



GLOBAL EDUCATION MONITORING REPORT

2020

# Inclusion and education:

ALL MEANS ALL

[en.unesco.org/gem-report](https://en.unesco.org/gem-report) | [gemreport@unesco.org](mailto:gemreport@unesco.org)



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 are the eyes of the world. And this is a question?

disruptive, or grouped, such as the new breed of,

as the new breed of...



# 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

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



# Widen the understanding of inclusive education

## Include all, regardless of identity, background or ability

68%

of countries  
have a definition of  
inclusive  
education...

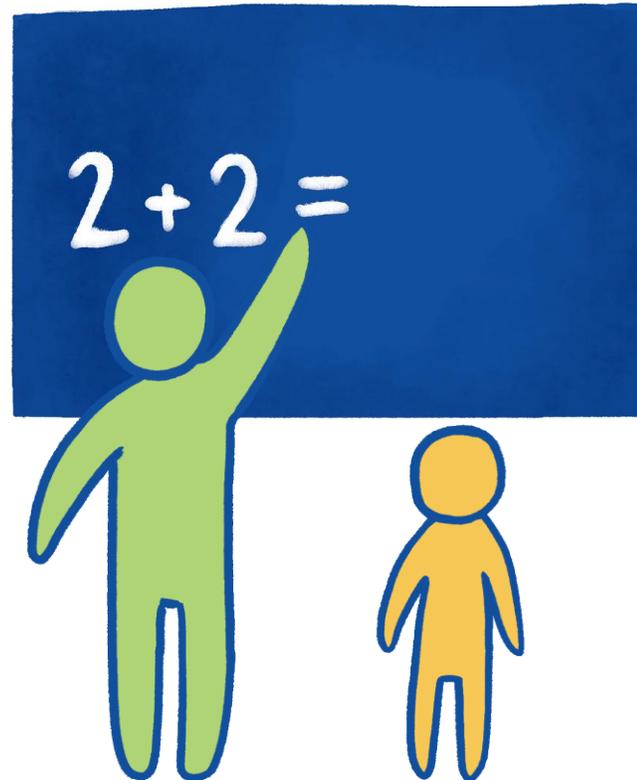


...but only 57%  
of those cover multiple  
marginalized groups

## 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**

## 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

## 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

## Make space for non-government actors to challenge and fill gaps

Make sure they work towards the same inclusion goal

Governments should:

- Create conditions enabling NGOs to hold governments to account
- Maintain dialogue with NGOs and make sure they align with policy



In **Armenia**, an NGO campaign resulted in the country rolling out inclusive education by

**2025**

## 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

## Empower the education workforce

All teachers should be prepared to teach all students

- All teacher education should teach about inclusion
- Head teachers should create an inclusive school ethos
- Ensure a diverse education workforce



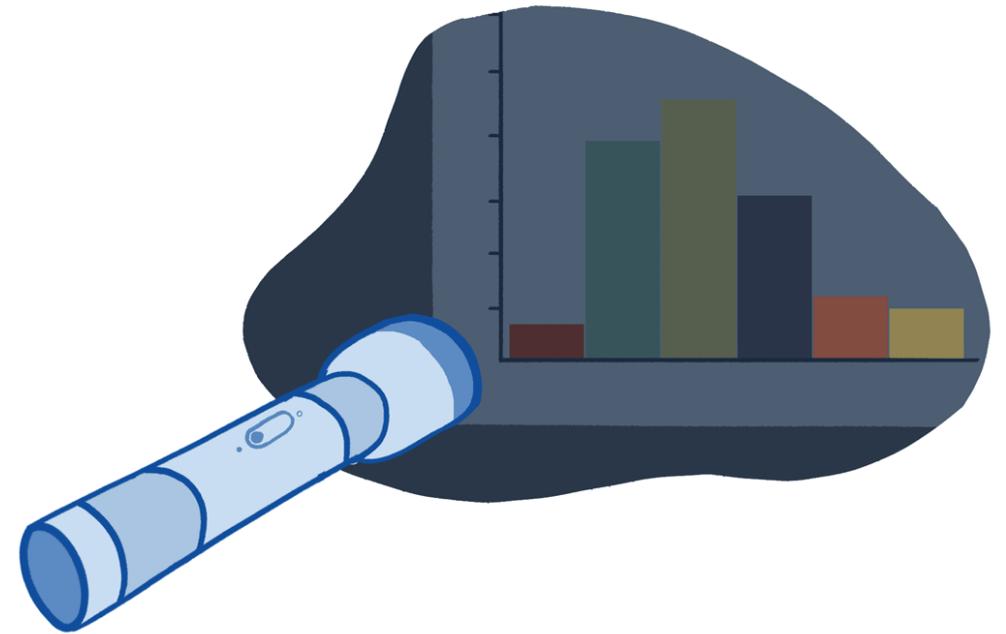
**1/4** of teachers

reported high need for training on teaching students with special needs

## Collect data on and for inclusion with attention and respect

### Avoid labelling that stigmatizes

- Ensure no learner is harmed in data collection
- Use Washington Group Short Set of Questions and the Child Functioning Module on disability
- Some countries do not collect even basic data; others even monitor student experiences

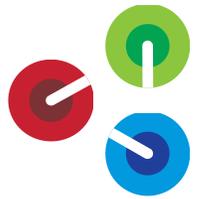


**41% of countries**

have not had a publicly available household survey with disaggregated data on education since 2015

# Learn from peers

## A shift to inclusion is not easy



PEER

[education-profiles.org](https://education-profiles.org)

Description of laws and policies on inclusion in education



WIDE

[education-inequalities.org](https://education-inequalities.org)

Education inequalities within/between countries



SCOPE

[education-progress.org](https://education-progress.org)

Interactive visualizations of SDG 4 data

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