

Conclusions Learning Lab C - Inclusion

It's not an easy task to summarize all that was shared in this session "Inclusion First: Rethinking Education for Peace and Stability". It is not easy to be sitting here, very comfortably at Enabel in Belgium and to listen to the difficulties our colleagues and friends are going through in Palestine.

People not numbers - We discussed numbers. 273 million children out of school, one in 6. 12,035+ students killed and 19,379 students injured, 492 education personnel killed and 2603 injured. 95.2% of Gaza's 564 schools building damaged, and I could go on and on. I've read recently 6000 amputation were recorded in February 2026, with about 25% involving children, 1 out of 4 are children (Gaza MoH). These are important numbers. But we can't even grasp the reality of these figures on the ground, there are people, not numbers.

Education is one of the first request of communities, a return to normalcy - in the midst of this genocide, this scolasticide, communities and associations like BASR, Humanity & Inclusion and others are responding. Communities carry on education, in impressive ways (graduation of doctors, exams outside, etc.). Populations are embracing diversity of needs and providing support and local solutions, with hope for a better future.

Inclusive education is not a "good to have" thing if money allows, it is a vision, a central pillar for peace. Inequity and exclusion fuel conflicts. **Conflict is no longer a side issue in global education**. It is shaping the numbers, the data, and the reality for millions of children. And yet systems and funding models are still struggling to respond at the pace and scale required.

Inaction has a cost. A very high cost. The world could face over \$10 trillion in losses by 2030 due to unmet educational needs (UNESCO, GEMR 2026: equity & Access). This encompasses not just economic costs but also broader social setbacks, including rising adolescent pregnancies, poor mental health, social fragmentation, and higher crime rates.

Currently, fewer than 1 in 10 countries have an education financing approach that strongly prioritises equity. In other words, **most systems are not set up to direct resources to those who need them most**. That should give pause. Because financing is not neutral. If it does not actively correct inequality, it will reproduce it.

"Education is not a neutral space: it reproduces inequalities, but it also holds transformative power" – Tamara Jacod.

Inclusive Systems Deliver for Stronger and Safer Societies. It is protective, it brings social cohesion. Inclusion is also innovative and quality instructional design. And it can help to build back better. It is by nature preventive peacebuilding. Inclusive principles ensure collective commitment to equity and build a safe and peaceful society where each one is acknowledged and given the possibility to develop his/her unique potential.

It is not a wishful thinking, it is a reality, we seen many concrete examples in our session today. It is happening today in MASAFER YATTA, in JENIN CAMP, in GAZA and in many places of the world.

Our message is quite simple: As 2030 approaches: **without equity, access will remain out of reach**. It is time for **Inclusion first** to build more peaceful society for all. Thank you.