



GLOBAL EDUCATION MONITORING REPORT

2020

Inclusion and education:

ALL MEANS ALL

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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...

Hi!

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

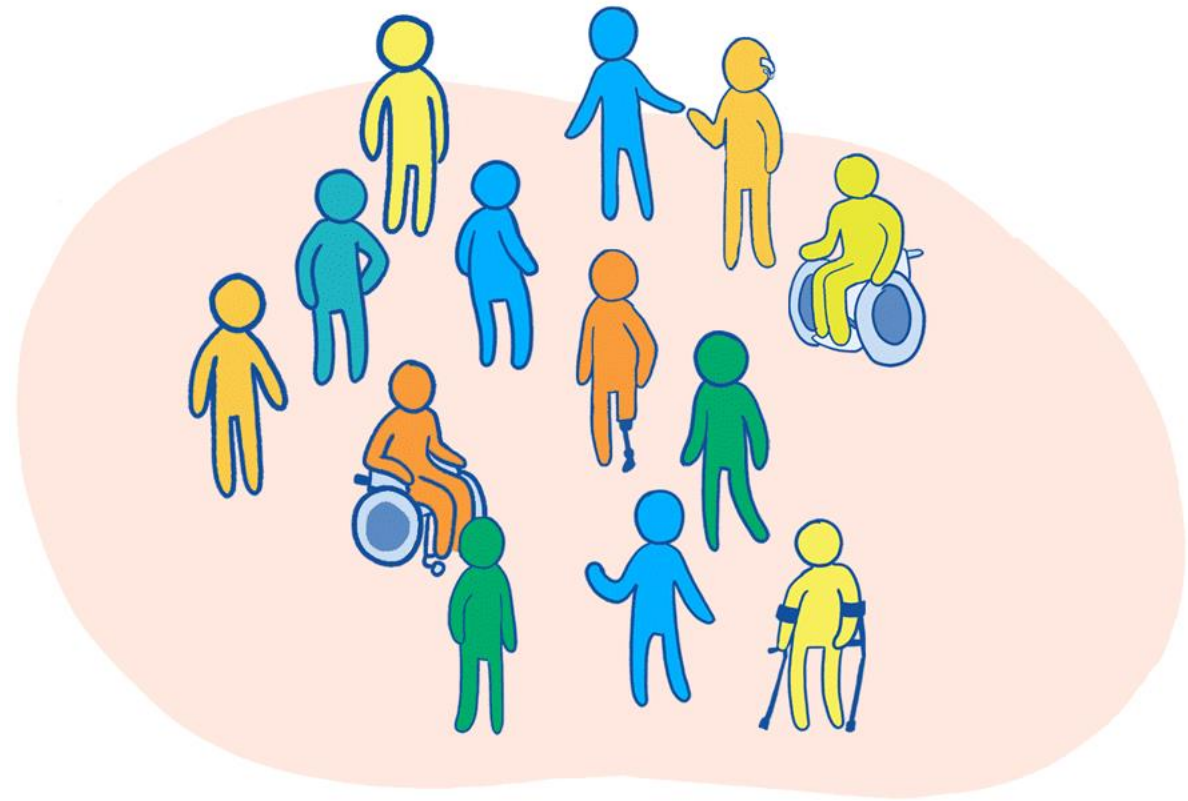
Refugees are **3 times more likely** to be out of secondary school

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...

