Briefing Paper on Inclusive Education

October 2013

This briefing paper on Inclusive Education is intended for EU staff and other colleagues working on education and development issues.

This paper will identify

- What we mean by Inclusive education: Participation in meaningful learning for all;
- Who we are seeking to include: Learners from the poorest families, learners from remote areas, ethnic minorities, girls, children with special needs, HIV/AIDS orphans and children living in fragile and conflict-affected areas;
- What are the barriers to inclusion: policy gaps, school related barriers, social stigma, and socio-economic factors;
- How we can work better with marginalized groups? Policy level considerations, planning and EMIS/mapping, school-focused intervention strategies, financial incentives and working with civil society supporting marginalised groups.

What do we mean by Inclusive Education?

Concern for inclusion and equity in education has been targeted in the Universal Declaration of Human Rights, the UN Convention on the Rights of the Child and the Jomtien Declaration on Education for All. The Dakar Framework for Action makes it clear that:

"Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners…."

The aims of MDG2 (Achieve Universal Primary Education) and the 'Education for All' (EFA) goals also reinforce the fact that it is **education for all** including those who are marginalised for whatever reason. Inclusive education is also endorsed in the UN Convention on the Rights of Persons with Disabilities as the preferred way of educating people with disabilities. Education should not only be available for all, but it has a crucial role in supporting progress towards a more equitable and inclusive society.

Inclusive education is about increasing participation in learning by marginalised groups and reducing their exclusion. It is broad-based and not restricted to limited categories of marginalisation. It is about making sure that all learners coming from all backgrounds have the right to basic education even though they may be marginalised through gender, disability, distance to school, economic factors, geographic location, ethnicity, race, language, HIV/AIDS, or other factors.

Access to the classroom alone does not ensure participation in learning. Inclusive Education aims to provide all students with the opportunity to access knowledge, skills and information that will enable them to secure reasonable livelihoods and prepare them to participate in their society effectively.

Inclusive and equitable provision of education depends not only on access but also on the quality of education. Poor quality of education is linked to problems of exclusion and disaffection and has also been linked to conflict situations[1]. The failure to reach marginalised groups such as girls, disability groups and ethnic minorities has negative consequences in low levels of adult literacy, higher birth rates, reduced infant and maternal mortality – all of which have a significant and negative impact on human development and national economic growth.

This wide-ranging scope of inclusive education requires commitments from all sectors of society – parents, communities, schools and government. It also demands an acknowledgement that education is a basic human right leading to greater equity in society.

Who are we talking about when we talk about marginalised groups?

The Convention on the Rights of the Child defines marginalisation in terms of an individual not achieving the "*personality, talents and mental and physical abilities to their fullest potential*". The 2010 EFA Global Monitoring Report defined marginalisation in education in terms of disparities in years of schooling and developed a Deprivation and Marginalisation Index[2] which shows the scale of marginalisation within countries and the social composition of marginalised groups.

57 million primary school aged children were out of school in 2011[3]. Even in countries that are likely to meet enrolment and gender parity targets, children from the poorest, remote areas, girls and ethnic minorities lag way behind. The situation gets bleaker for those children who suffer from multiple marginalisations, such as girls from poor rural areas and those with disabilities.

People become marginalised through a combination of social and economic factors, which include:

- **Wealth-based inequalities in societies** – Marginalisation is considered in terms of the poorest 20% in a society.

  The poorest families (e.g. slum dwellers in informal settlements) usually have the highest numbers of children dropping out of schools. They also have higher levels of child employment (e.g. in Malawi, harvesting tobacco crops) and are less likely to have access to good quality education.

  SACMEQ[4] and PISA[5] cross-national assessment data indicate a correlation between wealth and student performance. Learners coming from families where parents are literate and who have a higher socio-economic status do relatively better than learners who come from poor families.

