

# **Inclusive Quality Education/ Early Childhood Care and Education**

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## ***Excluded, Unreached Groups***

- Ministries of Education are usually proud of net enrolment rates -- but rarely discuss net NON-enrollment rates.
- EFA Mid-Decade Assessment reports done in the past year specifically identify groups excluded from education.
- But most countries (and most schools and communities) do not have detailed data for these groups – they do not know who they are, where they are, and why they are excluded...



## ***Who Are the Excluded?***

- Learners from remote and rural communities (e.g., mountainous areas and islands)
- Learners from religious, linguistic and ethnic minorities; indigenous peoples; and members of lower castes
- Girls and women, especially from rural/ethnic minorities
- Learners from migrant families and refugees and stateless children

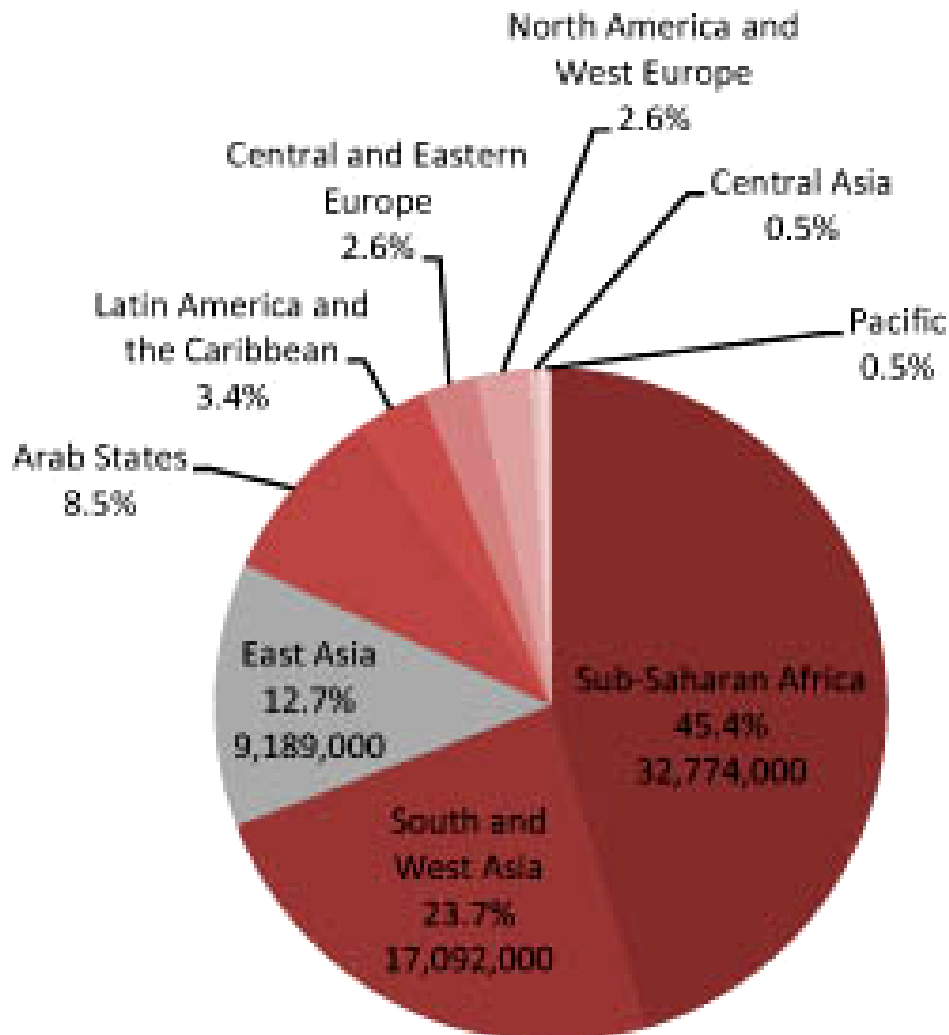


## ***Who Are the Excluded?***

- Learners with disabilities/special needs
- Street children and working children
- Children in difficult circumstances (e.g., affected by armed conflict or disaster)
- Orphans and abandoned children
- Learners from very poor families
- Children affected or infected by HIV and AIDS



# Out-of-School Children, by Region



**72.13 million** primary school-age children are not in school worldwide, **27 million** of whom are in Asia-Pacific

**56.8%** of the world's out-of-school children are female

Source: 2008 EFA Global Monitoring Report (data as of 2005)



## Percentages of children with and without disabilities not attending school

	With disabilities	Without disabilities	Difference
Country, year of survey	(%)	(%)	(percentage points)
<b>Indonesia, 2003</b>	70.8	11.5	<b>59.3</b>
<b>Cambodia, 2000</b>	62.2	33.2	<b>29.0</b>
Jamaica, 1998	29.4	0.6	28.8
Burundi, 2000	85.4	62.8	22.6
Romania, 1996	42.3	20.8	21.5
<b>Mongolia, 2000</b>	59.0	42.0	<b>17.0</b>
Mozambique, 1996	65.8	50.2	15.0

