



GLOBAL EDUCATION MONITORING REPORT

2020

Inclusion and education:

ALL MEANS ALL

en.unesco.org/gem-report | 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...



And this last one?

He's new here!

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 low- and middle-income countries, the richest are **2 times more likely to learn basic skills** than the poorest

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...

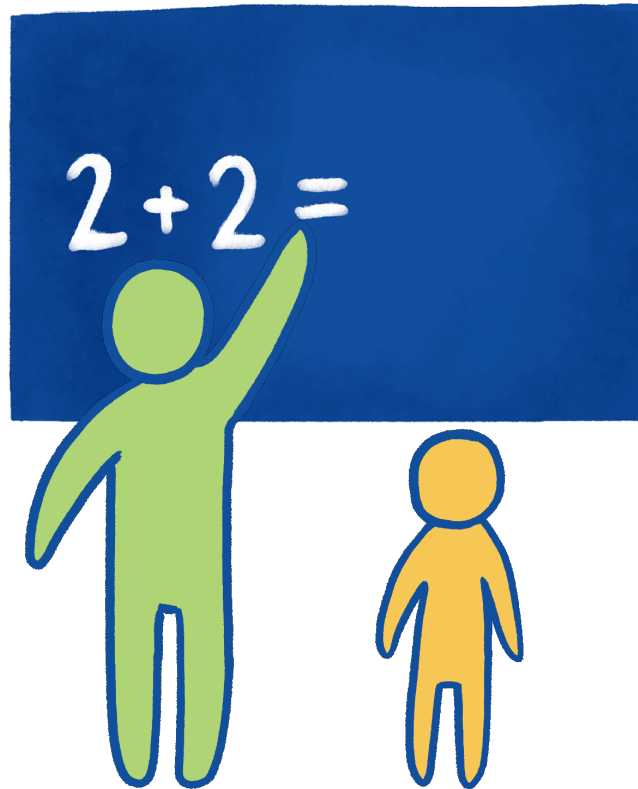


...but only **57%**
of those cover
multiple
marginalized
groups

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



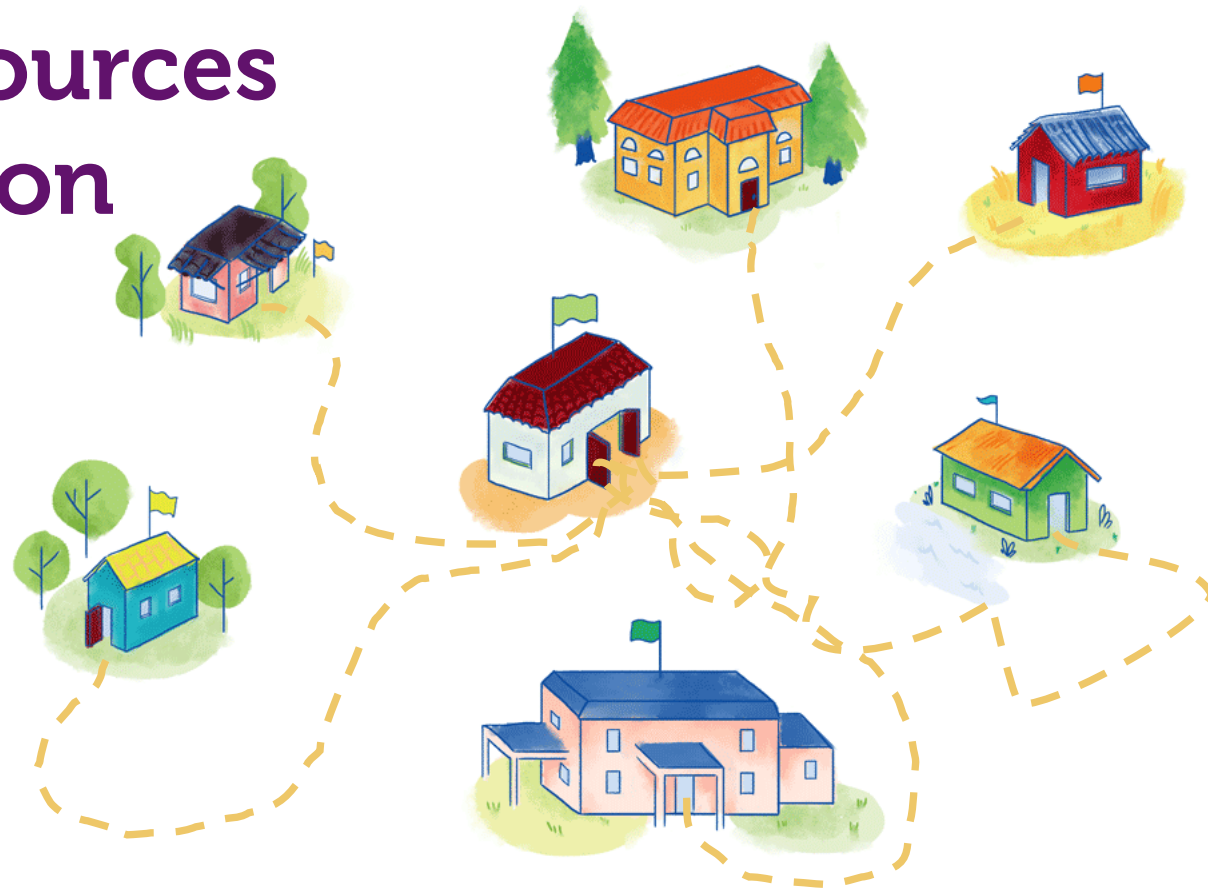
Since the 1990s, education attainment increased by **0.5 to 1.5 years** through cash transfer programmes in Latin America