[1] Refer to the Education Briefing paper on 'Education Quality'
[2] 2010 EFA Global Monitoring report

[3] UNESCO. 2013. "Education for All Global Monitoring Report. Policy Paper 12", 1.
[4] SACMEQ – Southern & Eastern Africa Consortium for Monitoring Educational Quality
[5] PISA – Programme for International Student Assessment (OECD)

- *Geographic marginalisation and rural poverty* **–** These are mostly learners in regions where there are few schools and where there tend to be a diversity of ethnic minority groups – for example, the San tribes in Botswana and Namibia or the Bandarban, Khagrachari and Rangamati groups in the Chittagong Hill Tracts of Bangladesh. These also include groups who have been dislocated for economic reasons (e.g. herder groups in Mongolia which have moved closer to Ulaan Baator) and nomadic or pastoralist communities (e.g. the Kuchi in Afghanistan or the Dinka in South Sudan)

- *Ethnic minorities* - Learners from ethnic minorities often face particular difficulties to access learning or even within the classroom itself, either because they are treated differently from their fellow students or because their home language may not be the medium of instruction at school and their first day of school is the first time they encounter the language of instruction.

- *Gender inequity* – Social and cultural pressures often give preference to boys going to school and for girls to stay at home or for girls to have more responsibilities in the home than boys. At present, it is estimated that there are some 39 million 11-15 year old girls who are out of school[6]. Gender inequity is often linked to rural marginalisation. For example, poor Hausa girls in Nigeria average just a few months of schooling whereas rich Nigerian girls average 10 years. (see Box 2).

- *Special Education Needs (SEN)* – Children with physical or intellectual disabilities are often likely not to be attending schools. But if they do, schools frequently do not have the resources, the facilities and/or sufficiently trained teachers to manage their learning needs. In Ethiopia, less than 3% of children with disabilities have access to education[7], while over a third of out-of-school children are those with disabilities[8]. The needs of disabled learners are often not included in national policies and planning (see the example of an NGO working with SEN children in Mongolia, Box 3).

- *Fragile and conflict-affected areas* – Countries in conflict or emerging from conflict have poor governance systems which render large areas of the population vulnerable and many learners are unable to go to school – especially those who are most disadvantaged (girls, poor households, minority groups, and those with disabilities). DFID estimates that "About 28 million school children are out of school in fragile and conflict affected states – 42% of the world total"[9] and so these countries are furthest from meeting the MDGs.

- Additionally, such states are unable to rapidly and efficiently absorb aid which thus demands a focus on peace-building,

[6] EFA GMR 2011.

[7] Ethiopia Ministry of Education (2010). Education Sector Development Plan (ESDP) – IV. Available at http://planipolis.iiep.unesco.org/upload/Ethiopia/Ethiopia_ESDP_IV.pdf
8 World Vision International (2007). Education's Missing Millions. Available from http://www.ungei.org/resources/files/Educations_Missing_Millions_Summary_Report.pdf
[9] Focus on Fragile states. (www.dfid.gov.uk › What we do › Key issues › Education)

reconciliation and strengthening of political and administrative systems (see the example of South Sudan, Box 1).

- *HIV/AIDS orphans* – Especially in Sub-Saharan countries, the HIV/AIDS pandemic poses a formidable barrier to Universal Primary Education with many children excluded from school as one or both parents are deceased. The UNAIDS survey (2008) indicates that orphans are less likely to go to school due to poverty, stigmatisation and relocation, and the trauma suffered makes repetition and failure to complete primary education more likely. There is also a knock-on effect on education quality as a result of high teacher absenteeism and mortality. Education and school attendance are part of a wider process to protect vulnerable children through awareness raising on HIV prevention and about risky behaviour (See country example – Swaziland, Box 4).

Box 1: Post conflict situation – South Sudan

South Sudan has some of the world's worst indicators for education: weak school infrastructure, shortages of trained teachers, high pupil-teacher ratio, short supply of textbooks and inadequate safe drinking water and sanitation. Most children entering school do not complete a full primary cycle and few can transition to secondary education. Girls are severely disadvantaged - fewer are likely to enter school and more are likely to drop out. "Today, a young girl in South Sudan is three times more likely to die in pregnancy or childbirth than to reach grade 8".

The priorities of the Government of South Sudan seek to:
- Ensure that education planning is guided by

- conflict analysis
- Use schools as a vehicle for peace-building to overcome prejudice, promote peaceful conflict resolution and promote a sense of shared identity (e.g. adoption of an English-language curriculum)
- Manage reintegration of people returning home after the conflict
- Develop a strong education sector strategy and to develop a sector-wide planning framework that integrates education into medium-term budget financing
- Identify cost-effective solutions and partnerships. - with NGOs and church-based groups

It has set demanding targets to address core challenges of rapidly expanding access while improving quality: increase teacher recruitment (extra 7,000 primary school and 900 secondary school teachers) and training through in-service and pre-service training; ensure a 1:1 textbook ratio; increase classroom construction: and strengthen equity and school retention through the introduction of capitation grants.

