



The Right to Education for All: Global Perspectives in Inclusive Education

*Regional Seminar: Poverty Alleviation, HIV and AIDS
Education and Inclusive Education: Priority Issues for
Quality Education for All in Eastern and Western Sub-
Saharan Africa*

*Nairobi, Kenya
23-27 July 2007*

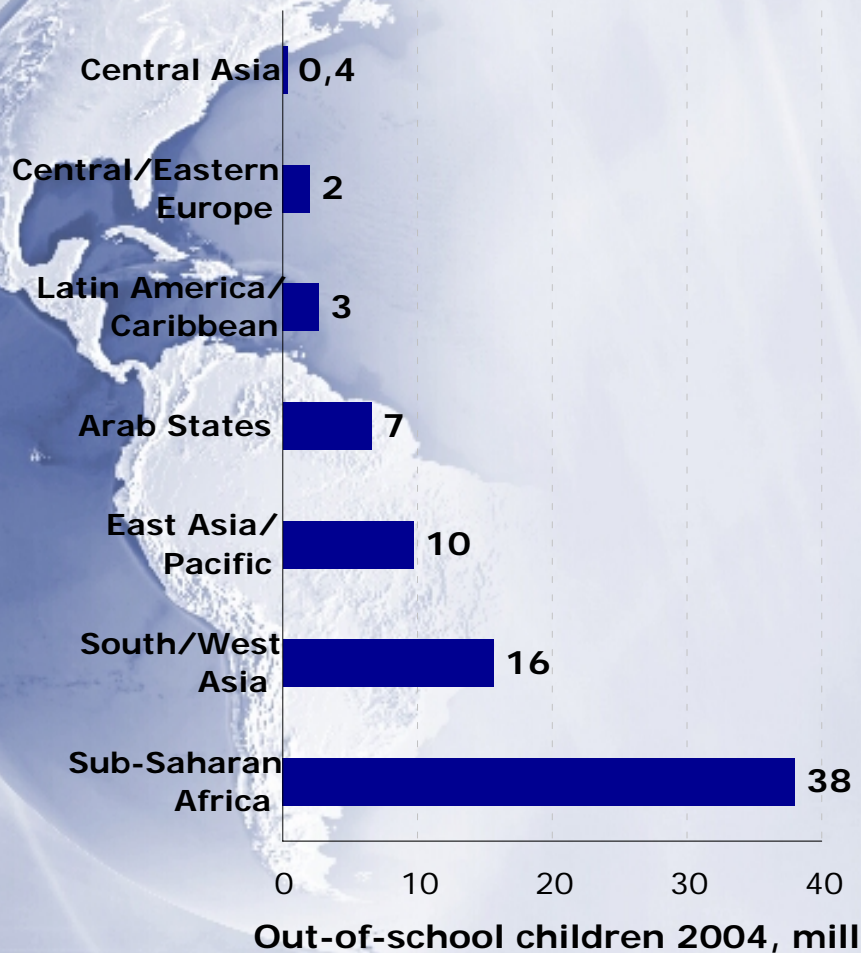
*Jill Van den Brule
UNESCO Paris*



Global Overview

- 650 M persons with disabilities
- Over 77 M out of school children (GMR 2007)
- Approx 30-40% are CWDs
- 80% live in developing countries
- 781 M illiterate persons (2/3 women); 61% sub-Saharan Africa
- If we are to move towards EFA by 2015, we need to focus on most excluded!

77 million children still not in school



- Half in sub-Saharan Africa
- One-third in India, Nigeria, Pakistan, and Ethiopia
- Drop of 20 million since 1999, mainly in South Asia

Education for All Dakar Goals and Millennium Development Goals

EFA Goals

1. Expand and improve comprehensive early childhood care and education
2. Universal primary education by 2015
3. Learning and life skills programmes for youth and adults
4. 50% increase in adult literacy rates by 2015
5. Gender parity by 2005 and gender equality by 2015
6. Improving quality of education

MDGs

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality, and other health goals

No country in need should be denied international assistance



Inclusion as the solution (1)

APPROACH:

- **Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.**
- *At the core of inclusive education is the right to education*

OBJECTIVE:

- **To support education for all, with special emphasis on removing barriers to participation and learning for girls and women, disadvantaged groups, children with disabilities and out-of-school children**

GOAL:

- **A school where all children are participating and treated equally**



What is Inclusion? (2)

- **Is *not* a marginal theme on how some learners can be integrated into the mainstream education system, but an approach that looks into how to *transform the system* so it will respond to the diversity of all learners**
- **Involves changes and modifications in content, structures, processes, policies and strategies**
- **Many variations of inclusion, not just one model**



Inclusion - the added value

- Teachers & others involved in education are working to develop positive educational experiences that all children can enjoy & benefit from, together.
- It is a process.
- It promotes diversity
- It promotes respect & human dignity



The Benefits

- For children with disabilities & those experiencing difficulties in learning, this means inclusion in mainstream schools & classrooms alongside their non-disabled peers
- For all children & adults it means a more enriching and rewarding educational experience.



