

GLOBAL EDUCATION MONITORING REPORT

2020

Inclusion and education:

ALL MEANS ALL

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Educaid.be conference: "Every learner matters – and matters equally"



United Nations
Educational, Scientific and
Cultural Organization



Global
Education
Monitoring
Report

All means all

Learner diversity is a strength to be celebrated

Out of 100 students...



...these may belong to an ethnic, religious, or cultural group. And this last one? Hi! ...these may be people who have been displaced, or who have just arrived, or who are new here! ...these may live in rural areas, or in urban areas, or in suburban areas. ...these may be people who are asthmatic, allergic...

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



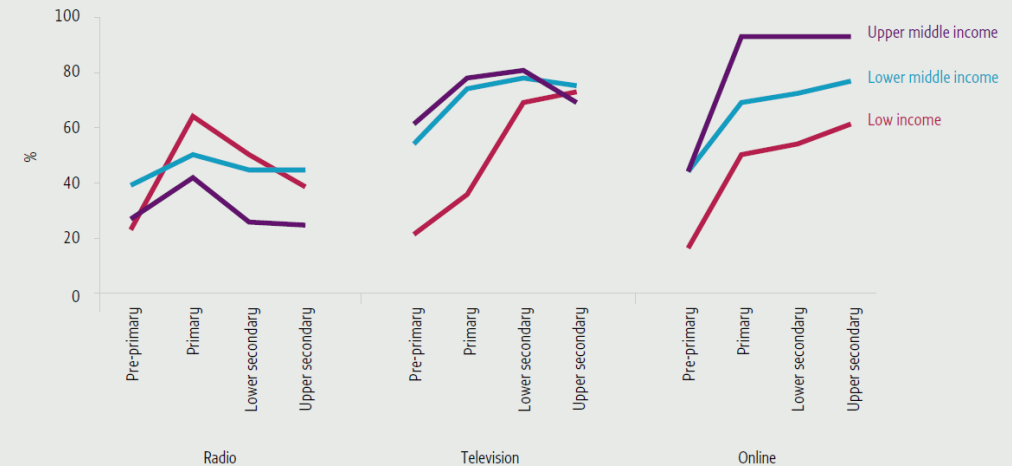
Inequalities fed into the Covid-19 education crisis

Online solutions are just **a partial substitute**

Their uptake is directly linked to countries' income:

- In primary and secondary education, they were used by about **55%** of low-income, **73%** of lower-middle-income and **93%** of upper-middle-income countries
- In Burkina Faso, Burundi and Chad **just 15% had access** to electricity at home

Education level and country income influenced the choice of distance learning solutions during school closure
Percentage of countries using different approaches to distance learning, by education level and country income group, 2020



GEM StatLink: http://bit.ly/GEM2020_fig2_5

Note: Estimates are based on 71 countries.

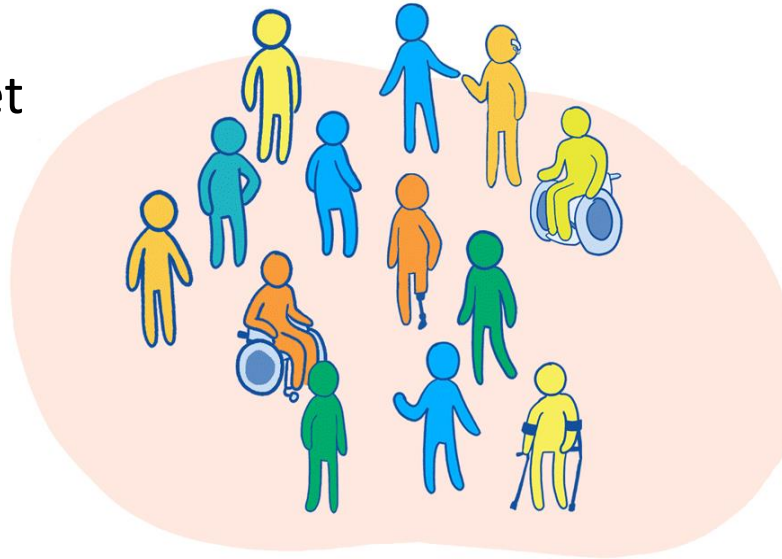
Source: GEM Report team analysis based on UNESCO-UNICEF-World Bank joint questionnaire.