EFA Global Monitoring Report. The Hidden Crisis: Armed conflict and education. 2011

What are the barriers to inclusion?

There are a number of challenges to the delivery of education to all groups of learners on a fair and equitable basis. The major barriers to inclusive education are generally of the following kind:

Government policies:
- Lack of policy on marginalised groups and on education of children with disabilities;

- Segregating marginalised groups which prevents them from attending school or professional training, including teaching;
- Language of instruction policies which do not allow for literacy to be learned in the language of home, but instead impose a new language on students from day one of school;   **or**
- Policies which exist but which are not sufficiently resourced or enforced.

School related barriers:
- Insufficient teacher awareness and teacher training programmes to cope with problems faced by marginalised groups (e.g. HIV/AIDS affected children; pupils with hearing/sight impairments; and pupils suffering from malnutrition who then cannot concentrate on their schoolwork).
- Problems of finding teachers with bilingual teaching experience for pupils from ethnic minorities learning in a second language.

Social stigma:
- Stigma and negative attitudes towards ethnic minorities and those with disabilities are common. UNESCO identifies the greatest barriers to the inclusion of learners with disabilities as caused by the attitudes of society rather than for medical reasons.

Socio-economic reasons:
- Learners coming from poor families who cannot afford the cost of uniforms or who have no affordable transport to get to school;
- Gender bias.

Box 2 : Obstacles to girls' participation and strategies that address them
Family decisions

- Insufficient resources to cope with the direct and indirect costs of schooling
- Perception that boys bring more of a "return on investment" in schooling because girls marry into the husband's family
- Perception that formal education does not prepare girls for their lives
- Need for girls to carry out household tasks such as childcare and water bearing, which are time-consuming and happen during school hours or significantly limit time available to girls for homework.
- Concern that girls are sexually vulnerable when away from home
- Arrangement or encouragement of early marriage for girls
- Cultural and/or religious bias against formal education for girls
- Engagement of female children in wage labour, particularly in factories, as well as in the sex industry

School-based conditions
- Distance between home and school, and associated safety issues
- Sexual exploitation of girls by teachers, fellow students or others
- Lack of appropriate facilities (such as latrines) for girls
- Differential treatment of girls, especially expectations that they clean classrooms, carry water and do other domestic tasks for the school
- Teacher perception that girls are less academically proficient than boys, and subsequent lower expectations for girls that can lead to ignoring or deriding them in class
- Relative lack of relevance of the academic

curriculum in preparing female learners for the types of work they are offered in the formal or informal sectors

Girls' own attitudes and experiences
- Exhaustion from balancing household tasks with studying and attending school
- Low self-esteem from improper treatment by teachers and fellow students
- Perception that the curriculum is irrelevant to their experiences and aspirations
- Lack of female role models in formal education

Benson, C: Girls, educational equity and mother tongue. Bangkok: UNESCO 2005.

How can we work better with marginalised groups?

Inclusive education programmes to address low participation rates need to look at different education needs.

The first step is to identify all of the marginalised groups in the country/region which are at risk of exclusion and require support.

The second step is to assess policy level considerations to protect marginalised groups and how these are implemented (see for example Box 4: Swaziland).

The next step will be to assess what measures are already being undertaken and which stakeholders are involved. Much is being done on small scales across many countries: non formal education that allows girls who have

dropped out of school through pregnancy to 'catch up' and return to mainstream schooling; pressure groups for the use of minority languages in the early grades while children are gaining literacy and numeracy; curricula altered to be more relevant to pastoralists; the introduction of mobile schools during migration periods for nomadic peoples. These types of initiatives can be scaled or supported to become institutionalised.

Assistance to a wide group of stakeholders (governments, NGOs, civil society and parents) can be provided to foster attitude and behaviour change around the demand for education for all children. These can be backed by programmes to assist parents with economic costs of sending all children to school (eg. Social protection programmes, school feeding, conditional cash transfers, assistance with transport where appropriate, subsidised school materials etc).

