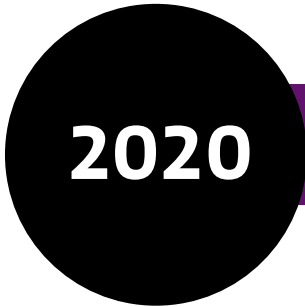


# ALL MEANS ALL



ADENE



YOUTH REPORT

The Education 2030 Incheon Declaration and Framework for Action specifies that the mandate of the *Global Education Monitoring Report* is to be “the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs” with the responsibility to “report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review”. It is prepared by an independent team hosted by UNESCO.

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The *Global Education Monitoring Report* team is responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization. Overall responsibility for the views and opinions expressed in the Report is taken by its Director.

### The Global Education Monitoring Report team

Director: Manos Antoninis

Team: Daniel April, Bilal Barakat, Madeleine Barry, Nicole Bella, Erin Chemery, Anna Cristina D'Addio, Matthias Eck, Francesca Endrizzi, Glen Hertelendy, Priyadarshani Joshi, Katarzyna Kubacka, Milagros Lechleiter, Kate Linkins, Leila Loupis, Kassiani Lythrangomitis, Alasdair McWilliam, Anissa Mechtar, Claudine Mukizwa, Yuki Murakami, Carlos Alfonso Obregón Melgar, Judith Randrianatoavina, Kate Redman, Maria Rojnov, Anna Ewa Ruszkiewicz, Will Smith, Laura Stipanovic, Morgan Strecker, Rosa Vidarte and Lema Zekrya.

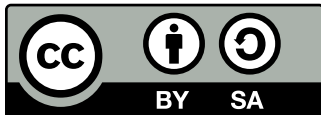
Fellows: Madhuri Agarwal, Gabriel Badescu, Donny Baum and Enrique Valencia-Lopez

The *Global Education Monitoring Report* is an independent annual publication. The GEM Report is funded by a group of governments, multilateral agencies and private foundations and facilitated and supported by UNESCO.



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) licence (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository ([www.unesco.org/open-access/terms-use-ccbysa-en](http://www.unesco.org/open-access/terms-use-ccbysa-en)).

The present licence applies exclusively to the text content of the publication. For the use of any material not clearly identified as belonging to UNESCO, prior permission shall be requested from: [publication.copyright@unesco.org](mailto:publication.copyright@unesco.org) or UNESCO Publishing, 7, place de Fontenoy, 75352 Paris 07 SP France.



This publication can be referenced as: UNESCO. 2020. Global Education Monitoring Report Youth Report 2020: Inclusion and education: All means all. Paris, UNESCO.

**For more information, please contact:**

Global Education Monitoring Report team  
c/o UNESCO, 7, place de Fontenoy  
75352 Paris 07 SP, France  
Email: [gemreport@unesco.org](mailto:gemreport@unesco.org)  
Tel.: +33 1 45 68 07 41  
[www.unesco.org/gemreport](http://www.unesco.org/gemreport)  
<https://gemreportunesco.wordpress.com>

Any errors or omissions found subsequent to printing will be corrected in the online version at [www.unesco.org/gemreport](http://www.unesco.org/gemreport)

© UNESCO, 2020  
All rights reserved  
First edition  
Published in 2020 by the United Nations  
Educational, Scientific and Cultural Organization  
7, Place de Fontenoy, 75352  
Paris 07 SP, France

Typeset by UNESCO  
Graphic design by FHI 360  
Layout by FHI 360

**Global Education Monitoring Report series**

- 2020 *Inclusion and education: All means all*
- 2019 *Migration, displacement and education: Building bridges, not walls*
- 2017/8 *Accountability in education: Meeting our commitments*
- 2016 *Education for people and planet: Creating sustainable futures for all*

**EFA Global Monitoring Report series**

- 2015 *Education for All 2000-2015: Achievements and challenges*
- 2013/4 *Teaching and learning: Achieving quality for all*
- 2012 *Youth and skills: Putting education to work*
- 2011 *The hidden crisis: Armed conflict and education*
- 2010 *Reaching the marginalized*
- 2009 *Overcoming inequality: Why governance matters*
- 2008 *Education for All by 2015: Will we make it?*
- 2007 *Strong foundations: Early childhood care and education*
- 2006 *Literacy for life*
- 2005 *Education for All: The quality imperative*
- 2003/4 *Gender and Education for All: The leap to equality*
- 2002 *Education for All: Is the world on track?*

Cover photo: Anne Derenne  
Infographics by FHI 360 and Anne Derenne.

This Youth Report and all related materials are available for download here: <http://bit.ly/2020gemreport>



# FOREWORD

**My story would not have been possible without education. Growing up in a disadvantaged village in Kenya, I saw many girls like me lose their chance at a good education because of poverty and child marriage.**

---

At 13, I left home to attend the Starehe Girls' Centre, a centre for excellence for academically talented girls from disadvantaged backgrounds, becoming one of the many young people around the world who have to travel far from their homes to receive a good education. I came a long way in more than one way: Because of the educational opportunities that I had, I was able to fulfil my potential and become a youth leader and activist. The chance to become whatever one wants to be is a chance that should be available to everyone.

But today, too many young people miss out on that chance, because their families or their countries are underprivileged, because they have had to move from one place to another, because of their gender or their sexual orientation, or because they have disabilities. Some are entirely excluded from education; others face discrimination, stereotyping and stigma in the schools and institutions in which their learning should be supported.

This report says that #AllMeansAll, and it is up to us to make that promise a reality. You can use this report to recognize the ways in which our systems empower – and sometimes disempower – people through education. Read it to learn how people are



Credit: Vivian Onano

working to make education inclusive for all and use it to hold to account the people who are not. Find out about the recommendations for governments to help them address the challenge of creating and fostering inclusive education and speak out to make sure your government is doing its best for every member of society.

Our generation has been born into a world that is facing serious challenges. From the global Covid-19 pandemic to the existential threat of climate change, every person in every part of the world has been and will be affected by the threats facing us. That is all the more reason why every one of us must play our part in finding solutions – and education for all is essential in giving us the tools to do that. We each have a role to play in ensuring that no child is left behind and investing in inclusive education is made a priority at all levels of leadership. We need education systems and institutions that work for everyone, whatever their identity or identities, in which people feel safe and can thrive. I count on you to raise your voices to help create and support those systems.