COVID increases the urgency for investing in inclusion

In **OECD countries**, 1 in 20 students, and almost 1 in 10 of those attending disadvantaged schools, lack an internet connection at home

40% of poor countries did not target learners at risk in their education response

Prolonged closures may increase likelihood of dropout especially for students with **multiple vulnerabilities**



Aid to education is projected to fall by **US\$2 billion** by 2022.

Investing now could reduce additional costs due to COVID-19 by **75%**.

Widen the understanding of inclusive education

Include all, regardless of identity, background or ability

68%

of countries
have a definition
of inclusive
education...

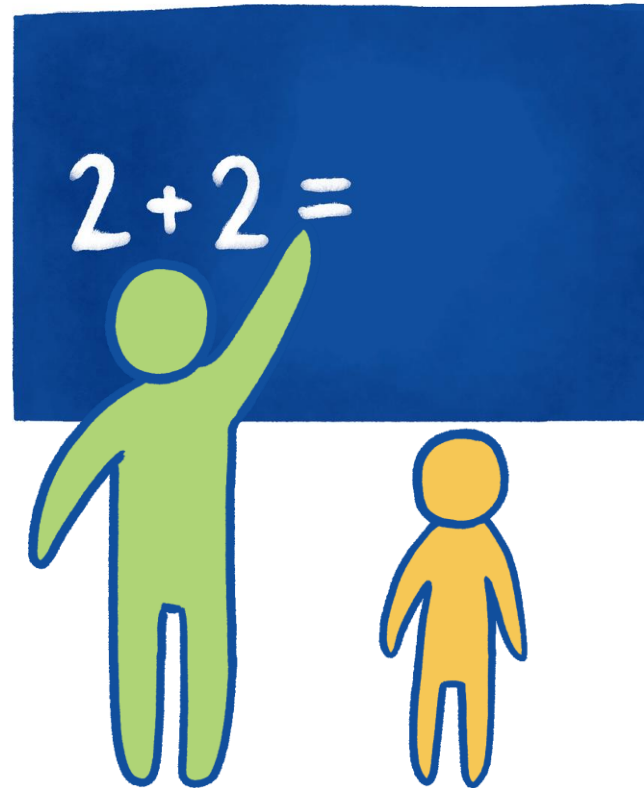


...but only 57%
of those cover multiple
marginalized groups.

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**

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

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**

Apply universal design

Ensure inclusive systems fulfil 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

All teachers should be prepared to teach all students

All teacher education should teach about inclusion

Across 10 francophone sub-Saharan African countries, **just 8%** of grade 2 and 6 teachers had received **in-service training in inclusive education**

Countries offer training on inclusion more commonly than they enshrine it in laws and policies



Teachers need to be prepared. But training on inclusion should be about all groups

- Many countries focus training for special needs and/or disabilities in their teacher training



In the 2018 TALIS, **22%** of lower secondary school teachers said in-service education covered multicultural & multilingual settings that year

Recommendations on inclusion – cont'd

- Make space for non-government actors to challenge and fill gaps
- Collect data on and for inclusion with attention and respect: avoid labelling that stigmatizes



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



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.



These **Profiles Enhancing Education Reviews (PEER)** aim to describe all countries' laws and policies on key themes in education so as to improve the evidence base on the implementation of national education strategies. The profiles are related to the theme of the Global Education Monitoring (GEM) Report and are prepared by its team. Government validation of the content is being sought and each profile indicates whether such a validation has been obtained.

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Download the Teachers paper:
bit.ly/2020worldteachersday

The Gender Report is out!

Download the 2020 GEM Report:
bit.ly/2020gemreport

