



United Nations
Educational, Scientific and
Cultural Organization



Inclusive Education and Valorization of Evidence

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Inclusion and Equity in Education

Introduction

Commitments



- The 2017/2018 Global Education Monitoring Report theme is: *Accountability in Education: Meeting our Commitments*
- The reports points out that a concerted effort is necessary to achieve the SDG 4.
- Governments, headteachers teachers, (international) originations and the private sector are urged to cooperate to achieve *inclusive and equitable quality education and promote lifelong learning opportunities for all*.

Introduction

Children not participating



- The GEM also point out that 264 million children and adolescents are not going to school.
- This number is just the peak of the iceberg. It does not include children that are enrolled but not learning.
- The UNESCO Institute of Statistics estimates that more than 627 million children are enrolled but do not achieve minimum proficiency levels (MPL) in reading and mathematics.

Introduction

Groups of children



- The 2015 UNESCO report on Out-of-School Children explains that those who are excluded from and within the education system are:
 - Girls;
 - Children with disabilities;
 - Children from ethnic minorities;
 - Children from religious minorities;
 - Children from linguistic minorities;
 - Children affected by natural disasters; and
 - Children affected by armed conflict.

Introduction

Barriers to access



Criteria	Description
Availability	Are services available that meet national minimum standards?
Accessibility	Are children with diverse backgrounds (service users) able to enrol in education? Can they travel to and from schools?
Accommodation	Are the needs of children being met? Are the services relevant?
Affordability	Ability to pay for the services without financial hardship? Consider all costs including the service itself and opportunity cost for transport, a support person, etc.
Acceptability	Are service users taking up the public services offered?

Paradigm Shift

UNCRPD



- High number of out-of-children and children enrolled in education but not achieving MPL is surprising after more than a decade after the UNCRPD.
- *“...disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”*
- With the UNCRPD the perspective on persons with disabilities shifted from
 - focussing on the impairment and therefore the loss of function of the body – known as the ‘medical model of disability’, and
 - viewing persons with disabilities as unable to support themselves and therefore need of charity,
 - to recognising the humanity of persons with disabilities and the importance of including them in all aspects of life.

