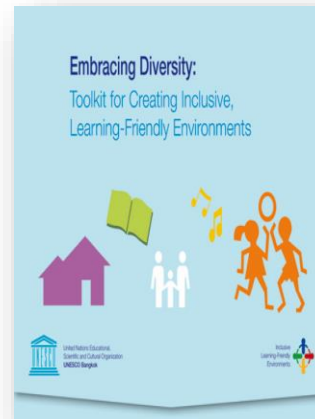
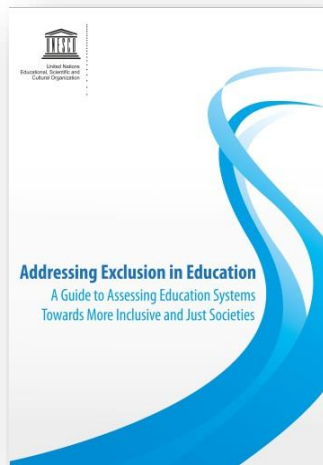
Enhancing knowledge and promoting effective policies and practices

- ❖ Global Resource Base on Inclusive Education
<http://inclusive-education-in-action.org/>



Providing guidance and tool to support Member States developing/revising policies and practices to ensure inclusion

- Capacity building activities
- Seminars and conferences
- Technical guides to support inclusive policies and practices



Achieving SDGs

Renew **focus and resources** for education

Take **inequalities** seriously

Promote **lifelong learning**

Build **knowledge and skills** for peace, prosperity and the planet

Establish **partnerships** across other development goals



Thank you!



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<https://en.unesco.org/themes/inclusion-in-education>

<https://en.unesco.org/themes/inclusion-in-education/international-forum-2019>