One of the most difficult aspects of inclusive education is the policy dialogue around appropriate and proportionate allocation of funds. Reaching the poorest and the most marginalised is expensive, but this is an area where development partners can often mitigate some of the costs on the part of government, by assisting in financing these particular areas, or by funding piloting of innovative ideas to reach these groups.

Box 3: Working with civil society to promote inclusiveness

Interventions are unlikely to make a significant difference to education systems unless they are based on genuine demands for change from

society itself. Children and families usually have strong desires for good quality education. Often, the more excluded they are socially and economically, the more they value education. Communities need structures through which they can express their views and make demands.

There have been some successful examples where support to local or national civil society groups has assisted their advocacy work to achieve real change. They are often instrumental in raising awareness, changing attitudes and mobilising civil society, including an awareness of the levels of implementation of national laws and policies. Civil society organisations can add value to national policies and strategies, and initiate new practices to provide education to underserved areas and communities where government does not reach - resources in the form of leadership, governance, and management skills for improving education; helping to establish school management committees and to build up their capacity so that communities can gain control of their own schools to make informed decisions with a child-centred approach.

For example, Save the Children helped to set up the Association of Parents with Disabled Children (APDC) in response to the lack of support available for disabled children in Mongolia after economic transition. The APDC was structured as a network, with branches in ten *aimags* (provinces). It helped parents of children with disabilities to form their own groups which raised awareness about the rights and needs of children with disabilities among other parents and wider society, and it ran services requested by parents.

The following key issues need to be considered by Development Partners when working with governments and other partners to promote inclusive education policies and/or programmes. However, the specific courses of action will vary according to the country context.

Policy level considerations:
- Assess the policy and legislative country context to determine the level of practical support required in terms of:
  - awareness raising, advocacy and information dissemination
  - non-state actor/NGO outreach
  - state monitoring and implementation capacity.

Box 4 - Government of Swaziland's development of a framework for inclusive education

The Government of Swaziland's inclusive education policy is "to mainstream relevant, quality education for every learner, irrespective of gender, life circumstances, health status, disability, impairment, capacity to learn, level of achievement, financial status, or any other limiting circumstance."

It advocates for the implementation of inclusive education in every sub-sector. This is done by: working towards teacher capacity building at pre-service and in-service level; ensuring an appropriate and relevant curriculum; providing specialised staff in schools and user-friendly educational facilities; developing an effective monitoring and evaluation system to ensure policy compliance and regular reporting.

A major area of consideration for inclusivity is on orphans and vulnerable children (OVCs) given the impact of HIV and AIDS. Responsibility for the problem is multi-sectoral and involves many NGOs. The Ministry aims to identify and monitor the number of OVCs and to share data with other support ministries and agencies in the social sector. It coordinates a programme to help OVCs to continue and complete their education through flexible design and scheduling of classes and Early Childhood Care and Education programmes. As part of this provision, the Ministry provides Education Guidance & Psychosocial Services: "In the AIDS-era, guidance and counselling can no longer be seen as issues external to the business of teaching, but as central pillars of classroom activity and support". Psychosocial/life skills training is compulsory and examinable at pre-service and in-service level.

Ministry of Education and Training: Swaziland Education and Training Sector Policy. April 2011

- Assist in mainstreaming inclusive education policies through discussions with governments, non-state actors, communities and Development Partners. The aim is to promote complementarity. It is important to encourage a 'partnership planning' approach among stakeholders.

- Provide support to the government to prepare a country situation analysis, which identifies needs and state policy requirements. The UNESCO policy guideline for inclusive education is a useful document to support this.

- Promote a holistic mainstreaming approach to inclusive education rather than a separate component. Inclusive Education should not be something that is tackled after the sector plan has been developed – it needs to be taken into consideration throughout all education sector development.

- Encourage a different understanding of marginalisation that emphasises the fact that it is society and the education system that needs to change to be more inclusive.

- Education interventions should be linked to and coordinated with other sector national programmes – e.g. health, food security and poverty alleviation.