Paradigm Shift

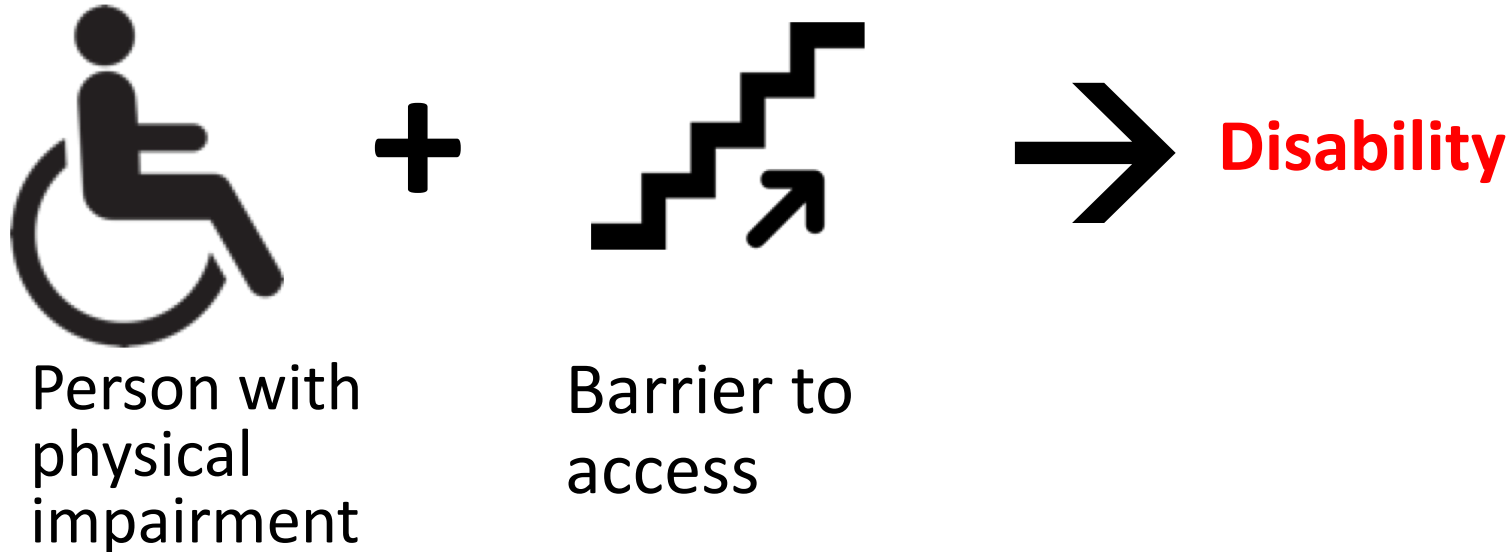
Social Model of Disability



- This approach is known as the **‘social model of disability’**.
- Removing barriers as the cause of disability for persons with disabilities rather than focussing on their impairment or their difference from what is being considered the norm is the fundamental shift that has taken place and is known as the **‘paradigm shift’**.
- **‘Impairment’** is defined as the functional loss of a part of the body
- **‘Disability’** is conceptualised as the result of the interaction of a person with an impairment with society. The disability is manifested in a barrier caused by society and not within the persons with an impairment.

Paradigm Shift

Social Model of Disability



The concept of a person with an impairment interacting with society resulting in disabling or enabling environments **can be projected on all children excluded from or within the education sector**. For instance, children from ethnic or religious minorities are often denied access solely based on attitudes.

From Segregation to Inclusion

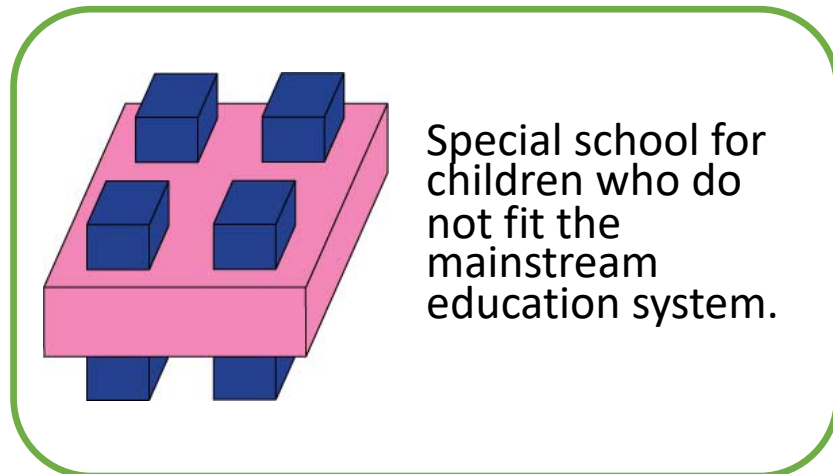
Segregation

Segregated education systems

- Special Schools
- Mainstream schools

Questions

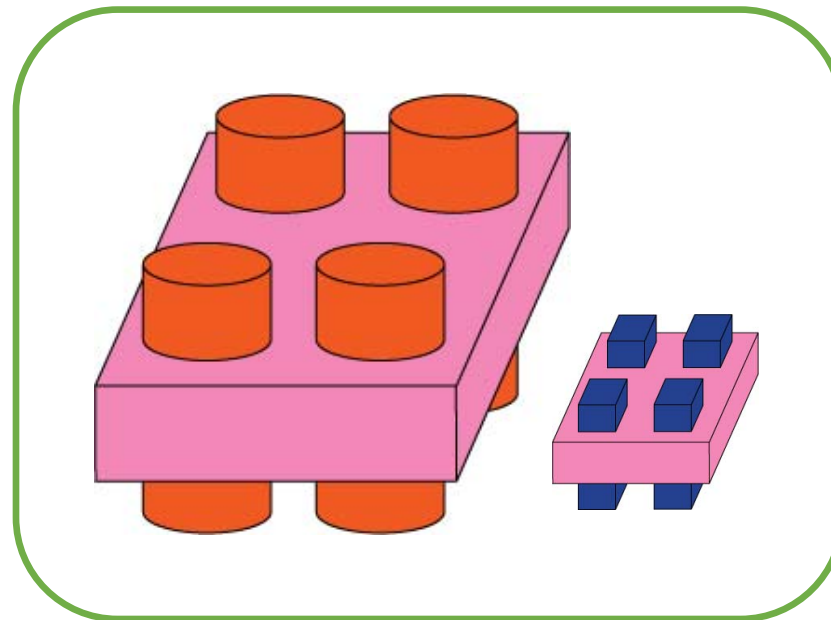
- Who defines who enrolls in which school?
- What is a special need?