**Vivian Onano**


Youth Representative,  
*Global Education Monitoring Report Advisory Board*  
@vivianonano

# ALL MEANS ALL

The United Nations 2030 Agenda for Sustainable Development pledges to leave no one behind. The Agenda promises a 'just, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met'. To help build that better world, Sustainable Development Goal 4 says that countries must ensure 'inclusive and equitable quality education' and promote 'lifelong learning for all'. This report looks at the ways in which countries have tried to fulfil this promise, and the people who have fought to make sure that they do.

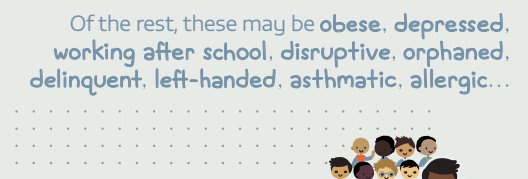
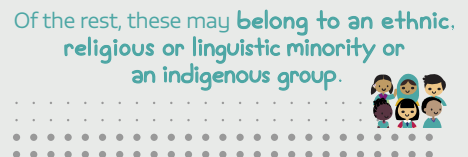
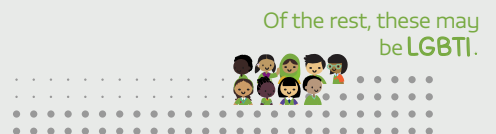
## INCLUSION IS FOR EVERYONE


Education can help build inclusive societies when it sees learner diversity not as a problem but as a challenge: to identify individual talent in all its shapes and forms and create the conditions in which it can flourish. Unfortunately, vulnerable groups are often kept out or pushed out of education systems through decisions that lead to the exclusion of marginalized groups from curricula, irrelevant learning objectives, stereotyping in textbooks, discrimination in resource allocation and assessment, tolerance of violence and neglect of needs.

 Education can help **build inclusive societies** when it sees learner diversity not as a problem but as a challenge

**FIGURE 1:**  
All means all

Out of **100** children...




And this last one? **He's new here!** 

68% of countries  
have a definition of inclusion,



but only 57% of those have  
a definition that covers all  
learners without exception.

We need systems that **work for everybody**,  
not just for those who meet whatever criteria  
their society defines as 'normal' 

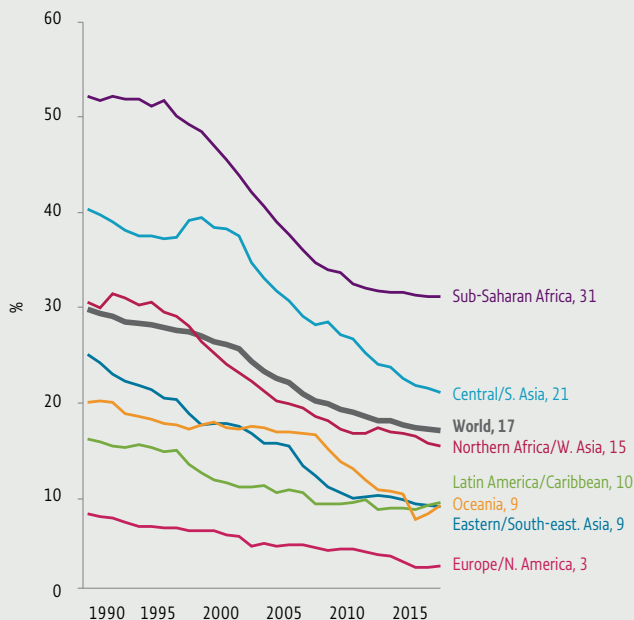
The inclusion challenge can seem different for different countries or different groups. But really, the challenge is the same, whatever the context. Education systems need to treat every learner with dignity in order to overcome barriers and improve learning. Systems need to stop labelling learners. Inclusion cannot be achieved one group at a time, since learners have many intersecting identities, and no one characteristic predetermines people's ability to learn.

Inclusive education is often associated with the needs of people with disabilities and the relationship between

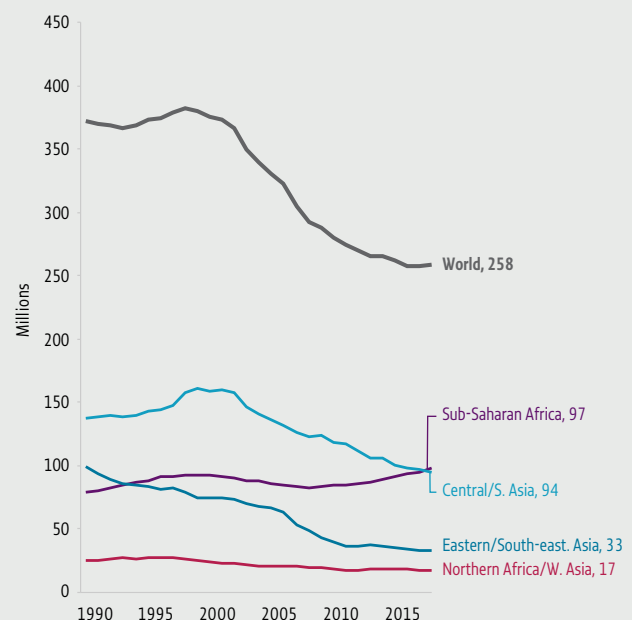
**FIGURE 2:**

**A quarter of a billion children, adolescents and youth are not in school**

a. Out-of-school rate of primary and secondary school-age children, adolescents and youth, 1990–2018



b. Out-of-school primary and secondary school-age children, adolescents and youth, 1990–2018



GEM StatLink: [http://bitly/GEM2020\\_Summary\\_fig2](http://bitly/GEM2020_Summary_fig2)  
Source: UIS database.



special and mainstream education. But the same practices that exclude people with disabilities also exclude other people, for reasons such as gender, age, location, poverty, ethnicity, migration or displacement status and sexual orientation or gender identity expression. We need systems that work for everybody, not just for those who meet whatever criteria their society defines as 'normal'. The concept of barriers to participation and learning should replace the concept of special needs.


### IDENTITY, BACKGROUND AND ABILITY DICTATE EDUCATION OPPORTUNITIES

Poverty and inequality are major barriers to learning. In low- and middle-income countries, adolescents from the richest 20% households are three times as likely as those from the poorest to complete lower secondary school; of those who complete, students from the richest households are twice as likely to have basic reading and mathematics skills as those from the poorest households.

