Ensuring inclusion in education: making rights a reality
The right to education: affirmed in numerous instruments and international commitments...

Normative instruments

International commitments to education

The 6 Education for All Goals

The 8 Millennium Development Goals
...But should be translated into national policies and programmes

The right to education is dependant upon its effective implementation.

We must ensure that laws are fully implemented and translated into effective policies.

Current policies and programmes have largely been insufficient or inappropriate with regard to needs of children and youth vulnerable to marginalisation or exclusion.
Who are the marginalized?

- Abused children
- Child labourers
- Refugees or displaced children
- Religious Minorities
- Poverty-striken children
- Migrants
- Child domestic workers
- Girls
- Ethnic Minorities
- Linguistic minorities
- Children in conflict zones
- Street children
- Indigenous people
- Child soldiers
- Rural populations
- Women
- Children with disabilities
- Nomadic children
- Children affected by AIDS
SDG 4 calls for the inclusion of *all learners* and ensuring that each individual has an equal opportunity for educational progress.
SDG4 - Key Features

Principles

• Universally-relevant
• Rights-based and a public good

Scope

• Expanded access to all levels of education
• Holistic and lifelong learning approach

Equity

• Renewed focus on inclusion, equity and gender equality

Quality

• Renewed focus on effective acquisition of foundational skills
• New focus on relevance of learning for decent jobs
• New focus on relevance of learning for social and civic life
What inclusion is about

<table>
<thead>
<tr>
<th>Inclusion IS about</th>
<th>Inclusion is NOT about</th>
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<tbody>
<tr>
<td>Welcoming diversity</td>
<td>Reforms of special education alone, but reform of both the formal and non-formal education</td>
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<tr>
<td>Benefiting all learners, not only targeting the excluded</td>
<td>System responding only to diversity, but also improving the quality of education for all learners</td>
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<td>Children in school who may feel excluded</td>
<td>Special schools but additional support to students within the regular school system</td>
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<td>Providing equal access to education or making certain provisions for certain categories of children without excluding them</td>
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Ensuring inclusion in education: making rights a reality

Exclusion

Segregation

Integration

Inclusion
Key elements in the conceptualization of inclusion

Inclusion meaning not only access to education but ensuring quality learning opportunities for all

- Inclusion is a process.
- Inclusion is concerned with the identification and removal of barriers.
- Inclusion is about the presence, participation and achievement of all students.
- Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.
Inclusion requires attention to a wide range of areas

- Attitudinal changes and policy development
- Starting from early childhood
- Inclusive curricula and assessment
- Teachers and teacher education
- Resources and legislation
Children with disabilities are still combating blatant educational exclusion

We should ensure that:

• **The right to education of persons with disabilities is fully ensured**

• **Education policies are informed by evidence** based on regular and reliable collection and analysis of data on disability

• **International and national development programmes** prioritize inclusive education and are inclusive of persons with disabilities

• All persons with disabilities should be afforded the opportunity to acquire knowledge and skills throughout life
UNESCO’s activities: 3 broad areas

1. **Monitoring the implementation of the right to education**

2. **Enhancing knowledge base and promoting dialogue**

3. **Support Member States in developing more for inclusive education systems**
Monitoring the implementation of the right to education

• Monitoring the implementation of UNESCO’s standard-setting instruments > mainly 1960 Convention

• Contribute to the monitoring by the UN human rights bodies on the status of the right to education at country level with specific recommendations for action to Member States

• Maintaining the Observatory on the Right to Education
  
  http://www.unesco.org/education/edurights/
Enhancing knowledge base and promoting dialogue

Highlight: Inclusive Education Website
(https://www.inclusive-education-in-action.org/)
Enhancing knowledge base and promoting dialogue

Highlight: International Forum on Inclusion and Equity in Education, Cali, Colombia, September 2019

Cali commitment: Call upon all governments and other stakeholders to accelerate efforts to provide inclusive and equitable quality education to all learners
Support Member States in developing more for inclusive education systems

- Capacity building activities
- Seminars and conferences
- Technical guides to support inclusive policies and practices
Thank you!

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