- Assist the government to consider practical strategies to promote inclusiveness – for example:
  o mainstreaming pupils with special education needs into schools whilst making sure that the necessary support structures for teachers (e.g. teaching assistants, specialist advisers, in-service SEN programmes) and for learners (e.g. special ablution blocks, assistive technology etc) are in place
  o removal of user fees
  o introduction of financial incentives for marginalised groups
  o deployment of trained teachers who use the local language
  o promoting spending patterns which ensure that the most needy areas are prioritised
  o reviewing the supply arrangements of textbooks and learning materials, school building programmes and

general procurement systems in marginalised areas to achieve 'more-for-less'.
  o Review of curricula to make them more relevant to all groups

- Consider a cross-sector approach to address the needs of hard-to-reach communities, for example focusing on how education may impact livelihood, and integrating education in a rural development programme, such as been done with some pastoralist communities in South Sudan and Somalia.
- Promotion of inclusive education policies through the setting of sector budget support disbursement indicators.

Planning and Education Management Information Systems (EMIS) management:

Assist the Ministry of Education and associated ministries (e.g. Ministry of Health):

- In consultation with Development Partners and through technical support to carry out a needs analysis survey. The aim is to develop a strategic action plan with concrete activities and budgets and using identified indicators.

- Through technical support to collect, analyse and publish the required disaggregated data in their annual education statistics. This will provide evidence of needs and meeting targets.

- To identify marginalised groups and to establish monitoring indicators which can be flexible and multidimensional to reflect the complexity of the realities of those hard to reach.

This will assist the government to set clear equity targets. Consideration should be given to specific targets with financial commitments in the national budget.

Examples of such indicators could include:

- o *Indicators for measuring improved access* –
    - Increased enrolment
    - Attendance of targeted marginalised learners
- o *Indicators for measuring improved education quality* –
    - Increased learning of children in marginalised communities or from marginalised groups.
    - Lowered repetition rates and increased completion rates of marginalised learners.
    - Increased numbers of teachers from minority groups.
    - Percentage of schools and classroom learning environments which have been made more appropriate to marginalised children.
    - Changes to curricula to reflect different learning requirements and to be more relevant to different learners.
- o *Indicators for measuring raised awareness among officials and community groups, including parents* –
    - *Implementation of* policies promoting education for hard-to-reach groups
    - Improved school responsiveness to minority cultural needs.

School-focused intervention strategies:

- Build links with community support groups and the focal point of support for local needs to assist with getting children to schools.
- Community-EMIS, for example as used in Nepal and Tajikistan, which is a tool that helps community members, children, parents and teachers to come together, collect information on barriers to education, look at the causes and identify solutions[10].
- School mapping exercises (e.g. school ownership mapping in Cambodia) to identify geographically marginalised groups of children - e.g. children of families working in cattle posts in Botswana. Local groups produce a resource map of their community, often using locally available materials, in a process similar to Participatory Rural Appraisal. The map identifies the households surrounding the school and highlights where children live who are not in school or who are having trouble with their education.
- Advocacy programmes for Early Childhood Education should include marginalised learners as these are usually the most forgotten group
- Ensure that teaching/learning improvement approaches are linked to clear assessments of learning outcomes
- Monitor learning processes – for example, make sure that there is a bridge between the process of literacy/numeracy acquisition (in first language) in the early grades and then a transition to the use of a

second language (e.g. English/French) across the curriculum
- Make sure that resource persons (e.g. classroom assistants) are properly trained
- Support teacher provincial/district and whole school in-service development programmes to ensure that teachers are given practical information on what they can do in classroom, how to assist minority language groups, how to identify children with disabilities and who to refer them to.

Box 5:   Preparing Teachers for Inclusive Education – CRS Vietnam

A number of NGOs provide support to special education needs in Asia. One example is CRS in Vietnam which provides training and helped to develop key teacher networks (e.g. Quang Nam Province's network of 60 teachers). Since support is not always possible at all levels (preschool, primary and secondary), the focus is on preschool and primary school.

Three essential components for capacity building in Inclusive Education are identified. These are to:
- Increase Attitudinal and Behavioural Change through Advocacy
- Create a Future of Trained Professionals: Pre-Service Training

- Build on Existing Human Resources: In-Service Training and Professional Development

The main tasks of key teachers in Quang Nam include:

- Developing Inclusive Education Plans and

---

[10] See Gardner.J. Community-based Education Management Information System,Nepal in Tackling Social Exclusion in Health and Education: Case Studies from Asia/Summary Report (2006)

capacity building needs of the classroom teachers at the beginning of the school year for the schools or districts under their responsibility.