Where you are from, the language you speak, and your ability affect your learning opportunities too. Adolescent refugees are three times as likely to be out of secondary school, while students aged 9–10 in middle- and high-income countries who do not speak the language of the test are 22 percentage points less likely to be proficient in reading. In 10 low- and middle-income countries, children with disabilities were 19% less likely to achieve minimum proficiency in reading than those without disabilities.

Worldwide, a quarter of a billion children, young people and adults are still not in school, and the figure is highest in sub-Saharan Africa.

Often, people have more than one kind of disadvantage. Those most likely to be excluded from education are also disadvantaged due to language, location, gender and ethnicity. In 12 countries, mostly in sub-Saharan Africa, less than a quarter of the poorest girls complete primary education. In at least 20 countries, mostly in

Children most likely to be excluded from education are also disadvantaged because of **language, location, gender and ethnicity** 

sub-Saharan Africa, hardly any poor rural young women complete secondary school.

Minority and marginalized students often experience stereotyping. Negative attitudes lead to isolation and bullying. In the United States, LGBTI students were almost three times more likely to say that they had stayed home from school because of feeling unsafe. Stereotypes can also lower students' expectations and self-esteem. In Switzerland, girls internalized the idea that they are less suited than boys for science, technology, engineering and mathematics, which discouraged them from pursuing degrees in these fields.

### MILLIONS ARE MISSING OUT ON THE OPPORTUNITY TO LEARN

In middle-income countries, despite a 25-percentage point increase in the past 15 years, only three-quarters are still in school by age 15. Of those, only half are learning the basics, a rate that has been stagnant over the period.

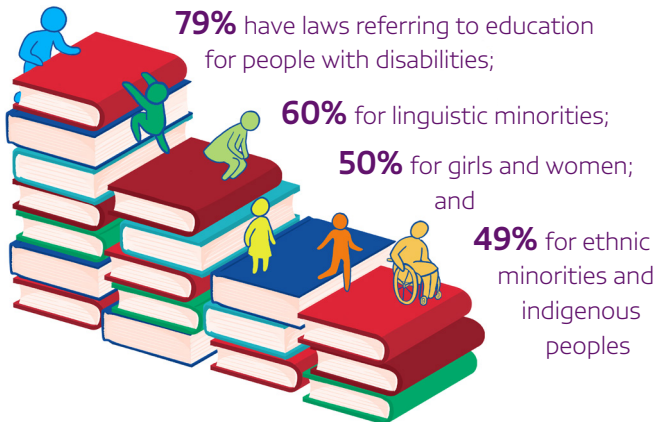
And many assessments overestimate how well students are doing: Three-quarters of students who did no better in multiple choice questions than random guessing were considered proficient in reading in a regional assessment of 15 countries in Latin America.

### GLOBAL FIGURES ON LEARNING DO NOT SHOW HOW THE MOST DISADVANTAGED ARE DOING

Figures on learning are mostly taken from school, even if many are not participating. In addition, of the countries that are carrying out learning assessments, more than half report only average scores.

## LAWS DO NOT COVER ALL LEARNERS AT RISK OF EXCLUSION

Many countries have laws that define inclusive education:

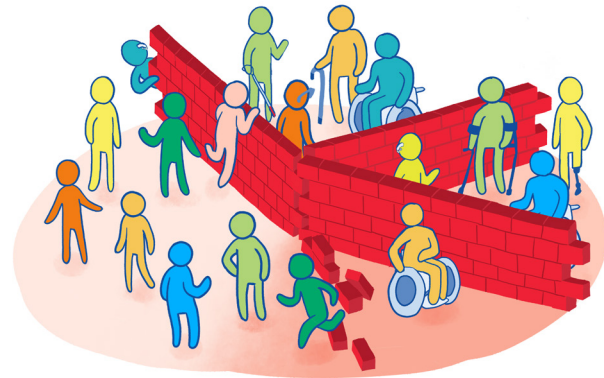


## SOME COUNTRIES ARE MOVING TOWARDS INCLUSION, BUT SEGREGATION IS STILL WIDESPREAD

In 25% of countries, the laws say that people with disabilities should be educated in separate settings, rising to above 40% in Latin America and the Caribbean and in Asia. National policies, which are updated more frequently than laws, are more likely to favour inclusion: 5% of countries have policies for education in separate settings, while 12% opt for integration and 38% for inclusion (61% in Oceania). But in spite of all these good intentions, governments often do not make sure that laws and policies on inclusive education are implemented.

Brazil changed its policies and increased the percentage of students with disabilities in mainstream schools from 23% in 2003 to 81% in 2015. In Asia and the Pacific, almost 80% of children with disabilities went to mainstream schools, ranging from 3% in Kyrgyzstan to 100% in Timor-Leste and Thailand.

Countries including Chile and Mexico have a lot of segregation by income. This kind of school segregation barely changed between 2000 and 2015. People with

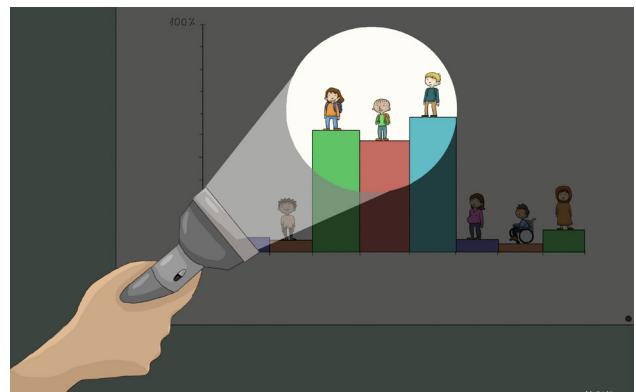


migrant backgrounds, too, often find themselves segregated: In all but one Organisation for Economic Co-operation and Development (OECD) country, more than 50% of all immigrant students attend schools with a high number of other immigrants.

## DESPITE PROGRESS, MANY COUNTRIES STILL DO NOT COLLECT, REPORT OR USE DATA ON THOSE LEFT BEHIND

Since 2015, 41% of countries, representing 13% of the global population, have not had a publicly available household survey giving disaggregated data on key facts about education.

But progress has been made. Measurement of disability has improved. Some recent data from 14 countries suggest that children with disabilities make up 15% of the out-of-school population.



Identifying special needs can help teachers and schools help particular students. But labelling someone as having 'special needs' can encourage stereotypes. The low expectations triggered by a label, such as having learning difficulties, can become self-fulfilling. And some marginalized groups are discriminated against by assigning them to special needs categories, as demonstrated by successful legal challenges over Roma students' right to education.




