

Inclusion in Education and UNESCO

UNESCO's Constitution (1946)

Article 1 (Purposes and functions)

Give fresh impulse to popular education

- by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;

International Standards

UNESCO Convention against Discrimination in Education (1960)

provides the legal basis for the Right to Education.

http://www.unesco.org/education/pdf/DISCRI_E.PDF

World Declaration on Education for All (1990)

“Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.”

http://www.unesco.org/education/pdf/JOMTIE_E.PDF

Dakar Framework for Action: Education for All (2000)

committed the international community to achieving 6 goals by 2015.

<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

International Standards

Salamanca Statement and Framework for Action on Special Needs Education (1994)

put forward the “inclusive” concept.

http://www.unesco.org/education/pdf/SALAMA_E.PDF

every child has unique characteristics, interests, abilities and learning needs, education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,

regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities , building an inclusive society and achieving education for all

International Standards

International Conference on Education 2008 “Inclusive Education: The Way of the Future”

called on UNESCO’s Member States “to adopt an inclusive education approach in the design, implementation, monitoring and assessment of educational policies as a way to further accelerate the attainment of Education for All (EFA) goals as well as to contribute to building more inclusive societies.”

http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_CONFINTED_48-5_Conclusions_english.pdf

What is an Inclusive Approach?

Aims at offering quality education for all while respecting diversity and the different needs and abilities, characteristics, and learning expectations of the students and communities...

Addresses social inequity and poverty levels as priorities, as these are major obstacles to the implementation of inclusive education policies and strategies...

Promote school cultures and environments that are child-friendly, conducive to effective learning and inclusive of all children, healthy and protective, gender-responsive, and encourage the active role and the participation of learners themselves, their families and their communities.

Inclusion/Exclusion and Education

Growing world's attention to addressing exclusion in education as a way to promote inclusive societies.

MDG Summit (Sept 2010)

- Removing barriers, outside and within education systems, so as to provide equitable educational and learning opportunities for all children
- Addressing the root causes of the inequalities, disparities and diverse forms of exclusion and discrimination

ECOSOC High-Level Segment Annual Ministerial Review on Education (4-8 July 2011)

is discussing equity in and quality of education to look into ways of promoting sustained and inclusive economic growth. The report of the Secretary General recommends to give focus to inclusive policies and targeted interventions.

Inclusion/Exclusion and Education

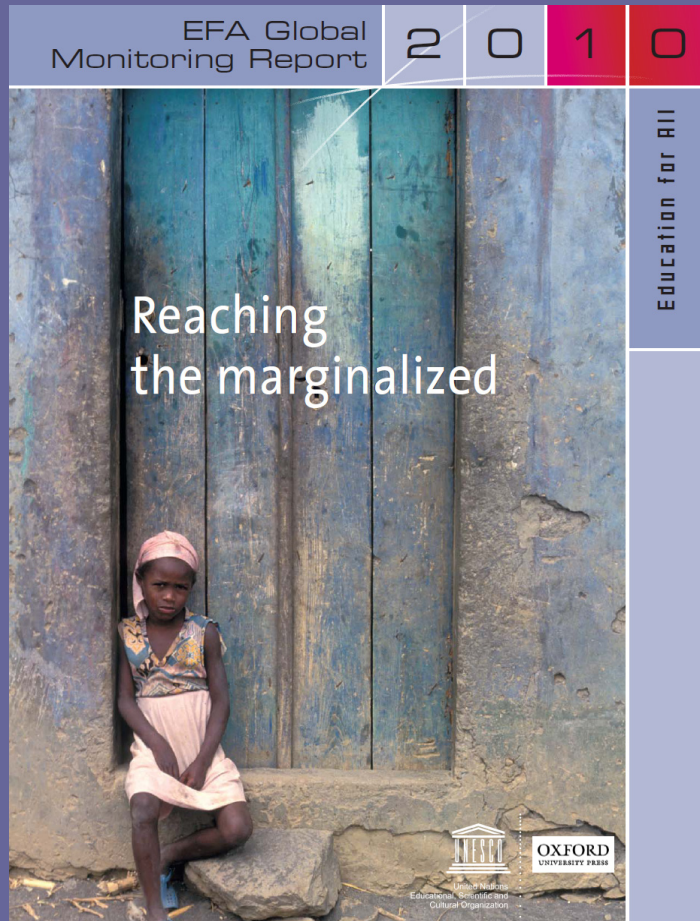
“Exclusion in education” means much more than “out-of-school.” It has many manifestations, such as...

- children who are excluded from the development of a solid foundation for learning
- children, youth and adults who are excluded from entry into a school or an educational programme;
- children, youth and adults who are excluded from regular participation in school or an educational programme;
- children, youth and adults who are present in a classroom in school or an educational programme, but are excluded from learning meaningful to themselves;
- children, youth and adults who had learning experiences in school or an educational programme but who are excluded from a recognition of the learning acquired.