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

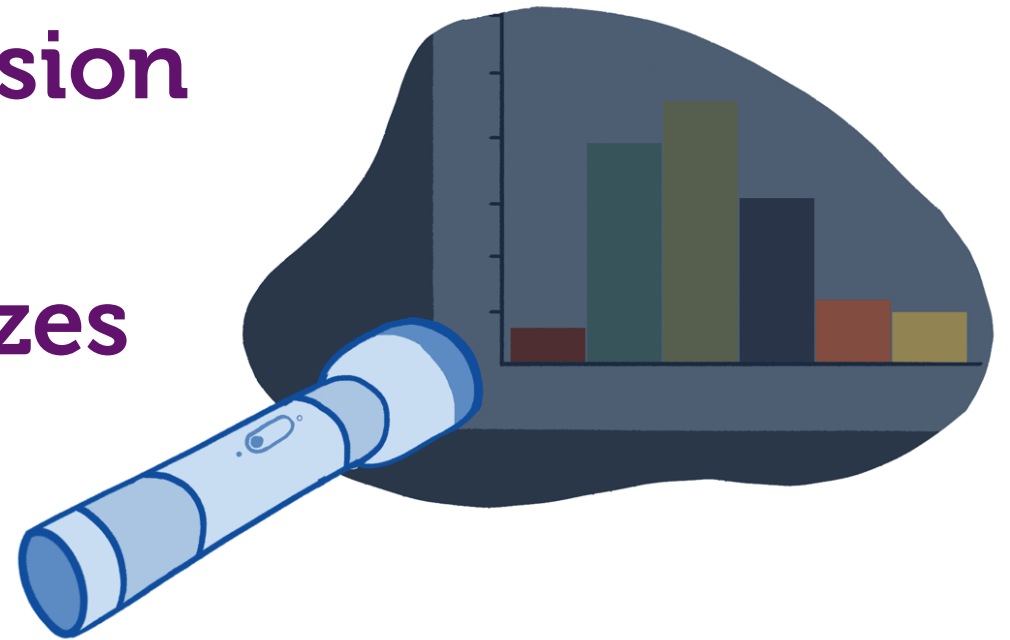


1/4 of teachers

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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