### TEACHING MATERIALS OFTEN IGNORE THE BENEFITS OF DIVERSITY

Curricula should reassure all groups at risk of exclusion that they are important. Using different curricula of differing standards for some groups holds back inclusion and creates stigma. Even so, many countries still teach students with disabilities a special curriculum, offer refugees only the curriculum of their home country, or push lower achievers onto slower education tracks. And just 41 countries worldwide recognize sign language as an official language, of which 21 are in the European Union.

Textbooks sometimes include minority groups in ways that increase the extent to which they are seen, or see themselves, as 'other'. Inappropriate images and descriptions that associate certain characteristics with particular groups can make students feel misrepresented, misunderstood, frustrated and alienated. In many countries, girls and women are under-represented and stereotyped. The share of females in secondary school English-language textbook text and images was 44% in Indonesia, 37% in Bangladesh and 24% in Punjab province, Pakistan. Women were represented in less prestigious occupations and as introverted. In Europe, 23 out of 49 countries do not address sexual orientation and gender identity explicitly in their curricula.

.....

Curricula should **reassure all groups at risk of exclusion that they are important**, but many countries still teach some students a separate curriculum 

### A KEY BARRIER TO INCLUSION IN EDUCATION IS THE LACK OF BELIEF THAT IT IS POSSIBLE AND DESIRABLE

Inclusion cannot be realized unless teachers have values, knowledge and attitudes that allow every student to succeed. But teachers are not immune to bias, and seeing some students as unable to learn can mean teachers struggle to see each student's potential. Some teachers in China, for example, had less positive perceptions of rural migrant students than of urban students.



.....

## Inappropriate images and descriptions in textbooks can make students feel misrepresented, misunderstood, frustrated and alienated

One in three teachers in 43 mostly upper-middle- and high-income countries in 2018 reported that they did not adjust their teaching to students' cultural diversity. Part of the problem may be that teacher diversity often lags behind population diversity. Education systems need to recognize that teachers from marginalized groups can increase inclusion by offering unique insights and serving as role models to all students.

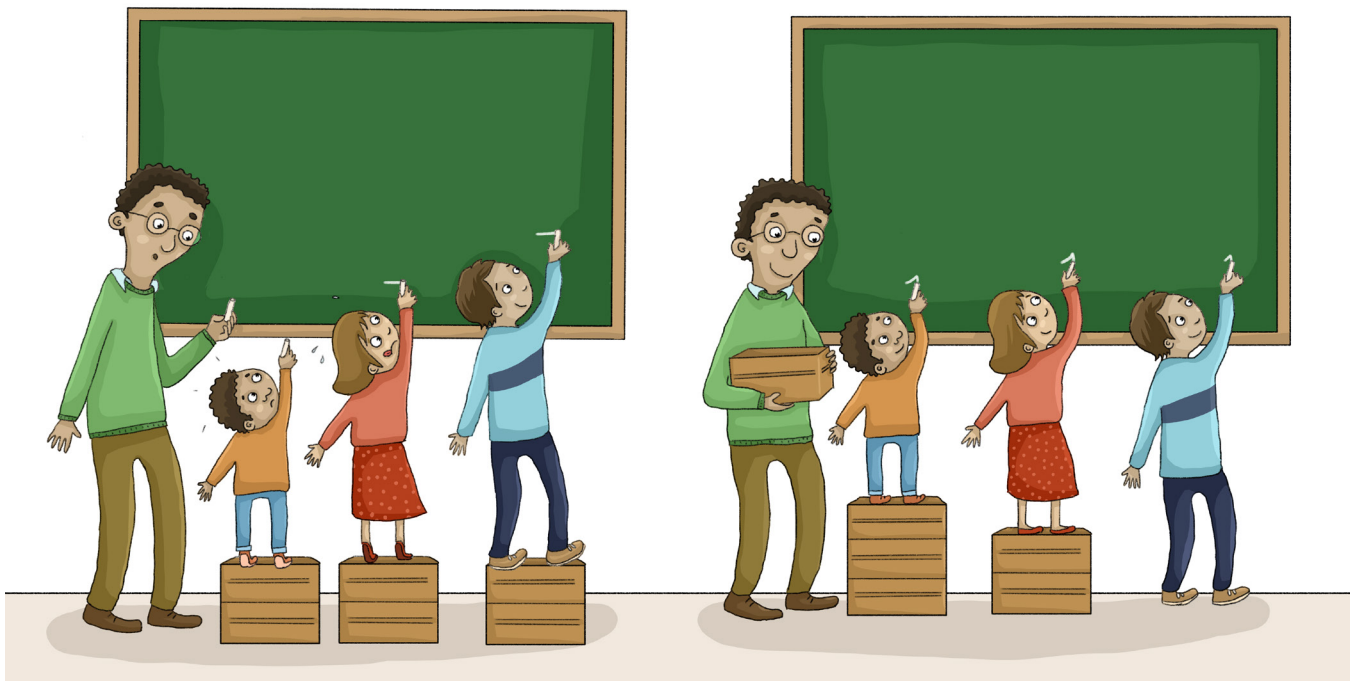
Teachers need help to prepare them for inclusive teaching. Around 25% of teachers in 48 education systems report that they needed professional development on teaching students with special needs. Across 10 sub-Saharan African countries, only 8% of grade 2 and 6 teachers had in-service training in inclusive education.

Teaching assistants can be particularly helpful to teachers in supporting students with different needs. But a survey of teacher unions reported that support personnel are not available in at least 15% of countries, and in places where they are available, they often do not have enough professional development.


## INAPPROPRIATE AND UNSAFE ENVIRONMENTS HOLD BACK STUDENTS' CAPACITY TO LEARN

One-third of 11- to 15-year-olds have been bullied in school, and those who are seen as different are the most likely to be victimized. Lesbian, gay, bisexual, transgender and intersex students in New Zealand were three times as likely to be bullied. In Uganda, 84% of children with disabilities as compared with 53% of those without experienced violence by peers or staff.

Travelling to school can be dangerous for students, and buildings are often poorly designed. More than one-quarter of girls in 11 African, Asian and Latin American countries reported never or rarely feeling safe on the way to or from school. No schools in Burundi, Niger or Samoa



.....