Source: Filmer (2005) as quoted in the 2008 EFA Global Monitoring Report  
 Data are taken from household surveys that use different definitions of disability



# Sub-National Disparities in Access to Education

Table 4.4. National primary enrolment ratios

Country (year)	Grades	Ages	National average enrolment ratio	Regional maximum enrolment ratio	Regional minimum enrolment ratio
Argentina (2001)	1-6	6-11	106.0	110.9	103.3
Bangladesh (2001)	1-5	6-10	97.5	134.2	78.2
Brazil (2002)	1-8	7-14	120.8	144.1	106.3
China (2001)	1-5	7-11	99.1	100.0	88.6
Egypt (2000/01)	1-5	6-10	91.7	105.2	80.7
India (2001/02)	1-6	6-11	96.3	124.4	55.3
Indonesia (2005) <sup>5</sup>	1-6	7-12	111.5	122.6	101.2
Mexico (2000)	1-7	6-12	93.8	96.9	86.6
Pakistan (1998)	1-5	5-9	76.0 <sup>6</sup>	74.8	3.7
Peru (2003)	1-6	6-11	93.0	98.0	88.0
Russian Federation (2003/04)	1-4	6-9	94.0	104.8	73.4
South Africa (2001)	1-7	7-13	117.0	125.0	100.0

Source: UIS study on "Educational Equity and Public Policy: Comparing Results from 16 Countries"

# ***So What is Inclusive Education?***

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- **Objective:** To support Education for All by removing barriers to enrolment and learning for:
  - Those who are enrolled in school but are excluded from learning
  - Those who are not enrolled in school but who could attend if schools were more flexible in their responses and welcoming in their approach
  - The relatively small group of children with more severe impairments who may need some form of additional support (e.g., special schools)



# ***Inclusive Policies and Practice***

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- Experiences in different countries in Asia show that it is not sufficient to look at how to integrate one particular group of children.
- We need to understand and respond to the needs of each category of exclusion
- The overall principle is the need to focus on how to develop **strategies to remove barriers to learning and participation for all** children.
- Only then do we achieve education, of good quality, for all.



# ***A School of Good Quality...***

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- is a child-friendly school
- is a child-centred school, acting in the best interests of the child, leading to the realisation of the child's full potential, and concerned about the "whole" child
- is a child-seeking school, actively identifying excluded children to get them enrolled in school and included in learning



# ***A School of Good Quality... Inclusive of Children***

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- Does not exclude, discriminate against, or stereotype on the basis of difference
- Provides education that is free and compulsory, affordable and accessible, especially to families and children at risk
- Respects and welcomes diversity as an opportunity -- not as a problem
- Meets the differing needs of children (e.g., based on sex, social class, ethnicity, and ability level)



# ***Government Obligations and the Right to Education***

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- **Availability:** education must be available
  - guaranteeing the right to free and compulsory education to all school-age children up to the minimum age of employment
- **Accessibility:** education must be accessible
  - eliminating exclusion from education based on internationally prohibited grounds of discrimination
  - eliminating gender and racial/ethnic discrimination in education



# ***Government obligations and the Right to Education***

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## ➤ **Acceptability**

- establishing minimum standards for learning materials, methods of instruction, school health and safety, professional requirements for teachers, etc.

## ➤ **Adaptability**

- where necessary, designing alternative education opportunities for children excluded from formal schooling
- adapting the education system to the best interests of each child, especially those from excluded groups