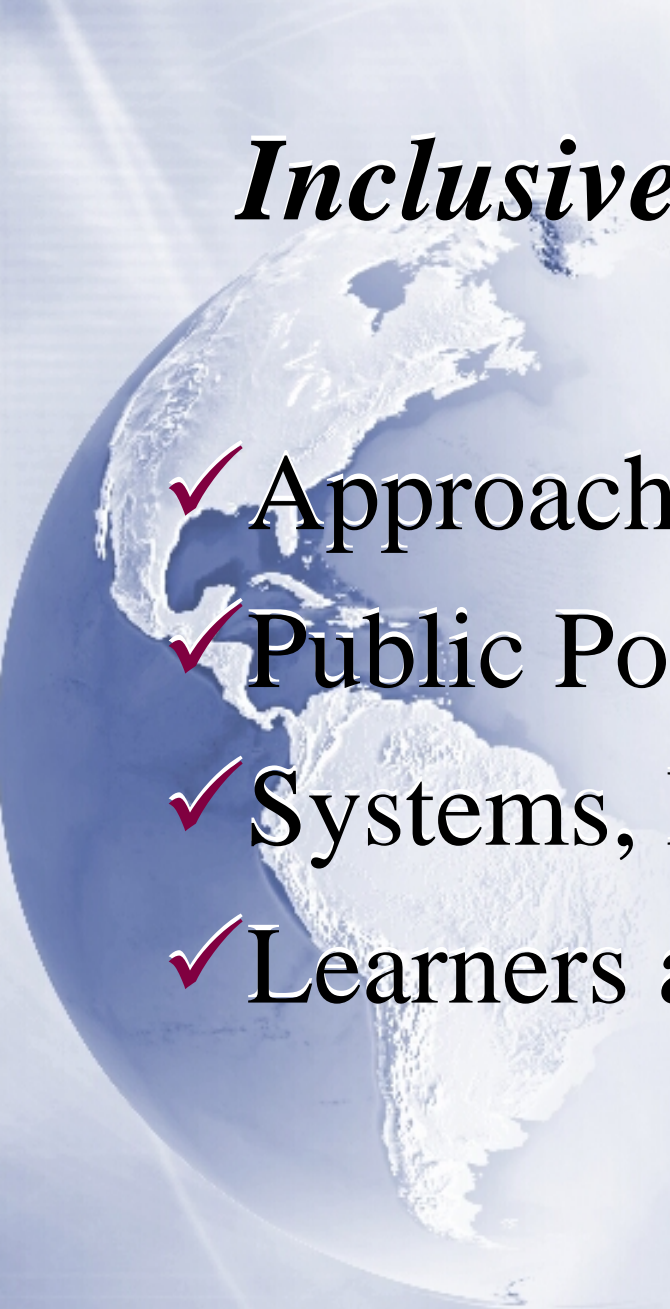
The Benefits (2)

- Means that schools and teachers accommodate and respond to individual learners, this inclusiveness itself benefits the school, the teachers, and all learners.
- By definition IEd involves multiple sectors, programmes and actors.
- It thus requires a continuum of services



A paradigm shift

- Inclusive education incorporates the principle of access for all disadvantaged learners, and not merely for those with disabilities.
- Inclusive education is therefore a *shift* from disability-specific theories, assumptions, practices & models to a non-disability specific inclusive system of education.
- It is a shift to a more child/learner centered approach
- 3 levels of change:
 - Attitudinal,
 - Policy
 - Classroom level



Inclusive Education: the Way Forward

- ✓ Approaches, Scope and Content
- ✓ Public Policies
- ✓ Systems, Links and Transitions
- ✓ Learners and Teachers



How to get there?

- Pre-service and in-service training strategies for teachers & administrators.
- Centralized resource centers, outreach programs & networks.
- Parents as resources.
- Multi-sectoral collaboration and enhancing capacities of CBR.
- Governance at the school level



How to get there? (2)

- Inclusive education sector plans
- The EFA/FTI plans
- Early identification and early intervention help to improve and sustain access to school.
- Documenting evidence-based case studies/vignettes of promising practices.