**One-third of 11- to 15-year-olds have been bullied in school, and those who are seen as different are the most likely to be victimized** 


had proper infrastructure for students with disabilities. Assistive technology, such as dictation software and screen readers, can help improve graduation rates, self-esteem and optimism, but it is often unavailable due to lack of resources or not used properly because of lack of teacher education.

### **PARENTS NEED SUPPORT TO EMBRACE INCLUSIVE EDUCATION AND TO CARE FOR CHILDREN WITH SPECIAL NEEDS**

Given the choice, parents want to send their children to schools that ensure their well-being. Parents of vulnerable children need to trust that mainstream schools will respond to their needs.

Parents need support in early identification of their children's needs and help to manage their children's sleep, behaviour, nursing, comfort and care. Early intervention

.....

**More than one-quarter of girls in 11 African, Asian and Latin American countries never or rarely feel safe on the way to or from school** 




programmes can help them get more confident, use other support services and enrol children in mainstream schools.

### **EARLY CHILDHOOD EDUCATION ALL THE WAY THROUGH TO POST-COMPULSORY EDUCATION CAN BE MADE MORE INCLUSIVE**

Offering all children inclusive early childhood care and education gives them better chances throughout their lives, yet access tends to be lower for children who need it the most. It is important to identify children's needs early in preschool but labelling people as different in the name of inclusion can backfire.

In primary and secondary school, remedial support and second-chance programmes can help struggling students progress from one grade to the next and re-enter the education systems.

Tertiary education interventions aimed at inclusion tend to focus on helping vulnerable groups to access education through quotas or financial help. But only 11% of 71 countries had strategies to make tertiary education equitable for everyone; another 11% had strategies only for particular groups. One in four countries has some kind of affirmative action programme to help marginalized people get access to tertiary education.

It is important to **identify children's needs early**, but labelling people as different in the name of inclusion can backfire 

### FINANCING NEEDS TO TARGET THOSE MOST IN NEED

Inclusive education can cost more, and poorer regions and countries can suffer. Across 32 OECD countries, poorer schools and classrooms are more likely to have less qualified teachers.

Giving money directly to students and their families as conditional cash transfers can help: in Latin America, conditional cash transfers meant students increased their time in school by between 0.5 and 1.5 years.

Some countries have increased their budgets to include more students with disabilities. In 2018, Mauritius, for example, quadrupled its annual grant for teaching aids, utilities, furniture and equipment for students with special needs.




## RECOMMENDATIONS

The world has committed to inclusive education because it is the foundation of an education system of good quality that allows every child, youth and adult to learn and fulfil their potential. Learner diversity has to be seen not as a problem but as an opportunity. Inclusion cannot be achieved if it is seen as an inconvenience or if people believe that learners' levels of ability are fixed. Education systems need to be responsive to all learners' needs.

To help achieve this goal, we make these recommendations:

- 1 **Widen the understanding of inclusive education: It should include all learners, whatever their identity, background or ability.**
- 2 **Target financing to those left behind: There can be no inclusion while millions lack access to education.**
- 3 **Share expertise and resources: This is the only way to sustain a transition to inclusion.**
- 4 **Engage in meaningful consultation with communities and parents: Inclusion cannot be enforced from above.**
- 5 **Ensure cooperation across government departments, sectors and tiers: Inclusion in education is just one part of social inclusion.**
- 6 **Make space for non-government actors to challenge and fill gaps: They must also make sure they work towards the same inclusion goal.**
- 7 **Apply universal design: Ensure inclusive systems fulfil every learner's potential.**
- 8 **Prepare, empower and motivate the education workforce: All teachers should be prepared to teach all students.**
- 9 **Collect data on and for inclusion with attention and respect: Avoid labelling that stigmatizes.**
- 10 **Learn from peers: A shift to inclusion is not easy**

Learner diversity has to be seen not as a problem but as **an opportunity**. Inclusion cannot be achieved if it is seen as an inconvenience. 



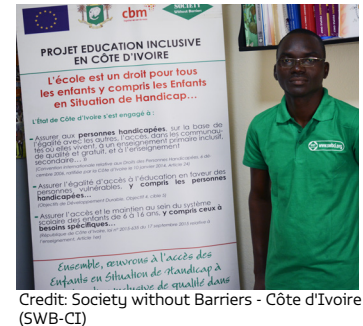
TWELVE CHAMPIONS IN  
**INCLUSION IN EDUCATION**  
FROM AROUND THE WORLD

.....

All around the world, many children, young people and adults face barriers that prevent them from fulfilling their true potential – including in education. To **fight prejudice and misinformation**, champions of inclusion are fundamental to change mindsets at school, local, national and international levels. These 12 visionary and courageous champions have fought to achieve inclusion for themselves, for their loved ones and for all.

**YÉDÈ ADAMA SANOGO** is an activist from Côte d'Ivoire. Left completely deaf after contracting meningitis at the age of 14, he battled discrimination in the system to get an education. In school, he could not hear and had no interpreter, and he was sometimes reprimanded for asking for help. Even though he passed the examination to enter secondary school, he was prevented from enrolling. But he did not give up; he learned sign language, and in time, he attended and graduated from university. Ever since, he has fought for the rights of people with disabilities. He says that

*'disability is not, cannot and should not be a reason for denying a child's education rights.'*



Credit: Society without Barriers - Côte d'Ivoire (SWB-CI)

**JEAN-PAUL SEBIGOSO** was born and grew up in a Burundian refugee camp. Now, he tries to ensure the rights of children who are going through what he went through.

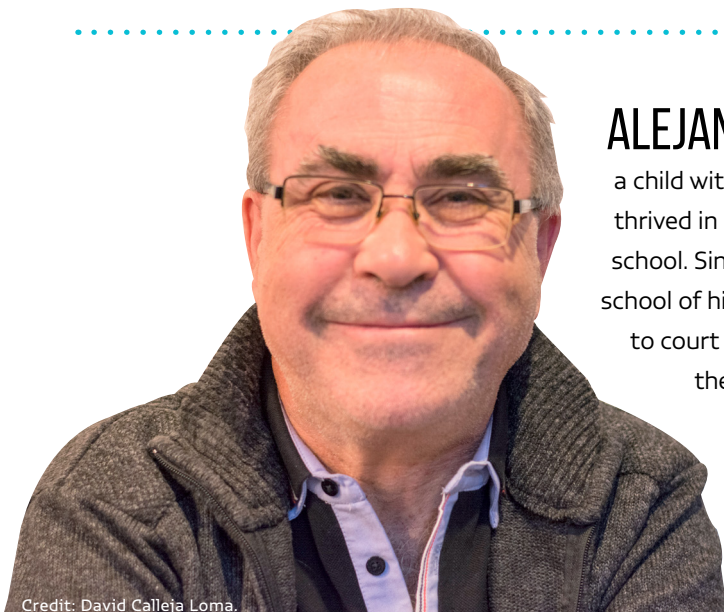
**The school he founded for Burundian refugees in Rwanda teaches over 19,000 Burundian students as well as almost 4,000 Rwandan students.** Jean-Paul believes that students are most successful when their communities are behind them, so his school also teaches children's parents. Burundian refugees are included in the school administration, and Burundian teachers help the children to feel at home.



