Resource allocation for inclusive education: A GEM Report analysis

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A systematic monitoring of national education policies in line with the GEM Report 2020 theme of inclusion, covering:

1. Definitions
2. School organisation
3. Laws, plans, policies and programmes
4. Governance
5. Learning environments
6. Teachers and support personnel
7. Monitoring and indicators
8. Finance mechanisms
Why?

1. Move to qualitative understanding of progress towards SDG 4
2. Allows for peer-learning and policy dialogue between countries and across regions
3. Trends feed into GEM report research
4. GEM Report team year-long research into a theme is stored and shared
What is the process?

1. GEM Report team compiles information
## 1. DEFINITIONS

<table>
<thead>
<tr>
<th>IE Definition</th>
<th>Does the IE definition address vulnerabilities related to...</th>
<th>Definition of SEN</th>
<th>Special schools</th>
<th>Infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the country provide an explicit definition of IE?</td>
<td>disability/special needs?</td>
<td>gender?</td>
<td>ethnicity and language?</td>
<td>geographical location?</td>
</tr>
<tr>
<td>P - only physical; MP - mental and physical</td>
<td>gender, in general, W-only; + for women, M-only; boys; men; + for LGBTQ+; ALL</td>
<td>I - indigenous; L - language</td>
<td>R - rural; Re - remote areas</td>
<td></td>
</tr>
<tr>
<td>MP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Countries

<table>
<thead>
<tr>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
<th>Country 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
<td>✔️</td>
</tr>
</tbody>
</table>

(…)

Legend:
- YES: found/na clear/na
- info not found/not clear/na
- NO: 0 for
What is the process?

1. GEM Report team compiles information
2. Profiles are validated by countries
3. Profiles made public on an online platform
4. Trends feed into GEM Research
What are the emerging key messages? (1)

1. Inclusive education is often **limited to education for persons with disabilities/special needs** (eg. Samoa, Burundi)

2. Many still **struggle to address a dual system of inclusive education**, especially for children with disabilities (eg. Samoa)

3. The right to education for all at the constitutional and legislative level but **few policies and programmes in practice** (eg. Sierra Leone, Cameroon)
3. **Leadership role of MoE and inter-sectoral collaboration** is key to success (eg. Ghana and Moldova)

4. Only a few provide **in-service teacher training on inclusive education** (eg. Panama and Singapore)
What are the emerging key messages? (3)

5. Few countries have a **monitoring mechanism** (eg. New Zealand)

6. **Per capita funding** is more common than needs-based school funding (eg. Kazakhstan, Indonesia)

7. **Education Sector Planning** is key in budget planning (eg. Benin and Sri Lanka)
Thank you for listening

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