- Regular monitoring trips to different schools to observe lessons and give feedback
- Facilitating thematic workshops for classroom teachers on teaching children with specific disabilities.
- Giving technical advice and counselling to school principals and parents of children with disabilities for inclusive education implementation.

Catholic Relief Services : How-to Guide Series 2010

- Consider grants as a means to support:
  o stipends to parents to encourage enrolment, attendance and for uniforms, textbooks, stationery etc
  o cash transfer schemes to reduce chronic poverty, income inequalities and long-term marginalisation
  o cash incentives to schools to provide an improved learning environment for marginalised groups. This could be through improvements of school buildings (e.g. ensure access to disabled pupils) and to purchase equipment to assist such groups of learners (see country example – Bangladesh, Box 6).
  o transport subsidies

Box 6: Financial Incentives - Bangladesh

There are a number of financial incentive programmes in Bangladesh to reduce the exclusion of disadvantaged groups (e.g. girls, river gypsy children and street children). The

Primary Education Stipend Programme enabled poor rural and urban families to enrol their children in school and provided an incentive to complete primary schooling rather than working. Monthly stipends in exchange for regular school attendance by girls and an agreement not to marry until the Secondary School Certificate examination have also been provided. This has assisted in decreasing early marriages for girls. There was also a stipend for female secondary teachers.

Together with the Female Education Awareness Programme, the stipend programmes appear to have been effective in creating awareness among the community of the value of girls' education for the socio-economic development of the country.

However, these programmes have encountered some problems with stipends sometimes withheld from the needy and given to those with family influence.

Grants were also awarded for new proposals and for the continuation and expansion of existing innovations based on collaboration between communities, government and civil societies.

The UNESCO Policy Guidelines on Inclusion in Education provides ideas and useful checklists to help you assist the national government, professional bodies, civil society groups and communities.

Annexes

Useful websites

- **Aga Khan Foundation (AKF):** http://www.akdn.org/akf
The AKF operates world-wide and it focuses on a few selected sectors (education, health, rural development and the strengthening of civil society) which gives it a holistic reach. The AKF provides grants to governments, NGOs and grassroots organisations to promote innovative approaches to improve the quality of basic education with a focus on better early caring and learning environments for young children, increasing access to education, learner retention in schools, and raising levels of academic achievement. It specifically targets girls, the very poor, and geographically remote populations.

- **BRAC** - http://www.brac.net/content/about-brac-education
BRAC is based in Bangladesh but runs a number of education programmes in Afghanistan, Pakistan, Uganda, Southern Sudan and Haiti. It focuses extensively on non-formal primary education programmes operating low cost models for teaching children who had never enrolled or had dropped out of primary school.

- Enabling Education Network (EENET) – http://www.eenet.org.uk
EENET is an inclusive education information-sharing network, open to everyone. The website has an extensive resources database, containing over 400 short articles, longer documents, posters, training manuals, videos and much more from around the world. There is also information about regional networks on inclusive education and upcoming events.

- **Inter-Agency Network for Education in Emergencies** (INEE): www.ineesite.org
An open global network of representatives from NGOs, UN agencies, donor agencies, governments, academic institutions, schools and affected populations working together to ensure all persons have the right to quality and safe education in emergencies and post-crisis recovery.

- **The European Agency for Development in Special Needs Education:** http://www.european-agency.org
Not an NGO but an independent and self-governing organisation, established by member state countries to act as their platform for collaboration in the field of special needs education and to reflect agreed EU policies and the promotion of full participation within mainstream education and training.

- **Inclusion International:** www.**inclusion-international.org**
Inclusion International is a global federation of family-based organisations advocating for the human rights of people with intellectual disabilities. It has links with federations in 115 countries throughout the Middle East, North Africa, Europe, Africa and Indian Ocean, the Americas, and Asia Pacific.

- **The International Disability and Development Consortium (IDDC):** www.iddcconsortium.net
  IDDC is an international consortium of disability and development NGOs, mainstream development NGOs and Disabled People's organisations supporting disability and development work in more than 100 countries around the world. The aim of IDDC is to promote inclusive development, with a special focus on promoting the full and effective enjoyment of human rights by all persons with disabilities living in developing countries.