Credit: VVOB - education for development.

**ALEJANDRO CALLEJA LUCAS** is the father of Rubén, a child with special needs. For about eight years, Rubén attended and thrived in a regular school in Spain, but then he was put in a special school. Since then, Alejandro has fought for his son's right to attend the school of his choice. Alejandro and his family have taken the government to court in Spain and have made a complaint to the Committee on the Rights of Persons with Disabilities. He says:

*'We are fighting for Rubén and all children.'*



Credit: David Calleja Loma.





**DANIELA GALINDO BERMÚDEZ** grew up in Colombia. Her sister, Julis, was born unable to speak. To help her sister communicate and take part in society, **Daniela developed a software program called Hablando con Julis – Speaking with Julis.** The software now has 9,000 users in Latin America, and Daniela’s company has partnerships with governments and universities across the region. And Julis herself is now part of the development team.

**CRISTIANE CERDERA** runs a laboratory on education and diversity at the school where she teaches in Rio de Janeiro, providing a space for students to talk about sexual orientation, gender identity and expression. In recent years, politicians have tried to shut down Cristiane’s lab, because they want to prevent people from learning about gender and LGBTI rights in Brazilian society. But Cristiane continues to resist, believing that



*‘it is necessary to educate with the understanding that, in fact, we are ALL different.’*

She has received three local awards for her work.

 **VILMA SALOJ** grew up in a poor rural family in Guatemala.

Now, she leads a school that aims to empower poor girls like her through education. **By engaging with community leaders and families, and making sure that teachers speak the local language, the school ensures that young girls have support to continue their education.** In 2019, Vilma’s school received the Zayed Sustainability Prize, recognizing it as the most innovative and inclusive school in the Americas.



Credit: Isabela Lyrio.

**SILVANA CORSO** is

from Argentina. Her daughter, Catalina, was born paraplegic and died when she was only 9 years old. Throughout Catalina's life, Silvana fought for her daughter's inclusion in mainstream education. After Catalina's death, inspired by her daughter, Silvana became the principal of an inclusive school and now trains other teachers in Latin America and the Caribbean and Europe in inclusive education. She says:



Credit: Martin Rojas Muniagurria.

*'Catalina took with her from this life the human touch and tickles from her classmates. She wouldn't have had these experiences in the special school she was supposed to go to, where the other students were also paraplegic. She could only have gotten these experiences in a regular school.'*

**EMILIANO NARANJO** was born in

Argentina with cerebral palsy. As a child, he relied on sport to help him deal with his physical disabilities. He decided to use his experience to teach others how to improve through sport, so he enrolled in university to learn to be a physical education teacher. But when he had completed his degree course, his university refused to give him his degree because of discrimination. **He fought the university in court for 10 years to receive his degree.** Now, Emiliano himself is a university professor, teaching others how to become physical education teachers.



Credit: María Floriana Piccolini.



Credit: Winston Maxino.

**BRINA KEI M. MAXINO**, from the Philippines, was born with Down syndrome. Throughout her education, Brina faced discrimination, bullying and low expectations, but she overcame them all with determination and courage. She received a college degree in history and was chosen as a Global Youth Ambassador for Special Olympics. As a public speaker, she advocates for the rights of people with intellectual disabilities, giving the message that

*'so many bright and talented disabled children could shine in mainstream schools with the right support.'*



Credit: Benjamin Bugeja for the Three2Six Project.

**COLIN NORTHMORE** founded the Three2Six project in Johannesburg, South Africa, to educate refugee children who have been excluded from the state school system for reasons such as racism and poverty.

*'It is only when a country can assure the rights of the furthest marginalized that we can say that all of our rights are accomplished', he said.*

Colin's project has helped hundreds of these children to continue their education and, eventually, to return to mainstream education. Some of the project's students have even gone on to university.

**JANE BOUVIER** lives in Marseille, France, where children from Roma families are often excluded from school. Jane began volunteering to help Roma children get into school in 2012. Two years later, she quit her teaching job and founded an organization to help marginalized families enroll their children in school, access free school meals and support their children's school development. Jane says:



Credit: Jane Bouvier.

*'A child's place is at school with other children. There is no choice; inclusive education is a right and it is the duty of every country to fulfil it.'*

**SURAJ YENGDE** was born in Maharashtra, India, into the Dalit caste. In India, people of lower castes have fewer educational opportunities, but Suraj's parents enrolled him in a Christian school, where caste mattered a little less. He was lucky; most children from lower castes have little chance of going further than the 12th grade. Suraj, however, went to university in Mumbai, and then



Credit: Aaran Patel.

to the United Kingdom, where he received an LL.M., followed by a PhD from South Africa. At 30, he is now a fellow and postdoc at Harvard Kennedy School, one of only three caste members to be there as far as he is aware.

*'It crushes the heart, but even today I'm still an untouchable. Being at Harvard or anywhere in the world, my primary identity for some reason is not going away', he says.*

# PICTURES OF INCLUSION

.....

Every year, the GEM Report holds an international youth photo contest to look for new and original images to illustrate its findings and analysis. This year, we asked young people to share their pictures that captured the essence of inclusive education or helped to show some of the key challenges standing in its way.

The winning entry in the 2020 competition was Robert Lumu's photograph of 9-year-old Jemba John, sitting and reading with his peers at his school in central Uganda, where albinism is still considered a curse.

