



## Leave No One Behind – inclusive education

### Advisory service

#### The challenge

The international community has set the sustainable development goal of ensuring “inclusive, equitable and high-quality education and promoting opportunities for lifelong learning for all by 2030” (SDG4). Every child has a right to education - regardless of gender, religion, disability, ethnicity, place of residence, special learning needs and social or economic conditions. It is anchored, for example, in the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. However, many children and young people worldwide are still excluded from education because education systems and schools are not being sufficiently prepared for their needs or accepting acquiescently the exclusion of individual groups. Education policies, teacher training, school instruction and infrastructure are frequently not geared towards inclusion. In many of our partner countries, physical or mental impairments are a taboo and there is a lack of willingness to reduce barriers and enable all children and youth to learn. As a result, children and young people who experience exclusion and stigmatization often drop out. Thus, not only the children and youth concerned are disadvantaged throughout their lives; societies also miss the opportunity to promote diversity and inclusion.

#### Our approach

The global dialogue on inclusive education has changed over time. In the past, the debate focused on children and young people with disabilities or learning disabilities and what kind of educational support they needed. Today we focus on promoting inclusive learning for all and removing barriers. Inclusive education is based on the principles

of equitable access, participation and non-discrimination. Inclusive education systems take into account the needs of all learners in mainstream school education with common learning spaces. They adapt to the optimal support of individuals in class. In an inclusive education system, all children and young people have the opportunity to develop their potential and receive the best possible education. An inclusive education system leaves no one behind. GIZ advises its partners and shows them ways to embrace diversity and create inclusive education.

#### Our services

We advise our partners in designing inclusive education systems. Together we raise awareness in society and among those responsible. We start the dialogue with education ministries, school administrations and representatives of interest groups. We point out where those affected encounter barriers and structural discrimination in the education system and how these barriers can be eliminated. This also includes inclusive financing concepts for education. In removing barriers, we support those responsible in educational planning and management at all levels. Together with our partners, we plan measures and reflect on how the capacities of the education system can be strengthened. For example, we support school authorities in systematically determining which further training courses teachers and school administrators need on the topic of inclusive education. We are committed to making inclusion part of teacher training and are introducing pedagogical and didactic concepts of inclusive education. For children with special learning needs, it can also be helpful to offer non-formal supplementary courses to compensate for disadvantages and complement learning at mainstream schools. Inclusive education needs many supporters. We strengthen networks and plan workshops, discussion groups or information events. In this way, pupils, parents and the general population are strengthened



in their ability to know and demand their right to inclusive education.

### The benefits

”Leave no one behind” is the guiding principle in our educational projects. GIZ has vast experience in helping its partners to adapt their educational systems to the needs of all children and young people. Inclusive education benefits everyone, because it determines the world we want to live in. High-quality inclusive education shows how inclusive societies can function. Those who have personally experienced the benefits of learning together for their own development and positive interaction will work to overcome divisions in adult life. Inclusive education recognizes diversity and teaches children and young people how important it is to appreciate and accept individual differences. Inclusive education has a direct positive impact on equal opportunities and makes educational justice possible. It lays the foundation for a self-determined life and participation in society.

### An example from the field

The right to inclusive education has not yet been realized in Kosovo. Especially children and young people who return with their families after emigration and members of the minorities Roma, Ashkali and Egyptian communities experience discrimination and rejection. Many suffer from learning or concentration difficulties, and some do not have sufficient knowledge of Albanian. We want to change this by supporting the Kosovar Ministry of Education, Science and Technology. Together, we are creating the conditions for minorities to be able to learn on an equal footing in the formal education system and not be left behind. We are strengthening schools and learning centers and are establishing standards for inclusive educa-

tion. Together with five local non-governmental organizations (NGOs), we offer children courses and learning support to prepare them for mainstream school education. Between 2017 and 2019, more than 5,000 children and their families benefited from this offer. In addition, we supported the training of 100 youth multipliers, which enables them to carry out non-formal education projects with children in their communities. With our campaign for better education in Kosovo, we raise awareness on inclusive education at national, regional and community level. For example, we encouraged 247 schools to present their ideas and projects for an inclusive school culture in a national competition.

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