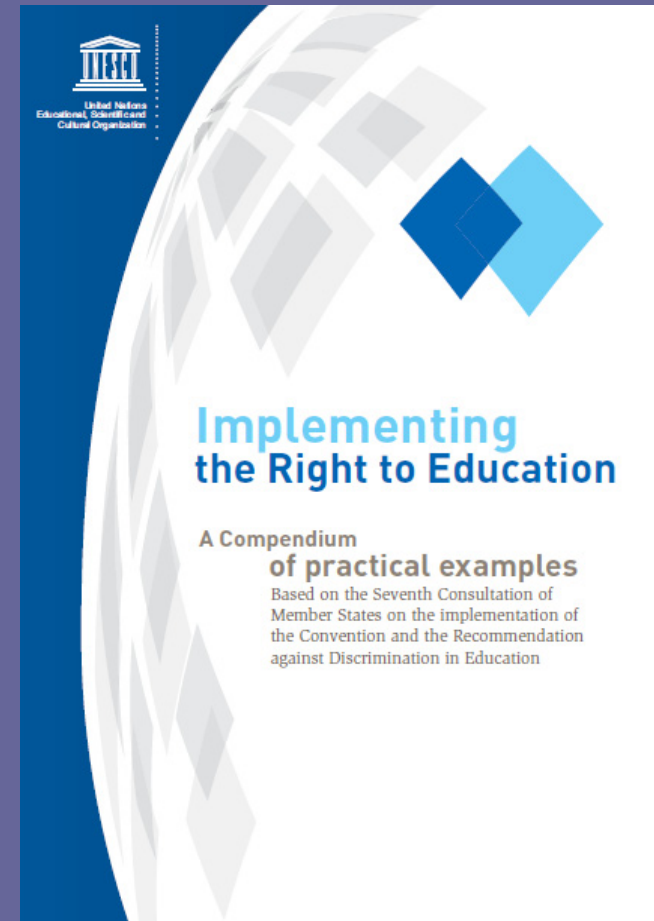
UNESCO's work

- Standard-setting
- Monitoring the implementation
- Supporting the implementation

Monitoring the Implementation

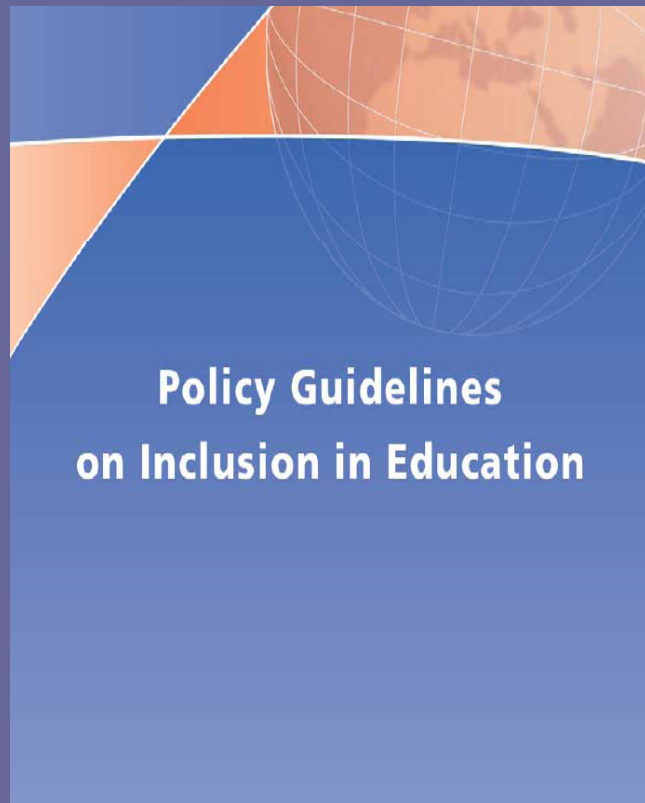


<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

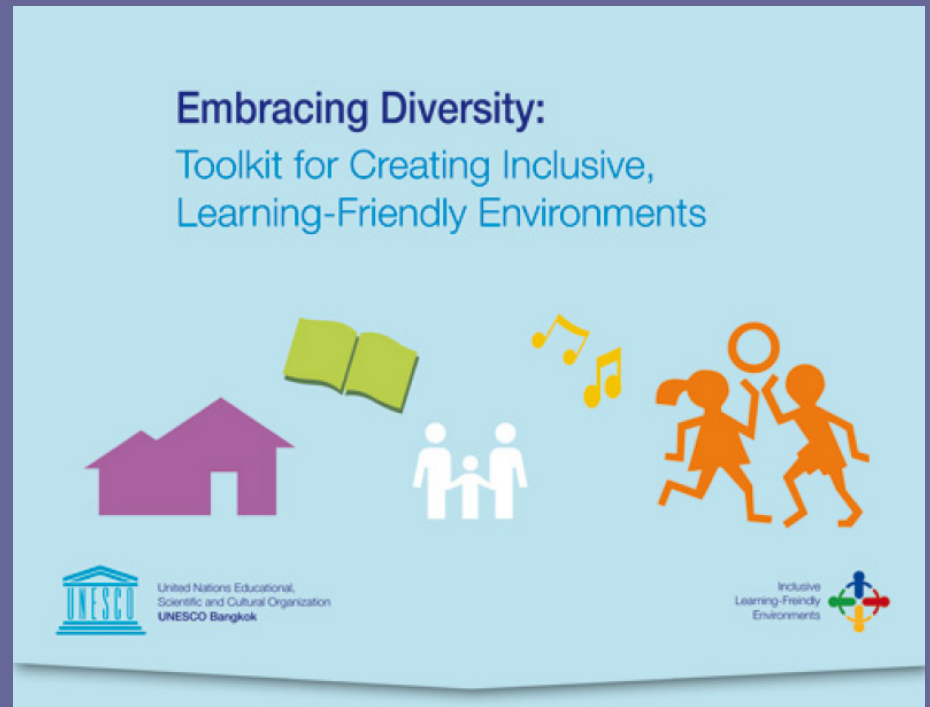


<http://unesdoc.unesco.org/images/0019/001908/190897e.pdf>

Supporting the Implementation



<http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>



<http://www2.unescobkk.org/elib/publications/032revised/index.htm>

Some Current Actions on Inclusion/Exclusion

- Quality Framework
- Addressing and Redressing Exclusion in Education
- Resource pack on inclusive education
- Inclusive Education in Action
<http://www.inclusive-education-in-action.org/iea/>
- Global Partnership for Girls and Women's Education