Teacher Training

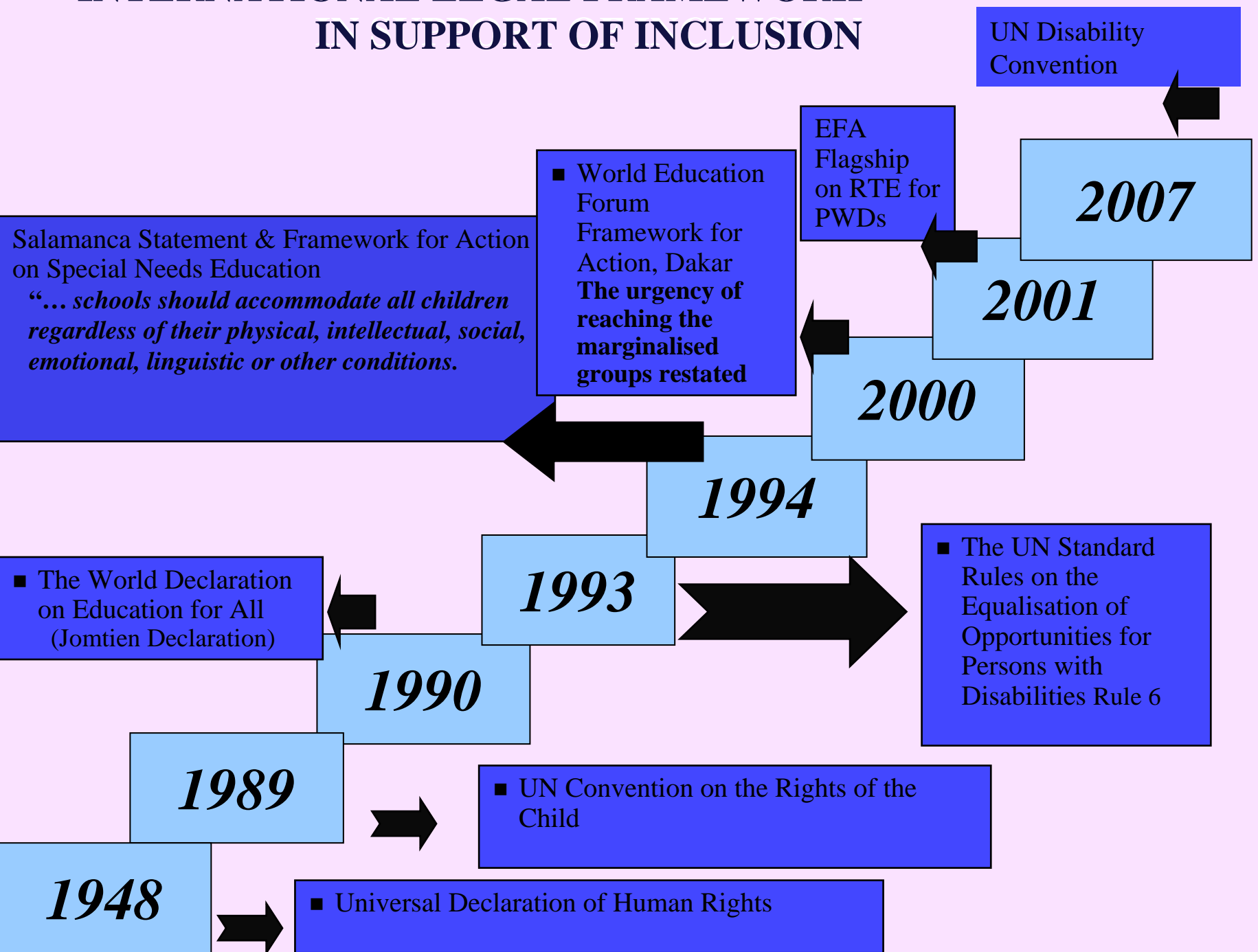
- Teacher training is essential for inclusive education
- One time training sessions are not effective
- They need to be supported
- They can be change agents



Measuring inclusion: school participation

- Are excluded children /parents of excluded children participating in school governance structures?
- Are there any teachers with disabilities or from other excluded groups?
- Are these individuals involved in decision making and power in their communities?

