

Inclusive Design of Educational Systems

Applied research for more knowledge in development cooperation

The challenge

Every child has the right to education independently from gender, religion, ethnical background, place of living, special educational needs and social or economic preconditions.

The global initiative Education for All (EFA) and the Millennium Development Goals (MDG) 2 and 3 call for free, compulsory and quality elementary education for all children and youths. Even so, according to the EFA Global Monitoring Report 2012, 61 million children and young people worldwide do not go to school. Many of them belong to marginalized groups. The causes of disadvantage are numerous, and differ from country to country. Inclusive education is a key strategy for bringing education to everyone and successfully fighting poverty.

The approach

Inclusion is seen as a process, which looks at the different educational needs of children, young people and adults. Successful inclusive education ensures joint learning by all population groups within an educational system. An inclusive learning environment allows every child to develop her/his individual potentials and achieve the best possible education based on the personal abilities. Inclusive education is a global concern that is underpinned by numerous international conventions and commitments.

At the same time, inclusive educational systems have to be adapted to the relevant local context; and each country has to be responsible for the development and implementation of measurements and activities.

Despite what we know about the causes of exclusion and disadvantage, applied research is still missing to pinpoint the mechanisms that determine the success or failure of inclusion in educational systems in developing countries. This makes it difficult to identify concrete countermeasures at the level of educational planning in technical cooperation programs.

The refie project

Under the mandate of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and funded by the Federal Ministry for Economic Cooperation and Development (BMZ) the international research consortium *refie* conducts a detailed investigation in the two pilot countries Guatemala and Malawi starting December 2013. *refie* is a 14-month project working at the interface between academic research and international development cooperation. The overall goal of the project is to explore the driving mechanisms of inclusion and exclusion in education. On the basis of the findings instruments for the promotion of inclusive education in development cooperation will be designed. The results will also be used for a political and technical dialogue with relevant stakeholders from academia, government, civil society. The consortium is led by GOPA consultants and the Leibniz University of Hanover.

For more information

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