

In June 2020 United Nations Educational, Scientific and Cultural Organisation (UNESCO) released the Global Education Monitoring (GEM) Report. The aim of this report is to demonstrate the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall Sustainable Development Goal (SDG) follow-up and review. The GEM Report - Inclusion and Education: All Means All is the mechanism for monitoring and reporting on SDG 4 - which is to ensure 'inclusive and equitable quality education' and promote 'lifelong learning for all'.

This infographic prepared by nasen aims to give an 'at a glance' overview of the 444-page report. Download the report in full [here](#). The following are key messages from the report; they are of significance to all stakeholders working to support and include children and young people with special educational needs and disabilities in education.

- ❖ Identity, background and ability dictate education opportunities.
- ❖ Discrimination, stereotyping and stigmatization mechanisms are similar for all learners at risk of exclusion.
- ❖ A key barrier to inclusion in education is the lack of belief that it is possible and desirable.
- ❖ While some countries are transitioning towards inclusion, segregation is still prevalent.
- ❖ Teachers, teaching materials and learning environments often ignore the benefits of embracing diversity.

The 2020 GEM Report **frames inclusion first and foremost as a process** and acknowledges that different countries' starting points and histories may call for different pathways towards creating more inclusive education systems. To highlight the fact that inclusion is not a separate agenda for the benefit of certain groups, the Report takes the view that inclusion requires addressing all forms of exclusion and marginalization and individual difference.

Financing Equity and Inclusion in Education: Costing education delivery for people with disabilities is related to the overall challenge of costing their living expenses. In the United Kingdom, the extra cost for people with disabilities is the equivalent of about US\$750 per month, on average, or almost half their income (John et al., 2019). In the United Kingdom, central government funding for students with special education needs is provided to local councils' education budgets. While the number of children and youth with an education, health and care plan rose by 33% between 2015 and 2019, from 240,000 to 320,000, funding to local councils increased by 7% (Weale, 2019).

Accountability: Inclusion can also suffer as a result of pressure on teachers to comply with accountability mechanisms, which can lead to tension between external policy and professional autonomy (Ben-Peretz and Flores, 2018). This is especially true if policy calls for a standardized approach, which may conflict with meeting the diverse needs of students (European Agency for Special Needs and Inclusive Education, 2012).

Teachers: Cooperation among teachers in different schools can support them in addressing the challenges of diversity, especially in systems transitioning from segregation to inclusion. If not properly prepared and organized, special support and collaboration to promote transition to inclusive education can do more harm than good.

Education Support Staff: . Support personnel cannot replace teachers. The role of support personnel is to supplement, not supplant, teachers' or special educators' work, yet they are often put in positions that demand much more. In England (United Kingdom), teaching assistants often took responsibility for instruction but were rarely adequately trained and prepared. Ideally, teachers and assistants need to be trained together (Radford et al., 2015).

Reference: UNESCO (2020) *Inclusion and education: All means All*. Global Education Monitoring Report. Paris: UNESCO

Parents

Parents drive but also resist inclusive education. Parental school choice affects inclusion and segregation.



Learn from peers

A shift to inclusion is not easy. Inclusion in education is first and foremost a process.



Engage in meaningful consultation

Governments and schools should encourage communities' input into policies.



Target financing to those left behind

General funding should foster an inclusive system. Target funding towards the furthest behind.



Share expertise and resources

The only way to transition to inclusion is to encourage flexibility in use of specialist resources.



Make space for other actors to challenge and fill gaps

Ensuring inclusive education is not the sole responsibility of education policy actors.



Apply universal design

Ensure inclusive systems fulfil each learner's potential. All children should learn from the same flexible, relevant and accessible curriculum.



Collect data on and for inclusion with attention and respect

Ensure no learner is harmed in data collection.



Empower the education workforce

All teachers should be prepared to teach all students. All teacher education should teach about inclusion. Head teachers should create an inclusive school ethos.



Widen the understanding of inclusive education



Journey on the road to inclusion