- **Leonard Cheshire Disability:** www.lcint.org
  Works internationally primarily through local organisations and institutions in East and North Africa Region, Southern Africa Region, West Africa Region, South and East Asia and Pacific Region, Europe and the Americas.

- **Plan International:** http://plan-international.org
  An international charity working in developing countries across the world. It has a broad spectrum of involvement in education, health, HIV/AIDS, child participation and economic security. Its education aims are to promote inclusive, safe, healthy, child-friendly and gender sensitive learning environments, to improve teacher skills, and to offer essential life-skills training.

Further reading

- Benson, C: Girls, educational equity and mother tongue. Bangkok: UNESCO 2005. unesdoc.unesco.org/images/0014/001420/142049e.pdf
  A document which is focused on gender issues and exclusion and which highlights the connections between girls, language and marginality and makes the case for mother tongue-based bilingual education.

- DFID: Education for children with disabilities - improving access and quality. Guidance Note. A DFID practice paper. www.dfid.gov.uk/Documents/.../edu-chi-disabil-guid-note.pdf
  A DFID Guidance Note which looks at three approaches for educating children with disabilities (segregation, inclusive education and integrated education). The paper gives guidance on appropriate actions in different policy and legislative environments (weak, improving, positive and strong environments), considers planning and resourcing issues, and how to make interventions effective.

- Inclusive Education in Action (IEA): Seven essential components for teacher education for inclusion.

  http://www.inclusive-education-in-action.org/iea/index.php?menuid=25&reporeid=247

  An online site with explanation of terms and concepts and giving examples of inclusive education with suggested actions. There are also many examples (text, video etc) given by geographical and thematic areas.

- International Disability and Development Consortium (IDDC): Teachers for all –

Inclusive teaching for Children with Disabilities (2013).

http://www.iddcconsortium.net

Being disabled more than doubles the chance of never enrolling in school in some countries, largely due to a shortage of trained teachers. Attention needs to be paid to preparing teachers who are capable of including children with disabilities in the education process. This paper provides more detail about the context and scale of the challenge and it outlines a number of issues that need addressing if we are to prepare, recruit and support enough teachers, with appropriate skills, to educate every child – including those with disabilities.

- My Right: The forgotten Children of the Millennium Development Goals – The right to an education for children with disabilities (2012).
- This publication gives an overview of reasons why children with a disability are very vulnerable with regard to education. It also provides a number of inspiring examples of children and young adults with an disability who did fight for their right to go to school and who are now trying to inspire others.

- Plan International: Because I am a Girl: Learning for life 2012. http://plan-international.org/about-plan/resources/publications/campaigns/because-i-am-a-girl-learning-for-life-2012/
'Learning for life' argues that behind the success of global parity in primary education enrolment figures lies a crisis in the quality of learning. It also looks at the education barriers faced by girls – their

domestic roles, violence in schools, early marriage, pregnancy.

- UNESCO: Policy Guidelines on Inclusion in Education. 2009.
unesdoc.unesco.org/images/0017/001778/177849e.pdfb
An easy-to-read document with lots of useful information. The first section gives a theoretical framework on issues of inclusion. The second part focuses on practical changes at the school level. The third part provides tools (Checklist Questions and Planning Matrix) for policymakers and educational planners for hands-on analysis of education plans.

- UNESCO: Education For All: Reaching the marginalized. EFA Global Monitoring Report 2010. Paris 2010.
http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2010-marginalization/
An important document with comprehensive information on how to reach marginalised groups. The document draws on the *Deprivation and Marginalisation in Education* (DME) data set, which looks at how long children are spending in school, and who are getting left behind. Global snapshots and country overviews can be referred to on http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/dme

- UNESCO: The Hidden Crisis: Armed Conflict and Education. 'Education For All Global Monitoring Report: Paris: UNESCO, 2011.

- UNICEF: Progress for Children: Achieving the MDGs with Equity. New York: UNICEF, 2010

- USAID: Designing Effective Education Programs for Underserved Populations. Educational Quality Improvement Program 1 (EQUIP1).