From Segregation to Inclusion

Small Units

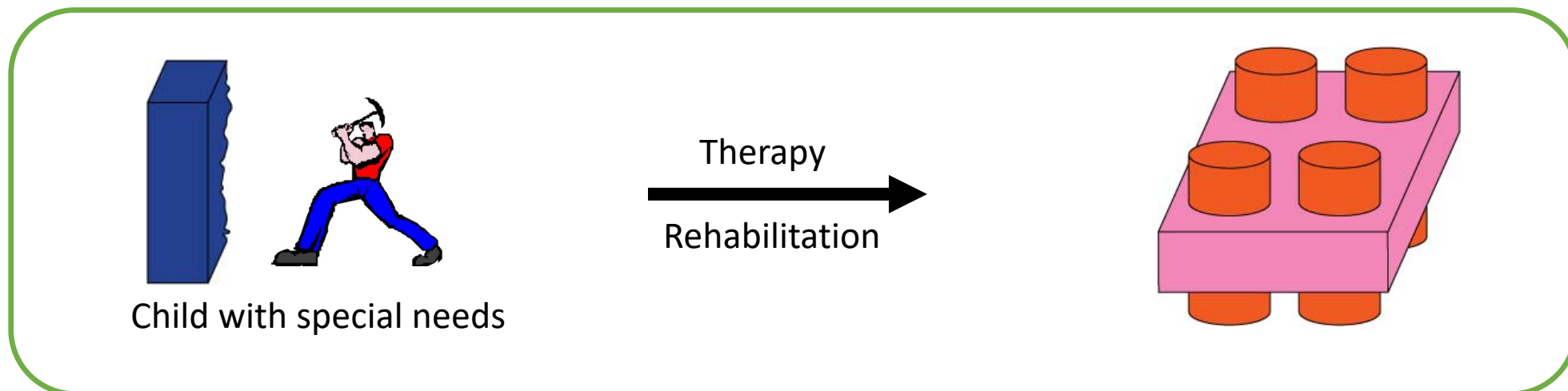
- All children go to the same mainstream school.
- The majority of children (round pegs) go to the mainstream classrooms.
- Some children go to a special classroom attached to the school.



From Segregation to Inclusion

Integration

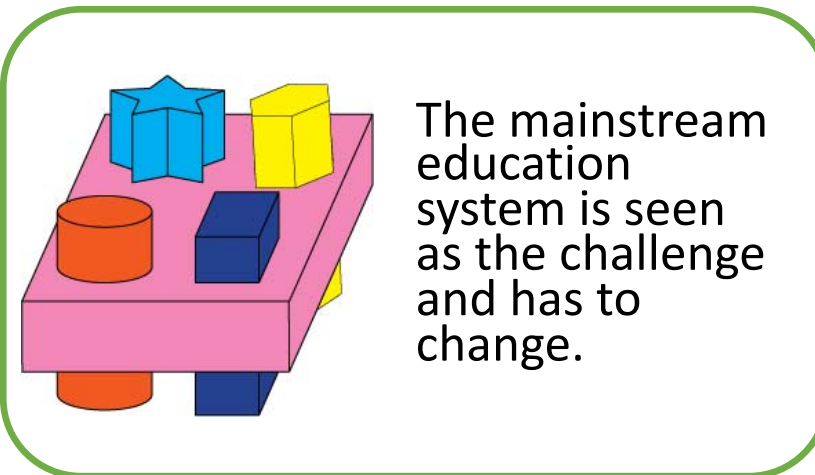
- Seems to have a similar approach.
- Giving children from marginalized groups access to the education system.
- *An integrated approach mainly perceives barriers to inclusion as being within the child and not within the system that regulates education.*
- It therefore aims to change the child to fit into the system, while the education system and its policies, attitudes and practices remain largely unchanged.
- If the child cannot change and adapt to expectations, he/she is left to fail or drop out.