Image: Robert Lumu



## ROBERT WROTE

*As the first term of 2019 began on 4 February, among the learners who reported at Kanziira Islamic primary school in Kiboga district was a young, zealous and courageous young boy, Jemba John. Now 10 years old, Jemba lives with his grandmother in the villages of Kanziira. He is a happy young boy living with albinism.*

*In most rural areas of Uganda, children living with disabilities or with albinism still face big challenges of discrimination by both their immediate relatives and communities at large. They are considered to be a curse in the family. Discrimination towards people living with albinism in particular is one of the major issues in Uganda and some other African countries that needs special attention. Children living with albinism need a lot of protection.*

*In an effort to promote inclusiveness in education and protect children living with disabilities and albinism, a non-government organization called Building Tomorrow champions this cause in the hard-to-reach communities of Uganda where I served as a fellow for two years between 2018 and 2019. I joined an initiative to include Jemba, who was sidelined in class for years due to his skin appearance. I worked hand in hand with the different stakeholders including Jemba's grandparents who are his guardians, the school administration, school management committee and community education volunteers.*

*In February 2019, Jemba was admitted into the Kanziira Islamic primary school in Kiboga district, Uganda, in primary one class where he was made to share a desk with other pupils. This served as a clear indicator that every child is like any other. Within a few weeks, Jemba had many friends and they could read books together and play together. Jemba could narrate stories better than any of the other children, which made him popular throughout the entire school.*

***Jemba is currently one of the happiest learners at school,*** although he still has challenges getting necessary skin protection supplies, which are expensive for him and his grandparents to afford. Sometimes, especially during hot sunny seasons, this makes his life difficult as he is highly affected by the sun's heat on his skin and light on his eyes. He needs protective sun lotions and glasses to help him move at the same pace as other learners.



## SANDRINE BOHAN-JACQUOT

Sandrine Bohan-Jaquot's photo was taken in Nepal in 2016 while inclusive learning materials were being tested in a school that welcomes children who live with intellectual disabilities. Sandrine wrote:

.....

I WAS TOUCHED BY THE JOY OF THIS CHILD WHEN HE SUCCEEDED DOING THE PUZZLE; IT ILLUSTRATES THE PURE JOY OF LEARNING AND THE FACT THAT ALL CHILDREN CAN LEARN.

Ashley Goodall's photo was taken on 8 December 2018, when she celebrated International Day for Disabled Persons in Iraq. She fights for children living with disabilities to get access to high-quality education. Ashley wrote:

.....

THE JOURNEY STARTED WITH MEETING THOSE CHILDREN IN THEIR COMMUNITIES, MOVING FROM HOUSE TO HOUSE, BUILDING TRUST, IN ORDER TO ENCOURAGE THEM AND THEIR PARENTS TO SPEAK OUT.

## ASHLEY GOODALL



## IRUM FATIMA

Irum Fatima's photo was taken in Multan, a poor area in the south of Punjab, where poverty prevents children, especially girls, from going to school. Irum's organization, Bedari, started a children's club to help these children transition to state education. Irum wrote:

.....

GIRLS' EDUCATION IS THE FIRST STEP OF DEVELOPMENT.



## JORGE ALBERTO MERCADO RUBIO

Jorge Alberto Mercado Rubio's photo shows 10-year-old Jean Philipp Mercado Prieto, who is in fourth grade at Jorge Gaitán Cortés School in Bogotá, Colombia, and has high-functioning autism. Jorge wrote:

.....

WE SEEK TO CLOSE SOCIAL GAPS FOR PEOPLE LIVING WITH DISABILITIES THROUGH AWARENESS IN THE COMMUNITY.

## MOHAMMAD RAKIBUL HASAN

Mohammad Rakibul Hasan's photo shows Sanwara Begum, who lives in a Rohingya refugee camp in Bangladesh, after escaping torture in Myanmar during the ethnic cleansing of the Rohingya people. She has been unable to continue her education because she does not have formal refugee status. Mohammad wrote:

.....

LIKE SANWARA, THERE ARE THOUSANDS OF CHILDREN AND WOMEN IN THE REFUGEE CAMP WHO ARE DEPRIVED OF FORMAL EDUCATION EVEN IF THEY WISH TO PURSUE IT.





## LIBERIA

# Tackling **poor vision** to help students learn


*Many different people and organizations are responsible for inclusive education – not just those involved in setting education policy. Involving different organizations and parts of government and integrating services can improve the way children's needs are considered, as well as the quality and cost-effectiveness of services.*

Around the world, 2.5 billion people live with poor vision. Eye tests in schools can make a huge difference to children's learning experience and opportunities.

In Liberia, the government launched a nationwide eye health programme to make sure that all children can see in class. Teachers do the first screening, and then an eye healthcare professional comes to school and does a comprehensive examination. In the first phase, nearly 50,000 people were screened, and of those, 30,000 students and teachers received glasses free of charge.

Many people work together to make the programme happen: the NGO EYEliance, the Ministry of Education,

.....

Around the world, **2.5 billion people live with poor vision**. Eye tests in schools can make a huge difference to children's learning experience and opportunities 

the Ministry of Health and the teachers and principals in the schools. Dr Joseph Kerkula, the programme manager at the Ministry of Health, says: 'Partnership cannot be overemphasized. You may not be a health person. You may be an administrator, or you may be an innovator. We can bring all of that to the table to make it work.'

Munah Tarpeh, the project manager at EYEliance, says: 'Children who cannot see well cannot read, they cannot write. It prevents them from learning. And because of that their friends laugh at them, and they feel ashamed and they leave school. Once you have your glasses and you can see well; it is like a new world. With glasses, the children will be effective, they will learn, they will make their passing grades, and they will become leaders for Liberia.'

## RECOMMENDATION

**Ensure cooperation across government departments, sectors and tiers: Inclusion in education is just one part of social inclusion.**

Ministries that share responsibility for inclusive education must collaborate in identifying needs, exchanging information and designing programmes. Cross-sector collaboration can provide one-stop shops, ideal for delivering services to individuals and households with multiple and complex needs. Local governments need to be involved, but they cannot always mobilize resources evenly, so central governments need to provide human and financial support to allow them to carry out clearly defined inclusive education mandates.

Photo: 2:09 <https://youtu.be/tNI2thu0Bbg>





.....

The biggest challenge in education and disability in Pakistan is the **invisibility of children with disability**. It's time we addressed the concerns of these 15 percent of children. 

