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Framework for the Global Education Monitoring (GEM) Report's profiles on inclusive education

With the purpose of fostering peer learning across countries on issues central to SDG 4, the Global Education Monitoring (GEM) Report is collecting systematic and comprehensive information on national education legislation and policies. Related to the theme of the 2020 GEM Report, this year the work focuses on the development of national profiles of inclusive education.

Drawing on the [Concept Note of the 2020 GEM Report](#), the profiles are built on the framework outlined below. Specifically, information has been collected in seven areas:

1. Definitions
2. School Organization
3. Laws, Plans, Policies and Programmes
4. Governance
5. Learning Environments
6. Teachers and Support personnel
7. Monitoring and Reporting

Each section answers specific questions:

1. DEFINITIONS

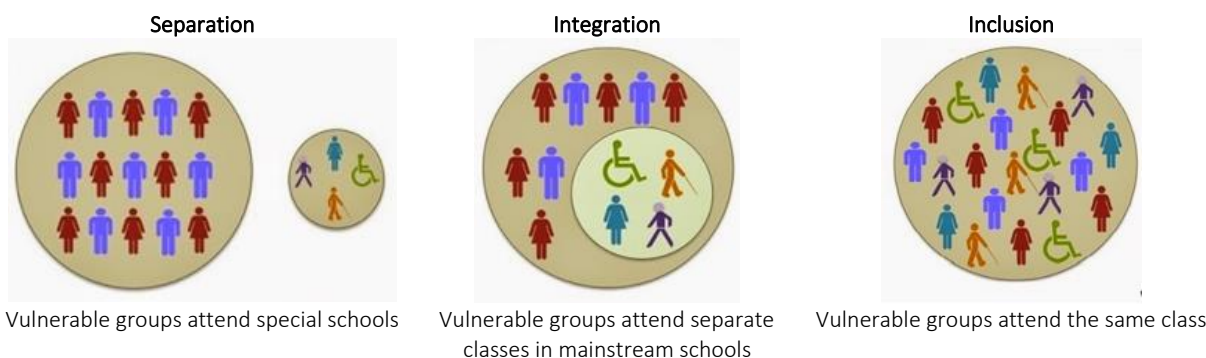
Do the country's education laws and policy documents provide an explicit definition of:

- Inclusive education?
- Special educational needs?

2. SCHOOL ORGANIZATION

Three types of school organization are typically encountered in response to the needs of vulnerable groups.

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Source: The So'Lille Association <https://lepole.education/en/pedagogical-culture/63-the-inclusive-school.html?start=1>

This section aims to provide information about how common each type of school organization is:

- Which of the three **types** of school organization exist for children from vulnerable groups?
- Would you say that the **majority** of *children with disabilities* attend (i) separate schools; (ii) separate classes in mainstream schools, or (iii) the same classes as other children?
- Are there special schools for *children from other groups*, e.g. indigenous groups etc.?
- Is there a **mechanism to identify needs** of children and provide support?

3. LAWS, PLANS, POLICIES AND PROGRAMMES

This section provides information on the constitution, laws, plans, strategies, policies and programmes that promote the inclusion in education of groups considered vulnerable. For each of these groups – and for any **other** vulnerable groups specifically retained in the country the questions addressed are:

- Have their education needs been recognized, protected and promoted in laws, plans/strategies and policies?
- Are specific programmes being implemented to promote their inclusion in education?

	Constitution	Laws	Plans/strategies	Policies	Programmes
Disability / special needs					
Poverty					
Gender					
Ethnicity / language					
Rurality / remoteness					
Other					

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4. GOVERNANCE

This section provides information on the institutional architecture for delivering inclusive education. The questions addressed are:

- What are the main **institutions responsible for inclusive education**?
- What forms of **coordination** exist between the Ministry of Education and:
 - health, social protection and other ministries (**horizontal**)
 - regional and local governments (**vertical**)
 - non-government providers of inclusive education services

5. LEARNING ENVIRONMENTS

This section collects information on diverse policies that promote the inclusion of all learners in education.

The main questions addressed refer to:

- **Infrastructure.** What policies are there to make school infrastructure inclusive?
- **Curriculum.** What policies are there to ensure the curriculum takes into consideration the needs of learners from different vulnerable groups?
- **Learning materials.** What policies are there to ensure textbooks promote the inclusion of learners from different vulnerable groups?
- **ICTs.** What policies are there to ensure technology is used to promote the inclusion of learners from different vulnerable groups?

6. TEACHERS AND SUPPORT PERSONNEL

This section explores how teachers and support personnel are prepared to deliver inclusive education.

For **Teachers** the questions addressed are:

- Is **initial teacher education** aligned with the national policy goals on inclusive education? If yes, provide examples of pre-service training programmes.
- Are there **continuous professional development** opportunities to help teachers meet the national policy goals on inclusive education? If yes, provide examples of in-service training programmes.

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For **the Support personnel** the questions addressed are:

- **Which professionals** are responsible for promoting and providing inclusive education?
- What rules are used to **allocate** them to special and/or mainstream schools?
- What academic and professional **qualifications** are required?

7. MONITORING AND REPORTING

This section explores whether the country monitors the implementation of its inclusive education policy.

- Is there an inclusive education **monitoring** framework? Which **indicators** are being used?
- Are results on the implementation of inclusive education being **reported**?