GLOBAL PERSPECTIVES
LAB REPORT

EDUCATION FOR ALL
LOCAL APPROACHES TO LEAVE NO ONE BEHIND GLOBALLY

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INCLUSIVE EDUCATION

PANELISTS

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INCLUSIVE EDUCATION

ABOUT THE EVENT

The purpose of the Global Perspective Lab event themed “Inclusive Education”, was to shed light on the barriers that marginalised groups face in accessing education in the Global South. It also explored different solutions and strategies to help overcome the challenges to accessing education faced by marginalised groups and discuss and learn from different experiences of education activists from the Global South.

Activists from different areas of inclusive education, including disability inclusion, rural education, and STEM education for social inclusion shared their concerns and recommendations for creating inclusive education for all. French and Spanish translations were available in real-time to create an inclusive space and achieve effective communication.

“INCLUSION IS A PROCESS THAT HAS TO DO WITH THE ELIMINATION OF BARRIERS, PARTICIPATION OF ALL STUDENTS AND [EMPHASISING] GROUPS OF LEARNERS WHO ARE AT RISK OF BEING MARGINALISED AND PERCEIVED AS LOW-ACHIEVERS.”

– JUAN –

DO YOU KNOW HOW MANY CHILDREN AND YOUNG PEOPLE ARE EXCLUDED FROM SCHOOL?

- More than 600 million children and youth worldwide are not attaining minimum reading proficiency levels.
- UNESCO reported that by 2030, more than 80 million children are at risk of being out of school.
- 15% of the world’s children live with a disability.
- One-third of all out-of-school children at the primary level have a disability and more than 185 million children with disabilities have not completed primary education.
Inclusive education has the power to eradicate discrimination and prejudices. It is pivotal to:

- Acknowledge that all children can learn and they learn at different rates.
- Encourage flexible teaching and different methods to suit various learning styles.
- Promote a range of methods for supporting children living with disabilities and other marginalised learners, such as peer support, adult volunteers with disabilities, additional in-service training for teachers, and parental involvement.
- Strengthen accessibility to education in the Global South, especially in rural areas and marginalised communities.

Event participants identified many barriers to creating inclusive education worldwide, especially in the Global South, rural areas and for disabled children and youth, including:

1. Lack of and limited funding for education.
2. Lack of and poor conditions of educational facilities.
3. The high risk of marginalising students with disabilities and perceiving them as low achievers.
4. Low remuneration for educators, especially in the Global South and rural areas, interferes with teachers’ motivation to create an inclusive classroom.
5. Gun violence and conflicts obstruct education and inclusivity.
“HOW CAN WE ADVOCATE FOR POLICIES TO PROMOTE ACCESSIBILITY AND EQUALITY IN EDUCATION? FROM MY EXPERIENCE AS A TEACHER IN THE RURAL AREAS IN ZIMBABWE AND TALKING ABOUT EDUCATION IN THE GLOBAL SOUTH, OUR EDUCATION IS NOT BEING FUNDED EQUALLY. WE HAVE [TO] ADVOCATE FOR EQUAL FUNDING FOR EDUCATION WHETHER [IT’S] IN URBAN OR RURAL AREAS.”

- TAKEMORE -

RECOMMENDATIONS

To advance inclusive education for all, especially for children and youth living with disabilities and communities in rural and marginalised areas, the event participants have recommended to:

(1) Provide human and technical support for students with disabilities and others at risk of being marginalised, and for their teachers, and guarantee access to the physical environment, communication and information and reasonable accommodation for all.

(2) Train teachers and other actors in the education system to include human rights perspectives in relation to marginalised groups, considering that a change of paradigm about beliefs and values is needed to put inclusion into practice.

(3) Implement different training opportunities for teachers, administrators and other educational actors to develop the capacity to adopt and manage inclusive practices. All teachers can teach all students.

(4) Allocate enough resources to transform mainstream schools into inclusive schools and provide the same quality and availability of education to all students both in rural and urban areas.

(5) Promote participation of essential partners in curriculum development, including families, students and community members.
The right to education is the right to INCLUSIVE EDUCATION for disabled and non-disabled students, as established in the Sustainable Development Goals (SDG) of the 2030 Agenda and Article 24 of the UN Convention on the Rights of Persons with Disabilities.

The UN Salamanca Statement 1994 established inclusive education for disabled children and all.

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