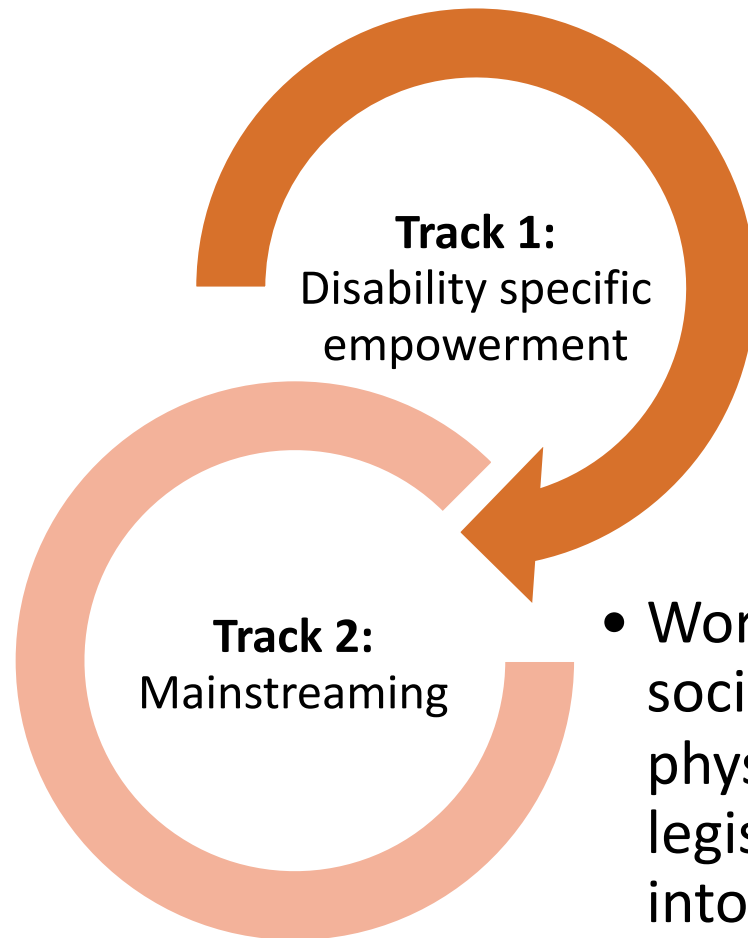
From Segregation to Inclusion

Inclusion

- Continuous process of whole-system improvement.
- Teacher, students, parents, government officials and the community identify barriers to access, participation and achievement, and seek solutions to overcome these barriers.
- Schools, universities, policy makers, school supervisors, and communities must become aware of their obligation to embrace all children and develop the necessary policies, attitudes and practices.
- *In an inclusive system, barriers to access, participation, and achievement are perceived as being manifested within the education system.*



Twin-track Approach



- Supporting and empowering marginalized people and their families through increasing their access to support services, health care, education, livelihood and social activities as well as through political empowerment.
- Working to identify and overcome barriers in society that marginalized people face, e.g. physical barriers, communication, attitudes, legislation, and including marginalized people into all aspects of national development.

Why Inclusive Development?

SDGs



- The SDGs' 17 goals define 169 targets for inclusive development.
- The Incheon Declaration and Framework for Action of the 2015 World Education Forum designates UNESCO as the lead agency for SDG 4 on Quality Education.
- Improvements in the education sector benefit other SDGs.



Why Inclusive Development?

SDG 4 Global and National Goals



Global Goal	Responding National Goal
<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.</p>	<ol style="list-style-type: none"> 1. Increase of the percentage of SDs / MIs accredited at least B in 2019 to 84.2% (2015: 68.7%). 2. Increase of the percentage of SMDs / MTs accredited at least B in 2019 to 81% (2015: 62.5%). 3. Increase of the percentage of SMAs / MAs accredited at least B in 2019 to 84.6% (2015: 73.5%). 4. Increase of the Gross Enrolment Rate (GER) in SDs / MIs / and equivalent institutions in 2019 to 114.09% (2015: 108%) 5. Increase of the GER in SMPs / MTs / and equivalent institutions in 2019 to 106.94% (2015: 100.7%) 6. Increase of the GER in SMAs / SMKs / MAs and equivalent institutions in 2019 to 91.63% (2015: 76.4%) 7. Increase of the average school years of residents over the age of 15 in 2019 becomes 8.8 years (2015: 8.25 years).

Why Inclusive Development?

SDG 4 Global and National Goals



Global Goal	Responding National Goal
<p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.</p>	<p>1. Increase of the GER in Early Childhood Education (ECCE) in 2019 to 77.2% (2015: 70.06%).</p>
<p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p>	<p>1. Increase of the GER in SMAs / SMKs / MAs and equivalent institutions in 2019 to 91.63% (2015: 76.4%). 2. Increase of the in tertiary education in 2019 to 36.73% (2015: 29.9%).</p>
<p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>	

Why Inclusive Development?

