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INCLUSIVE EDUCATION IN THE WORLD

Abstract: Inclusive education is usually associated with the needs of people with disabilities and the link between special education and regular education.

Since 1990, the struggle initiated by people with disabilities has changed the global vision of inclusivity in education, leading to the recognition of the right to inclusive education in article 24 of the 2006 United Nations Convention on the Rights of Persons with Disabilities. However, in general comment No. 4 on this article, formulated in 2016, the inclusion covers a broader scope of application. Exclusion is carried out using the same mechanisms as for people with disabilities, or based on other criteria such as gender, age, place of residence, poverty, disability, ethnic origin, indigenous affiliation, language, religion, migrant or displaced person status, sexual orientation or expression of gender identity, imprisonment, beliefs and views.

It is the system and context that does not take into account the diversity and multiplicity of needs, as the COVID-19 pandemic has also demonstrated. It is society and culture that dictate the rules, define normality, and treat the difference as a deviation. The concept of barriers to participation and learning should replace the concept of special needs.

Inclusion is a process. Inclusive education is a process that contributes to the achievement of the goal of social integration. In the definition of fair education, it is necessary to clearly distinguish between “equality” and “fairness". equality is the state of things (that): the result that can be observed using inputs, outputs, results. Justice is a process (as): actions aimed at ensuring equality. The definition of inclusive education is more complex because it mixes the two concepts of process and outcome. This report suggests considering inclusivity as a process, in other words, actions that value diversity and create a sense of belonging based on the belief that everyone has value and potential and should be respected, regardless of their background, abilities, or identity. But inclusivity is also a state of affairs, a result: neither the Convention on the Rights of Persons with Disabilities nor general comment No. 4 provides a precise definition of this concept, probably due to differences in views on what the result should be.

Inclusivity in education is also a result: education for all as a starting point:

Poverty and inequality are the main constraints. Despite the progress made in reducing extreme poverty, especially in Asia, one in ten adults and two in ten children suffer from it (five out of ten in sub-Saharan Africa). Income inequality is growing in many regions of the world. Where they decrease, they remain at unacceptable levels both in different countries and within the same country. The main results in the field of human development also indicate an uneven distribution. In 30 low- and middle-income countries, 41 percent of children under the age of five belonging to the poorest quintile of households, or more than twice as many children belonging to the richest quintile, suffer from malnutrition, which seriously reduces their chances of getting an education.

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Progress in the field of participation in education remains at the same level. An estimated 258 million children, adolescents, and young adults, or 17% of the total population in this age group, are out of school (Figure 2). School attendance rates vary greatly depending on household wealth. In 65 low- and middle-income countries, the average gap in attendance between the poorest and richest quintiles of households reaches 9 percentage points among primary school-age children, 13 percentage points among primary school-age adolescents, and 13 percentage points among primary school-age children. 27 percentage points among young people at an age suitable for high school education. Since the likelihood of re-education and early dropout is highest among children from the poorest backgrounds, the differences in completion rates by well-being are even higher: 30 percentage points for elementary school, 45 percentage points for lower secondary school, and 40 percentage points for secondary school. the second grade of secondary school.

Poverty affects school attendance, graduation rates, and learning opportunities. Everywhere except Europe and North America, for every 100 teenagers from the richest quintile of households, there are 87 teenagers from the poorest quintile who attended incomplete secondary school, and 37 completed it. In the latter case, for every 100 teenagers from the wealthiest quintile of households, there are about fifty people who have achieved a minimum level of reading and mathematics skills (Figure 3). Situations involving the accumulation of deficiencies are common. The risk of exclusion from the education system increases for those who are also disadvantaged because of their language, place of residence, gender and ethnic origin. In at least 20 countries for which data are available, virtually no poor young rural women have completed secondary school.

Several school surveys provide a more complete picture of inclusivity. In the PISA 2018 survey (the International Student Performance Monitoring Program), one in five 15-year-olds report feeling like an outsider at school, but this percentage exceeds 30% in Brunei Darussalam, the United States and the Dominican Republic. In all participating education systems, students with low socioeconomic status are less likely to experience a sense of belonging. Administrative data can be used to obtain high-quality inclusion data. New Zealand systematically monitors non-technical indicators at the national level, in particular regarding students' feelings of being cared for and feeling safe, as well as their ability to establish and maintain positive relationships, respect the needs of others, and show empathy. Almost half of low- and middle-income countries do not collect administrative data on students with disabilities.

The data point to regions where the segregated education system persists. In Brazil, as a result of policy changes, the proportion of students with disabilities attending regular schools increased from 23% in 2003 to 81% in 2015. In the Asia-Pacific region, almost 80% of children with disabilities attend regular school, this figure ranges from 3% in Kyrgyzstan to 100% in Timor-Leste and Thailand. There is scattered evidence of schools targeting specific groups such as girls, linguistic minorities, and religious communities. Their contribution to inclusivity is mixed: for example, indigenous schools can create an environment that respects tradition, culture, and experience, but they can also perpetuate marginality. School surveys like the PISA surveys indicate high levels of socio-economic segregation in several countries, such as Chile and Mexico, where half of the students would have to change schools in order to achieve greater socio-economic homogeneity. This type of school segregation remained virtually unchanged between 2000 and 2015.

The definition of special educational needs can be controversial. By being aware of the needs of students, teachers can better navigate the provision of help and care. Nevertheless, there is a risk that

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children may be catalogued by peers, teachers, and administrators, which may contribute to the formation of stereotypical behavior towards such children and encourage a medical approach. Portugal recently passed a law supporting a non-categorical approach to defining special needs. A low level of expectations attributed, for example, to a child with learning difficulties may have a self-fulfilling effect. In Europe, the percentage of students with special educational needs ranges from 1% in Sweden to 20% in Scotland. Learning disability, which makes up the largest category of individuals with special needs in the United States, on the other hand, is unknown in Japan. This difference is largely due to the fact that each country has its own view of this category of education: the needs for educational institutions, funding, and training vary, as do the policy implications.

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