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# **ADDRESSING INCLUSIVE EDUCATION FOR REALIZING THE RIGHT TO QUALITY EDUCATION FOR ALL**

**Florence Migeon, UNESCO**

**From Local to Global Level. Community Based Rehabilitation – A strategy for  
achieving inclusive development,  
Bonn, 3-4 May 2012**

# Education: A Human Right and the Foundation for Lifelong Learning

- Normative instruments
  - Right to Education (Universal Declaration of Human Rights, 1948)
  - UNESCO Convention against Discrimination in Education (1960)
  - Convention on Rights of the Child (1989)
  - UNCRPD (2006)
- International Commitments to education
  - Six Education for All Goals
  - Eight Millennium Development Goals

# Realizing EFA: Some progress...

- **Number of children out of school is declining**
  - ❖ Early childhood is improving
  - ❖ An additional 52 million children enrolled
  - ❖ Less developed regions have made progress
  - ❖ Gender parity is improving



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# Realizing EFA: ...but still tremendous challenges

- 67 million children still out of primary school
- 73 million adolescents continue to be excluded from any form of education
- Sub-Saharan Africa and Southern Asia: still behind in education
- Being female, poor, disabled, and living in a country affected by conflict: pervasive factors keeping children out of school

# Who are the vulnerable?



**Abused children** Child labourers  
Refugees or displaced children  
**Religious Minorities** Migrants  
Poverty-stricken children  
*Child domestic workers* **Girls**  
ETHNIC MINORITIES Linguistic minorities  
Children in conflict zones Street children  
Indigenous people **Child soldiers**  
CHILDREN WITH DISABILITIES **Women**  
**RURAL POPULATIONS** Nomadic children  
Children affected by AIDS

# Rethinking the provision of quality education for inclusion

- Education is not simply about making schools available
- Need to develop inclusive policies
  - ❖ *From Salamanca to the 2008 International Conference on Education*
  - ❖ *UNESCO's vision*



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# Rethinking the provision of quality education (cont'n)

- Importance of systems that are more responsive to diversity
- The content of the curriculum
- The nature of the teaching
- The quality of the learning environment



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# Proposed Strategies for tackling marginalization

## A) Accessibility and affordability:

- Cutting direct and indirect costs;
- Providing targeted financial incentives;
- Investing in school infrastructure;
- Bringing classrooms closer to children;
- Supporting flexible provision;
- Coordinating and monitoring non-state provision.

## B) The learning environment:

- Allocating teachers equitably;
- Recruiting and training teachers from marginalized groups;
- Providing additional support to disadvantaged schools;
- Developing a relevant curriculum;
- Facilitating intercultural and bilingual education.





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# Proposed Strategies for tackling marginalization (cont'n)

## C) Entitlements and opportunities:

- Developing poverty reduction strategies;
- Tackling early childhood deprivation;
- Enforcing anti-discrimination legislation;
- Providing social protection;
- Allocating public spending more equitably.

*Source: Education for All Global Monitoring Report, 2010*

# Looking how schools can be modified has implications on:

- Policy development
- Curriculum development
- Teacher training
- Local capacity building and community development

# The key role of NGOs and Civil Society



- They have been instrumental in developing and implementing innovative strategies
- CBR programmes: an integrated and holistic approach towards inclusion
- Education areas of focus of CBR are key for ensuring an education that is inclusive

# The agenda of inclusive Education: much remains to be done



- Many initiatives have been implemented.
- Still many barriers to progress.
- *Inclusive education is a condition for the development of more inclusive societies.*



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# Thank you!



AuroraAilincai ©

Contact: [f.migeon@unesco.org](mailto:f.migeon@unesco.org)