# *Policy-maker and politician “education”*

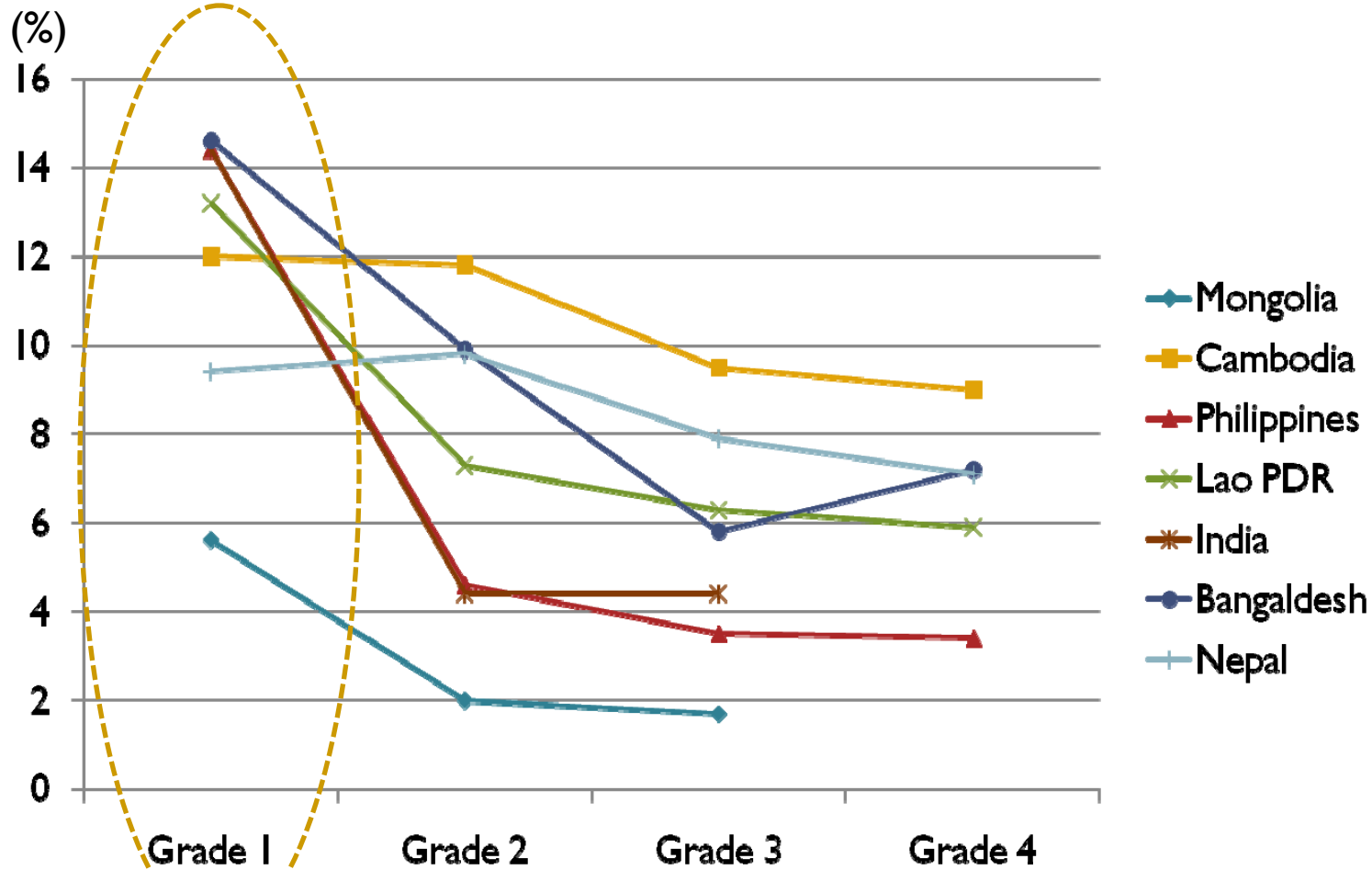
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- National policy-makers and politicians must become fully committed to inclusive education, despite the fact that:
  - identifying still-excluded groups is difficult
  - reaching the last of the excluded is expensive
  - admitting that excluded groups remain can be politically embarrassing
  - doing something about them can be politically sensitive – e.g., initial literacy in mother tongue



# Early Childhood Care and Education

Where is the system failing?  
Drop-out rates by grade in primary education (% , 2003)



# ***An Inclusive Approach to ECCE***

Inclusive ECCE can offset disadvantage -- poverty, emergencies, or special needs -- by acting early to address:

- cultural diversity and gender equality
- mother tongue learning
- disabilities and other special needs
- emergency contexts

**Inclusive ECCE can help overcome later exclusion from schooling and from learning.**



# ***Comprehensive ECCE Policies***

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- Sound, comprehensive ECCE policies and programmes, especially for marginal populations, are essential for inclusive education – and EFA:
  - strong family support and parental education aimed at children aged 0-3, including health, nutrition, and cognitive stimulation
  - good quality pre-school programmes for children aged 3-6
  - a smooth, seamless transition from ECCE programmes to primary school
  - increased professionalism of early childhood educators by integrating teacher training for pre-primary and primary education levels



# ***Fostering strong policies for ECCE***

## **Policy Environment**

- Top-level political endorsement
- A national early childhood policy with multiple players
- A lead agency to coordinate early childhood policies
- Integration in national development plans, UNDAFs, and PRSPs

## **Policy Elements**

- Staffing and training and standards for all providers
- Explicit provision for the disadvantaged and vulnerable
- Partnerships: NGOs, private sector and international agencies
- Financing: higher spending and better targeting



# *Acting early pays off*

'It is a rare public policy initiative that promotes fairness and social justice and at the same time promotes productivity in the economy and in society at large. Investing in disadvantaged young children is such a policy.'

*James Heckman, Nobel Economics Prizewinner*

- Most rigorous studies on benefits come from developed countries
- U.S. High/Scope Perry study of low-income African-American children
  - higher IQ at age 5
  - enhanced success at school
  - higher earning at age 40
- High returns to programmes in India, Egypt, Colombia, Bolivia
- Returns greatest for poorest and most disadvantaged children



# *Inclusive Education is a Process*

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- Those excluded from education are often simply not seen.
- If seen, they are often not counted.
- If counted, they are often not served
- If served, they are often served badly.

Inclusive education means making visible the invisible and ensuring that all learners fulfill their right to an education of good quality.



# *Inclusive Education is a Process*

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Inclusive Education is a constant process of school improvement to ensure that Education for All really is for all