INTERNATIONAL LEGAL FRAMEWORK IN SUPPORT OF INCLUSION



*Defining the Right to Education**

INSTRUMENTS

	YEAR	REF
▪ Universal Declaration of Human Rights	1948	Art. 26
▪ UNESCO Convention Against Discrimination in Education	1960	
▪ International Convention on the Elimination of All Forms of Racial Discrimination	1965	Art. 5
▪ International Covenant on Economic, Social and Cultural Rights	1966	Art. 13
▪ ILO Convention on the Minimum Age for Employment	1973	Art. 7
▪ Convention on the Elimination of All Forms of Discrimination Against Women	1979	Art. 10
▪ Convention on the Rights of the Child	1989	Art. 28, 29
▪ <i>UN Disability Convention</i>	2007	Art. 24

**The above are all legal-binding instruments*



UN Disability Convention

- 1st human rights Convention of 21st century
- Strong article on Inclusive Education Systems
 - « States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning directed to: » Article 24
- 101 signatories
- 55 signatories to optional protocol
- 2 ratifications
- **African Signatories:** Algeria, Burundi, Burkina Faso
Central African Republic Congo, Cote d'Ivoire, Ethiopia,
Gabon, Ghana, Guinea, Kenya, Liberia, Mali, Morocco,
Mozambique, Namibia, Niger, Nigeria, South Africa, Sierra
Leone, Senegal, Sudan, United Republic of Tanzania,
Tunisia, Uganda

Education as Empowerment a rights and development issue

- Education has proven to have a positive impact on economic development at both the individual and societal levels
- Education also has a demonstrated capacity to impact social development, through, for instance, increased health
- Education is seen as a central process to the building of social capital and social cohesion



Analytical Framework for the Right to, in and through Education

TO		IN		THROUGH
	FRAMES	PROCESS	RESULT	
Education should be guaranteed directly to everyone, without discrimination.	Structure Governance Curricula Teachers Resources	Pedagogy: methods of teaching and learning. Content of learning	Learning achievements: Changed attitudes, values. Acquisition of skills, competences and abilities.	Effects for society: Shared democratic values and commitment. Active, critical and socially responsible.

Areas of action
Framework as stated in conventions

Can be measured with indicators, monitored and evaluated



How does UNESCO achieve these Goals?

UNESCO works through its EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion to:

- Establish open partnerships
- Identify clear goals and objectives
- Identify, support and implement activities in support of these goals
- Assist in monitoring EFA (eg GMR)



Flagship Partnership Forum

- IDA
- LOCAL AND INTERNATIONAL DPOs
- UNICEF
- WORLD BANK
- WHO
- ILO
- UNESCO
- UNIVERSITY OF JYVÄSKYLÄ and FIDIDA – FINLAND
- INDEPENDENT EXPERTS



Flagship Aims and strategies

- *Combat* discrimination and remove structural barriers to learning and participation
- *Promote* a broader concept of education to include essential life skills and life-long learning
- *Focus* resources and activities on the needs of persons with disabilities to achieve EFA goals



Strategic Directions

- Development of Policies in Education
- Forging Partnerships and Cooperative Initiatives
- Building Web-Based Knowledge Forum
- Producing Statistics and Indicators
- Promoting Teacher Education



UNESCO Global Activities

- Development of Policy Guidelines on Inclusion
- Elaboration of flexible teaching curricula
- “Flagship on the Right to Education: *Towards Inclusion*”
- Cooperation with IBE on ICE Conference
- Flagship regional meetings (2006 - Ethiopia)
- Roundtable Meeting with UN Special Rapporteur on the Right to Education (May 2007)
- Joint Position Paper on CBR with ILO and WHO
- Support to Regional Conferences & training
- Dissemination of UNESCO publications
- Cooperation with EENET on publication, networking
- Cooperation with INEE on resource “Rebuilding for Inclusiveness”



Web-based Knowledge Forum

- An independent platform for sharing information, materials and good practices
- Publish news on current issues
- Provide links to existing information sources and databases
- Store downloadable materials produced and sent by partners on website database
- Collect experiences and good practices from partner countries



Website and Listerve

www.inclusionflagship.net

To join the Inclusion Flagship Listerve, please email:

markku.leskinen@edu.jyu.fi

Some thoughts...

« Tell me and I'll forget; show me and I may remember; involve me and I'll understand. »

- Benjamin Franklin





Key Messages

- It makes economic sense
- There is no one size fits all – it is context specific
- There are good practices but scaling up is essential.
- It will not happen over night- progressive realization.
- We will not meet the EFA goals if we continue business as usual.
- Education is not a service it is a right!

Let us work together!

**Thank you for
your kind attention!**

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