Additional materials

- Acedo Clementina, Amadio Massimo, Opertti Renato: Defining an inclusive education agenda : reflections around the 48th session of the international Conference on education. UNESCO 2009. http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Defining_Inclusive_Education_Agenda_2009.pdf
Provides a comprehensive overview of the major issues, challenges and questions related to inclusive education. Organised in 4 main sections - ICE sub-themes—approaches, scope and content; public policies; systems, links and transitions ; and learners and teachers

- Acedo, Clementina éd., Akkari, Abdeljalil éd., Muller, Karin éd: L'éducation pour l'inclusion : de la recherche aux réalisations pratiques. Université de Genève.Faculté de psychologie et des sciences de l'éducation, 2010
Issu du séminaire international organisé à l'occasion de la 48e session de la Conférence internationale de l'éducation, l'ouvrage met en lumière des concepts, des analyses et des recherches visant à une meilleure compréhension des enjeux théoriques et pratiques de l'éducation pour l'inclusion. Parmi les pays étudiés figurent le Burkina Faso et le Maroc. [d'après résumé éditeur]

- Gauthier, Pierre-Louis, Luginbuhl, Odile (Eds) Education et ruralité. *Revue internationale d'éducation Sèvres*, avril 2012, n° 59.
http://www.ciep.fr/ries/ries59.php (article introductif, références bibliographiques, résumés des articles)
Le numéro propose une analyse des réalités de l'école en milieu rural, au-delà des stéréotypes ou des représentations passéistes qui lui sont habituellement attachés. Neuf articles suivis d'une bibliographie commentée, éclairent la diversité des ruralités qui conditionnent le fonctionnement des écoles rurales sur les cinq continents. La complexité des situations est abordée dans ses dimensions structurelles, pédagogiques et économiques.

- López, L.E: Reaching the unreached: indigenous intercultural bilingual education in Latin America (Background paper prepared for the Education for All Global Monitoring Report 2010) 2009

- Miles, S: Inclusive Education key issues and debates: Mainstreaming Disability in Development. The Example of Inclusive Education. Cambodia. May 2005.
Section 4 of the paper provides possible strategies and lessons learnt for practitioners and policy makers as they promote and implement inclusive education in a range of different contexts.

- Paré, A et al: Disparités dans l'enseignement primaire et innovation pedagogique au Burkina Faso. Dossier Éducation et Ruralités. Revue Internationale D'Éducation. No 59 Avril 2012. Sèvres, CIEP

- Rieser, R: Implementing Inclusive Education. A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of People with Disabilities. Commonwealth Secretariat. 2008

A comprehensive document with the focus on learners with disabilities and initiatives on reaching out to such groups (Chapter 4) - Community-based rehabilitation; Characteristics of an inclusive school system at national, regional and school level; Costs of inclusion; Gender and inclusion - disabled girls and for disabled indigenous people. Numerous case studies are cited. There is also an 'Index for Inclusion' which is a checklist for schools to measure their progress.

- Save the Children: Education in Emergencies. Save the Children Policy Paper. emer_educ.pdf

- UNESCO: Atlas mondial de l'égalité des genres dans l'éducation. 2012
http://www.uis.unesco.org/Education/Documents/unesco-gender-education-atlas-2012-fr.pdf
L'Atlas aborde plusieurs points : l'intensification de la demande mondiale d'un enseignement de qualité ; le droit des filles à l'éducation (leur scolarisation progresse plus vite que celle des garçons et la parité entre sexes est un problème dans tous les pays) ; la scolarisation et le genre dans l'enseignement primaire, secondaire et supérieur (tendances) ; l'espérance de vie scolaire ; le genre et alphabétisation des jeunes et des adultes (tendances) ; l'impact des politiques sur l'égalité des genres dans l'éducation. [d'après résumé éditeur]

- UNESCO: Vietnam country report in Case studies on the inclusion of children with disabilities : Brunei Darussalam, Samoa, Thailand, Vietnam. Bangkok, 2009
http://unesdoc.unesco.org/images/0021/002146/214603e.pdf
The case studies document and analyse the processes, problems, solutions and outcomes of effective education policies and practices and review the Primary Education for Disadvantaged Children (PEDC) project managed by the Ministry of Education and Training (MOET) with funding from the World Bank, UK, EC, Norway, Belgium and Australia.
- Inclusive Education – Where there are few resources, updated version 2008 Sue Stubbs, Ingrid Lewis. http://www.eenet.org.uk/resources/docs/IE%20few%20resources%202008.pdf