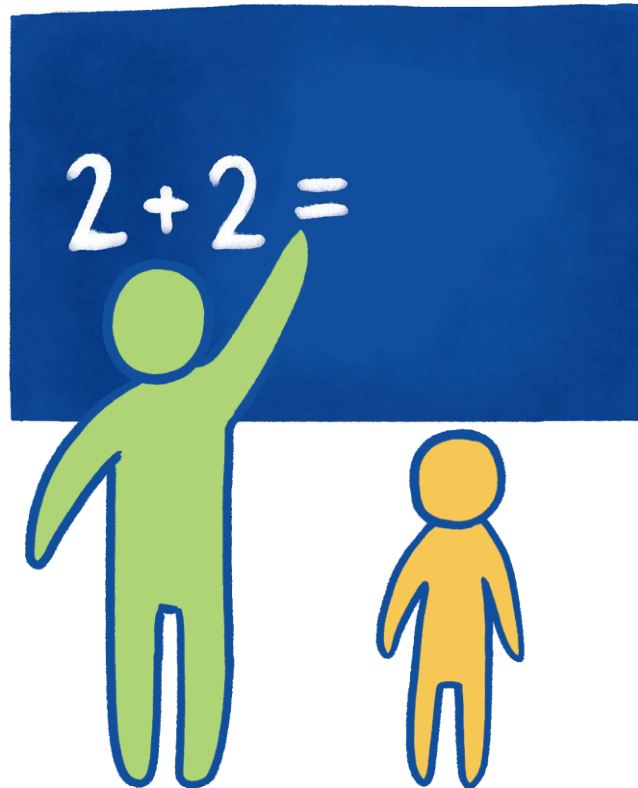


...but only 57%
of those cover multiple
marginalized groups

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



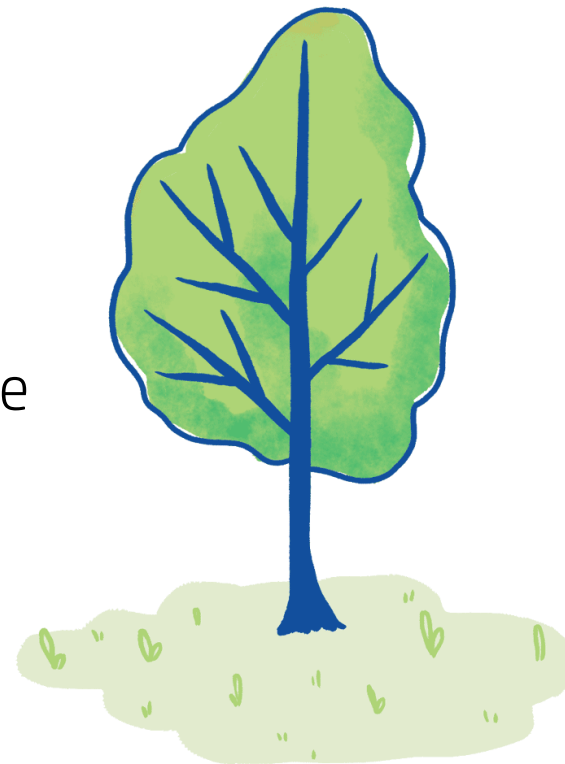
In **Colombia**, social programmes are tied to a **multidimensional** poverty index

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



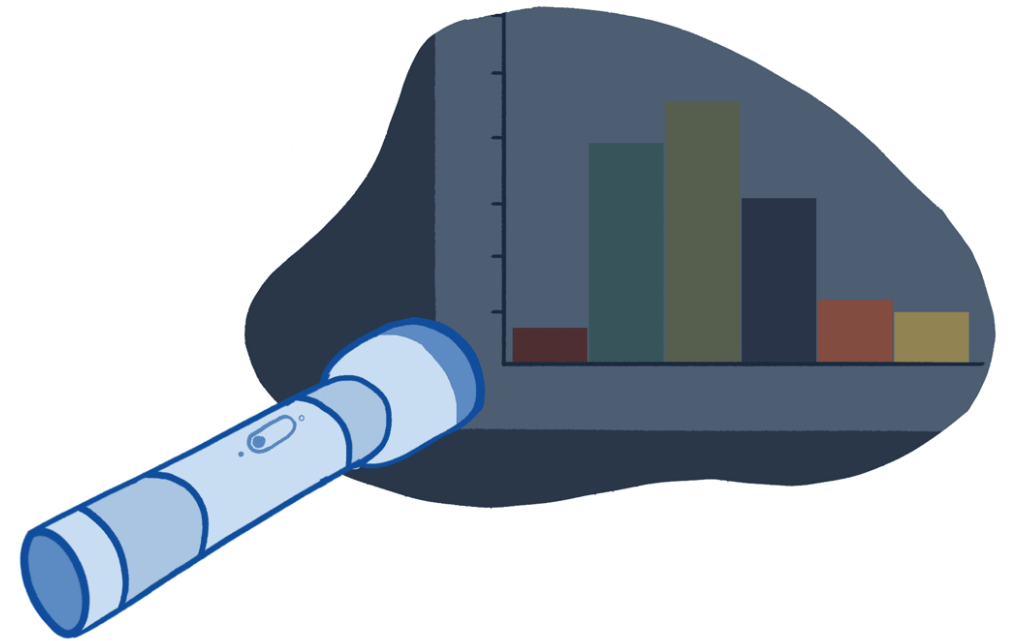
1/4 of teachers

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

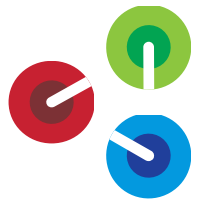


41% of countries

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

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

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