## The **power of data** to make the invisible visible

*Data on and for inclusion in education are essential. Data on inclusion can highlight gaps in education opportunities and outcomes among different groups of learners, identifying those at risk of being left behind and the severity of the barriers they face. Using this information, governments can develop policies for inclusion.*

In Punjab Province, Pakistan, the Ministry of Education worked with the Annual Status of Education Report (ASER) to collect accurate data to understand the number of children living with disabilities in the region.

To gather good data and translate that data into action, partnerships are key, so ASER worked with global agencies that have projects about education for children with disabilities as well as with the local government. They approached organizations that work with children with disabilities to help understand how to improve their data by creating disability-friendly tools.

Baela Raza Jamil is the CEO of Idara-e-Taleem-o-Aagahi, the organization responsible for ASER. She says: 'The biggest challenge in education and disability in Pakistan is the invisibility of children with disability. It's time we addressed the concerns of these 15 percent of children. That's a large number of our population. We cannot ignore them.'

Aisha Nawaz Chaudhary, member of the Punjab Provincial Assembly, says: 'When we came into government, we made a conscious effort to make inclusive education

part of mainstream education and we're trying to create facilities across Punjab to ensure that inclusive education can take place. ASER's work is one of the pillars on which we base a lot of our planning.'

Baela says: 'Education is for all. Once we know the scope and scale of children with disabilities and the type of disabilities, we can begin to support those children, who can be extraordinary in their capabilities if enabled.'

### RECOMMENDATION

**Collect data on and for inclusion with attention and respect: Avoid labelling that stigmatizes.**

Education ministries must collaborate with other ministries and statistical agencies to collect data about the whole population so as to understand the disadvantages that marginalized people face. Administrative systems should aim to collect data for planning and budgeting for inclusive education services, as well as data on the experience of inclusion. They must ensure that no learner is harmed in the collection of data.

Photo: 0.36 [https://www.youtube.com/watch?v=W7\\_3FDTDKQY](https://www.youtube.com/watch?v=W7_3FDTDKQY)

MALAWI

# Helping girls fulfil the right to education

*Laws and policies can hold back inclusion in education, for example in countries where child marriage is allowed. One in five women aged 20 to 24 is married before age 18 worldwide, and 117 countries allow children to marry. Early marriage and pregnancies cause many girls to drop out of school. Targeted support for these girls can help them return and complete their education.*

In Malawi, nearly 50% of girls have had a child by the age of 18. To help these girls fulfil their right to education, in 2014, UNICEF, the World Food Programme (WFP) and the United Nations Population Fund (UNFPA) launched a programme designed to keep girls in school. The programme worked with teachers, parents and communities to improve education standards and build support for girls' education. It helped boys and girls learn about sexual and reproductive health. And it made sure that schools provide nutritious meals for students.

programme, she is back in the classroom. She says: 'It was painful to quit my studies. I was happy to be back to school, simply because I was back to school. It is not hard to manage my child as they allow me to bring my child to school! When she finishes school, she plans to become a bank manager.'

Maria says: 'In Malawi, we have 4.5 million girls who are younger than 18 years old. Imagine if we provide access for all of them to high-quality education. I think the development of Malawi will immediately boom.'



**In 2014, UNICEF, WFP and UNFPA**  
launched a programme designed to  
**keep girls in school.**

Photo: 0:32 <https://youtu.be/w1rbGQXUbKU>

Maria Jose Torres Macho, the UN Resident Coordinator for Malawi, says: 'The work of the three agencies combined allowed us to start changing actual mindsets so that it is considered appropriate and important that girls continue to be in school.'

Lettina Maulana is a student who left school when she was six months pregnant, but now, with the help of the

## RECOMMENDATION

**Target laws, policies and finance to those left behind: There is no inclusion while millions lack access to education.**

Laws and policies need to be put in place to address access barriers such as child marriage and teenage pregnancy. Then, governments need to allocate targeted funding to follow the furthest behind as early as possible, and to provide general funding to create an inclusive learning environment for all learners.

.....

Early marriage and pregnancies cause many girls to drop out of school. Targeted support for these girls can help them **return and complete their education.** 

## # ALL MEANS ALL

This Youth Report is designed to help you learn about the social, economic and cultural factors that cause vulnerable children, youth and adults to be discriminated against and marginalized in education. It tells the stories of the people who fight to ensure that everyone is included in education,

and of those who fought to uphold their own right to education. It brings to life the recommendations of the 2020 *Global Education Monitoring Report: Inclusion and education: All means all* and calls on youth and teachers to share and discuss the stories and messages, to use them in campaigns and as a teaching tool in class. An open letter to education ministers is included calling, for education systems to be built back more inclusive after the school closures during Covid-19.

Read about the champions who have overcome discrimination and opposition in countries from Spain to Colombia to Côte d'Ivoire. Find out about those who have fought to make sure poor eyesight does not hold back children's progress in Liberia, about those who have worked to collect data to make the needs of children with disabilities more visible in Pakistan, and those helping young girls who fell pregnant in Malawi return to school. Learn how teachers, students, parents and governments can make learner diversity not a problem but a strength, and help all children and young people flourish as a result.

'EDUCATION IS FOR ALL. ONCE WE KNOW THE SCOPE AND SCALE OF CHILDREN WITH DISABILITIES AND THE TYPE OF DISABILITIES, WE CAN BEGIN TO SUPPORT THOSE CHILDREN, WHO CAN BE EXTRAORDINARY IN THEIR CAPABILITIES IF ENABLED.'

Baela Raza Jamil, CEO of Idara-e-Taleem-o-Aagahi, India

'EDUCATION IS THE BASIC FOUNDATION OF A SUCCESSFUL SOCIETY, AND THE CHANCE AT A GOOD QUALITY EDUCATION MUST NOT DEPEND ON WHO YOU ARE OR WHERE YOU COME FROM.'

Vivian Onano, Youth Ambassador,  
*Global Education Monitoring Report* Advisory Board

Download all 2020 GEM Report material:  
[bitly.com/2020gemreport](https://bitly.com/2020gemreport)

'DISABILITY IS NOT, CANNOT AND SHOULD NOT BE A REASON FOR DENYING A CHILD'S EDUCATION RIGHTS.'

Yédè Adama Sanogo, activist from Côte d'Ivoire

'A CHILD'S PLACE IS AT SCHOOL WITH OTHER CHILDREN. THERE IS NO CHOICE; INCLUSIVE EDUCATION IS A RIGHT AND IT IS THE DUTY OF EVERY COUNTRY TO FULFILL IT.'

Jane Bouvier, head of L'Ecole au Présent, France