SDG 4 Global and National Goals



Global Goal	Responding National Goal
<p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p>	<ol style="list-style-type: none"> 1. The Net Enrolment Rate (NER) for women / men in SD / MI / package A is gender equivalent in 2019. 2. The Net Enrolment Rate (NER) for women / men in SMP / MT / package B is gender equivalent in 2019. 3. The Net Enrolment Rate (NER) for women / men in SMA / SMK / MA is gender equivalent in 2019. 4. The Net Enrolment Rate (NER) for women / men in tertiary education is gender equivalent in 2019.
<p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<ol style="list-style-type: none"> 1. Increase of the average literacy rate of the population over the age of 15 in 2019 to 96.1% (2015: 95.2%). 2. Increase of the literacy rate of the population aged 15-59 years in 2019.

Why Inclusive Development?

SDG 4 Global and National Goals



Global Goal

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all

4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

Why Inclusive Development? SDGs



Relevance of inclusive education



Quality inclusive education helps break the vicious circle of poverty and disability.



Quality inclusive education ensures that learners with disabilities can access school feeding programmes.



Quality inclusive education helps tackle discrimination against learners with disabilities, enabling them to socialise with their peers, promote their wellbeing and make informed choices about healthcare.



Quality inclusive education ensures equitable quality education and promotes lifelong learning opportunities for learners with disabilities.

Why Inclusive Development? SDGs



Relevance of inclusive education



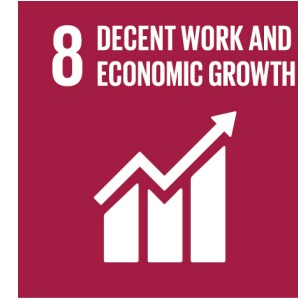
Quality inclusive education helps achieve gender equality and empowers girls with disabilities, who often face double discrimination.



Quality inclusive education means that learners with disabilities can learn about and have access to better water, hygiene, and sanitation practices.



Quality inclusive education means that learners with disabilities can learn and make informed choices about energy conservation and renewable energy sources.



Quality inclusive education fosters self-esteem, skills in entrepreneurship and innovation while promoting full and productive employment opportunities.

Why Inclusive Development? SDGs



Relevance of inclusive education



Quality inclusive education develops the skills required to build more resilient, sustainable and accessible infrastructures.



Quality inclusive education makes a difference to social and economic inequality when learners have equal access to schools with the right support.



Quality inclusive education helps learners with disabilities to ensure cities are more accessible, inclusive and safe.



Quality inclusive education helps ensure learners with disabilities understand sustainable solutions and consumption.

Why Inclusive Development? SDGs



Relevance of inclusive education



Quality inclusive education allows learners with disabilities to be included in local discussions and actions on the impact of climate change.



Quality inclusive education helps ensure learners with disabilities understand how to conserve and sustainably use the oceans.



Quality inclusive education increases learners with disabilities' knowledge about skills for sustainable livelihoods and independent living.



Quality inclusive education is vital to ensure inclusive and fair societies, as well as to reduce stigma, stereotyping and discrimination.

Why Inclusive Development? *SDGs*



Relevance of inclusive education



Quality inclusive education is successful with strong partnerships between governments, ministries and civil society including parents and Disabled People's Organisations.

Policy Overview

International



Name	Status	Comment
UNESCO Convention against Discrimination in Education - 1960	Acceptance 1967	All persons, regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition, or birth, have the right to receive an equal standard of education and equal access to education at any level.
UN Convention on the Elimination of All Forms of Racial Discrimination - 1969	Ratification 1999	All people without distinction as to race, colour, or national or ethnic origin have the right to education.
UN International Covenant on Economic, Social and Cultural Rights	Ratification 2006	Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups.
UN Convention on the Elimination of All Forms of Discrimination against Women	Ratification 1986	Equal rights for women in regard to access to education, career advancement and the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education.

Policy Overview

International



Name	Status	Comment
UN Convention on the Rights of the Child - 1990	Ratification 1990	Free and accessible basic education for all children. Children with disabilities have the right to active participation in the community including access to education. Children of ethnic, religious or linguistic minorities have the same rights as other children and shall have access to education in their mother tongue language.
ILO Worst Forms of Child Labour Convention - 2000	In force since 2000	Provide free access to basic education for all children removed from child labour and assist them in their rehabilitation and social reintegration programmes.
UN Convention on the Rights of Persons with Disabilities - 2008	Ratification 2011	It provides a paradigm shift where “...disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others ...”

