

2020

Global Education Monitoring Report

Inclusion and education:

All means all

Easy to read version

Key messages

Recommendations



United Nations
Educational, Scientific and
Cultural Organization



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First edition

Published in 2020 by the United Nations Educational, Scientific and Cultural Organization
7, Place de Fontenoy, 75352
Paris 07 SP, France

Transcription, typesetting and embossing : Valentin Haüy Association
5 rue Duroc – 75343 Paris cedex 07



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Educational, Scientific and
Cultural Organization



Global
Education
Monitoring
Report

**2020 GLOBAL EDUCATION
MONITORING REPORT
INCLUSION AND EDUCATION:
ALL MEANS ALL**

The Global Education Monitoring Report is an independent annual publication. It is funded by a group of governments, multilateral agencies and private foundations and facilitated and supported by UNESCO.

The 2020 Global Education Monitoring Report looks at social, economic and cultural mechanisms that discriminate against vulnerable children, youth and adults, keeping them out of education or marginalized in it. Spurred by their commitment to fulfil the right to inclusive education, countries are expanding their vision of inclusion in education to put diversity at the core of their systems. Yet implementation of well-meaning laws and policies often falters. Released at the

start of the decade of action to 2030, the report argues that resistance to addressing every learner's needs is a real threat to achieving global education targets.

Inclusion and education: All means all identifies the practices in governance and finance; curricula, textbooks and assessments; teacher education; school infrastructure; and relations with students, parents and communities that can unlock the process to inclusion. It provides policy recommendations to make learner diversity a strength to be celebrated, a force for social cohesion.

KEY MESSAGES

Identity, background and ability dictate education opportunities.

In all but high-income countries in Europe and Northern America, only 18 of the poorest youth complete secondary school for every 100 of the richest youth. In at least 20 countries, mostly in sub-Saharan Africa, hardly any poor rural young women complete secondary school.

Discrimination, stereotyping and stigmatization mechanisms are similar for all learners at risk of exclusion.

While 68% of countries have a definition of inclusive education, only 57% of those definitions cover multiple marginalized groups.

Despite progress, many countries still do not collect, report or use data on those left behind.

Since 2015, 41% of countries have not had a publicly available household survey to provide disaggregated data on key education indicators. Recent data from 14 countries using the Child Functioning Module suggest that children with disabilities constitute 15% of the out-of-school population.

Global figures on learning mask how the most disadvantaged are doing.

In middle income countries, despite a 25-percentage point increase in the past 15 years, only three quarters are still in school by age 15. Proficiency may be overestimated: three quarters of students who did no better in multiple choice questions than

random guessing were considered proficient in reading in 15 countries in Latin America.

A key barrier to inclusion in education is the lack of belief that it is possible and desirable.

One in three teachers in 43 mostly upper-middle- and high-income countries in 2018 reported that they did not adjust their teaching to students' cultural diversity.

While some countries are transitioning towards inclusion, segregation is still prevalent.

In the case of students with disabilities, laws in 25% of countries make provisions for education in separate settings. In OECD countries, more than two-thirds of all immigrant students attend schools where at least half the students are immigrants.

Financing needs to target those most in need.

Across 32 OECD countries, socio-economically disadvantaged schools and classrooms are more likely to have less qualified teachers. Conditional cash transfers in Latin America since the 1990s have increased education attainment by between 0.5 and 1.5 years. One in four countries have some form of affirmative action programme to help the marginalized access tertiary education.

Teachers, teaching materials and learning environments often ignore the benefits of embracing diversity.

A quarter of teachers in 48 education systems report a high need for professional development on teaching students with special needs. Just 41 countries recognize sign language as an official language. In Europe, 23 out of 49 countries do not address sexual orientation and gender identity explicitly in their curricula.

RECOMMENDATIONS

All means all: learner diversity is a strength to be celebrated

Gender, age, location, poverty, disability, ethnicity, indigeneity, language, religion, migration or displacement status, sexual orientation or gender identity expression, incarceration, beliefs and attitudes should not be a basis to discriminate against anyone in education.

1. Widen the understanding of inclusive education: it should include all learners, no matter their identity, background or ability.

Education systems, which celebrate diversity and believe that every person adds value, has potential and should be treated with dignity, enable all to learn not only the basic but a

broader range of skills the world needs to build sustainable societies.

2. Target financing to those left behind: there is no inclusion while millions do not access education.

Once legal instruments are in place to address access barriers, governments need a twin track approach that allocates general funding to foster an inclusive learning environment for all learners, as well as targeted funding to help the furthest behind as early as possible.

3. Share expertise and resources: it is the only way to sustain a transition to inclusion.

Mechanisms and incentives are needed to move human and material resources flexibly to ensure specialist expertise supports mainstream schools and non-formal education settings.

4. Engage in meaningful consultation with communities and parents: inclusion cannot be enforced from above.

Governments should open the space for communities to voice their preferences as equals in the design of policies on inclusion in education. Schools should increase interaction within and outside of school walls on school practices through parent associations or student pairing systems.

5. Deliver jointly across government departments, sectors and tiers: inclusion in education is but a subset of social inclusion.

Different ministries must collaborate in identifying needs, exchanging information, and designing inclusion programmes. Central governments need to ensure human and financial support for local governments to carry out clearly defined inclusive education mandates.

6. Make space for non-government actors to challenge and fill gaps: but also that they work towards the same goal.

Governments must provide leadership and maintain dialogue with non-government organizations to ensure education provision does not lead to segregation, meets standards and is aligned with national policy. They should also create enabling conditions for them to hold governments to account for their commitments.

7. Apply universal design: ensure inclusive systems fulfil every learner's potential.

All children should learn from the same flexible, relevant and accessible curriculum. Textbooks should make everyone visible, while removing stereotypes. Assessment should be formative and allow for students to demonstrate learning in a variety of ways. School infrastructure should not exclude and the huge potential of technology should be exploited.

8. Prepare, empower and motivate the education workforce: all teachers should be prepared to teach all students.

Inclusive approaches should not be treated as a specialist topic but as a core element of teacher education. Head teachers should be prepared to implement and communicate an inclusive school ethos. A diverse education workforce also supports inclusion.

9. Collect data on and for inclusion with attention and respect: avoid stigmatizing labelling.

Different ministries and statistical agencies must collaborate to collect data for planning and budgeting but also on the experience of inclusion. On disability, the use of the Washington Group's Short Set of Questions and the Child Functioning Module should be prioritized. However, the desire for data should not take priority over ensuring that no learner is harmed.

10. Learn from peers: a shift to inclusion is not easy.

A move to inclusion can be learned from sharing experiences: in teacher networks, in national forums, in regional and global platforms.