

SDG-Education 2030 Steering Committee

Global Education Monitoring Report

12 November 2019

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Global Education Monitoring Report



Global Education Monitoring Report

2019 Migration and displacement

2020 Inclusion

2021 Non-state actors

Activities since March 2019

- ▶ **Policy paper:** education and trauma of displacement
- ▶ **Policy paper:** comprehensive sexuality education
- ▶ **2019 Gender Report**
- ▶ **2019 HLPF:** *Meeting commitments* with UIS
- ▶ **2019 HLPF:** *Beyond commitments* with E2030 SC

Forthcoming this year

- ▶ **Regional report:** migration and displacement in Arab States
- ▶ **Policy paper:** role of cities in education for migrants/refugees
- ▶ **Concept note:** role of non-state actors in education



2020 GEM Report on inclusion

April 2020

Six **areas** of inclusion:

1. Laws and policies
2. Governance and finance
3. Curricula, learning materials and assessment
4. Teachers and support personnel
5. Schools and learning environment
6. Communities, parents and students

Common mechanisms of exclusion regardless of group
but stronger focus on disability than in past reports

2020 GEM Report on inclusion: country profiles

Information on **all countries** related to:

- | | |
|---|-----------------------------------|
| a. Definitions of inclusive education | e. Curriculum and infrastructure |
| b. School organization | f. Teachers and support personnel |
| c. Laws, plans, policies and programmes | g. Monitoring and reporting |
| d. Communities, parents and students | |

Developed in house; expert reviewed; government validated

With respect to inclusive education, how many countries:

- only target people with disabilities?
- target groups vs. being comprehensive in their policies?
- say learners with disabilities should be in special schools?
- provide any training for inclusion?

2020 GEM Report on inclusion: country profiles

Future layers

- ▶ 2020 Finance for vulnerable groups
- ▶ 2021 Regulation of non-state actors

Future prospects

- ▶ Collaboration with countries: establish process for validation
- ▶ European Commission model: country-led, updated, used for dialogue

Questions for policy makers

- ▶ What could be added to this tool to make it a useful for policy-making?
- ▶ How can you support us to develop it?

The screenshot displays the 'EDUCATION PROFILES' section of the GEM Report website. It features a navigation bar with language options (English, French, Spanish) and links to the GEM Report HOME, GEM HOME, and ONLINE REPORT. Below the navigation, there is a welcome message and a description of the profiles' purpose: to describe countries' laws and policies on education, with a focus on national efforts to promote inclusion. The main content area shows a grid of country profiles, each represented by a flag and a link to the profile page. The countries listed include Afghanistan, Algeria, Argentina, Armenia, Bangladesh, Belarus, Bhutan, Brazil, Brunei Darussalam, Burkina Faso, Cambodia, Canada, Cape Verde, Chile, Colombia, Costa Rica, Cuba, Côte d'Ivoire, DPR Korea, Ecuador, El Salvador, Ethiopia, Georgia, Ghana, Haiti, Hong Kong, China, India, Indonesia, Islamic Republic of Iran, Jamaica, Japan, Kazakhstan, Kenya, Lao PDR, Mexico, China, Malawi, Malaysia, Maldives, Mali, Moldova, Mongolia, Myanmar, Namibia, Nepal, Nigeria, Pakistan, Papua New Guinea, People's Republic of China, Peru, Philippines, Rwanda, Serbia, Singapore, South Africa, Sri Lanka, Thailand, Timor-Leste, Tunisia, Uganda, Ukraine, United States of America, United Republic of Tanzania, and Viet Nam.

2020 GEM Report on inclusion: regional reports

▶ Inclusion in Latin America and the Caribbean

July 2020

- UNESCO Regional Bureau on Education
- SUMMA

▶ Inclusion in Central / Eastern Europe, Caucasus, Central Asia

December 2020

- European Agency of Special Needs and Inclusive Education
- Network of Education Policy Centres



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Policy and practice examples

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