Policy Overview

National



Name	Comment
<p>Law 35/2014 Amendment of Law 23/2002 concerning Child Protection</p>	<p>All children, including children with disabilities and children from poor households have equal right to education as their peers.</p>
<p>Law 20/2003 concerning Education</p>	<p>Every citizen has the right to quality basic education and it is the governments obligation to provide it. This includes the right to free quality education until senior high school, the right to special service for children living in remote areas, the right to education for children with disabilities and individual learning needs as well as the right to live-long learning options.</p>
<p>Regulation of the Minister of National Education 70/2009 concerning Inclusive Education</p>	<p>Requires all cities and districts in Indonesia to designate at least one elementary school, one junior high school and one senior high school to become an inclusive schools that allow students with various backgrounds to enrol. The regulation gives schools the freedom to adapt the curriculum and examinations according to the abilities of the students. A teacher with background in special needs education and counselling shall be made available.</p>

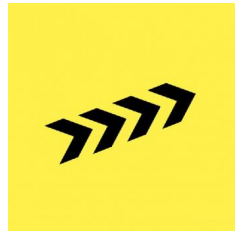
Policy Overview

National



Name	Comment
Law 8/2016 concerning Persons with Disabilities	The law states that the government must accommodate all children in inclusive education up to 12 years compulsory education. Children with disabilities have the highest priority to enrol in a school closest to their home. The government is responsible to teach children with disabilities the necessary skills needed to be self-dependent, fully participate in education and social development.

Analytical Framework for Inclusive Policy Design



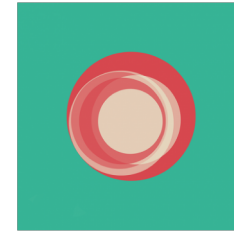
Multidimensional

- Transversal and overarching objective
- Continuum of interventions
- Public sector innovation
- Integrated and policy-sensitive evidence



Relational

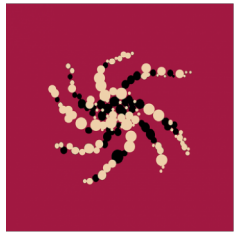
- Equality of opportunities and outcomes
- Delivery of services (supply-side) and adequate access or uptake (demand-side)
- Distribution of public expenditure
- Relation between the mainstream and the excluded populations



Intersecting Risks and Drivers

- Exclusion risks and their intersections
- Removal of drivers of exclusion
- Tailored policy design and service delivery
- Analysis of differentiated and distributional policy effects
- Weighted breadth and depth of intervention

Analytical Framework for Inclusive Policy Design



Dynamic

- Built-in duration
- Long-term and anticipatory character
- Proactive and reactive functions



Participatory

- Procedural improvements
- Transformative participation



Contextual and Multi-layered

- In-country coherence and coordination
- Regional and sub-regional coordination

Inclusion and Equity in Education



Concepts

- Inclusion and equity are overarching principles that guide all educational policies, plans and practices.
- The national curriculum and its associated assessment systems are designed to respond effectively to all learners.
- All partners who work with learners and their families understand and support the national policy goals for promoting inclusion and equity in education.
- Systems are in place to monitor the presence, participation and achievement of all learners within the education system.

Policy Statements

- The important national education policy documents strongly emphasize inclusion and equity.
- Senior staff at the national, district and school levels provide leadership on inclusion and equity in education.
- Leaders at all levels articulate consistent policy goals to develop inclusive and equitable educational practices.
- Leaders at all levels challenge non-inclusive, discriminatory and inequitable educational practices.

Inclusion and Equity in Education



Structures and Systems

- There is high-quality support for vulnerable learners.
- All services and institutions involved with learners and their families work together in coordinating inclusive and equitable educational policies and practices.
- Resources, both human and financial, are distributed in ways that benefit potentially vulnerable learners.
- There is a clear role for special provision, such as special schools and units, in promoting inclusion and equity in education.

Practices

- Schools and other learning centres have strategies for encouraging the presence, participation and achievement of all learners from their local community.
- Schools and other learning centres provide support for learners who are at risk of underachievement, marginalization or exclusion.
- Teachers and support staff are prepared to respond to learner diversity during their initial training.
- Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive and equitable practices.



Thank you