Model United Nations at University of California, San Diego presents
On Saturday November 1, 2014

Inclusive Education for All

United Nations Educational, Scientific and Cultural Organization (UNESCO)

TritonMUN X

Hello delegates,

Welcome to the 2014 Fall TritonMUN X!!! My name is Reina Ishii and I will be your chair for this fall's United Nations Educational, Scientific, and Cultural Organization (UNESCO) committee. I am a 3rd-year with a General Chemistry major and a double minor in French Literature and International Studies. I was born and raised in Memphis, Tennessee where I started up my Model UN career since my sophomore year in high school and now here I am today in TritonMUN. I am in my second year of the UCSD's Secretariat serving as the Undersecretary General of Training. In terms of training, I help prepare delegates prepare for intercollegiate conferences as well as assist the TritonMUN chairs in preparation for the conference. If you ever have any questions about college MUN, please do not hesitate to contact me. I would be glad to answer them for you. Although I am strongly committed to Model UN, I enjoy hanging out with friends, having late night social events, playing the piano, having "me time," and meeting new people.

Before the conference, I want to emphasize that your position papers will be my first impression of you when you walk into committee. The position paper is not only there for me to see that you have done your research, but it will also benefit you as a guideline during committee. I would also like to give you a heads-up that my grading for position papers is one of the hardest, but please do not be discouraged, instead be motivated to work diligently on them.

Specifically for this committee, I will be looking at creativity in resolutions, well thought-out and researched speeches, and collaboration of efforts. My goal for this committee is for each of you to learn, adapt, and improve skills that will help in both Model UN and everyday life. I'm very outgoing and easy to talk to, so if you have any questions about anything (i.e. college, Model UN, improvements, etc.), don't hesitate to contact me at all. I will answer them as honestly as I can.

See you in November!
Sincerely your Chair,

Reina Ishii
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I. Background

The United Nations has handled a variety of issues that range from nuclear disarmament to human rights, to international policy, and to surveillance over the international community. However, without education, many of these issues would not be known to the public. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) have touched upon the conflicts of distribution of education within a variety of nations, but there is not enough access to such education. Even so, UNESCO has tried various methods to help improve the conditions and the accessibility to education for all peoples of the international community by implementing inclusive education systems.

Inclusive education is an issue that often arises throughout the international community, based on the different social views of each nation. Particularly in the World Wars, education was not provided for all seeing as these were times of discrimination and alienation of children, which led to the loss of opportunities for education within nations. However, the children during the wars were secretly educated within town halls, churches, and pubs.[1] After the following years of war and the establishment of the United Nations, the international community sought out the qualities of basic human rights; one of the articles in the Declaration of Human Rights touches upon equality of education for

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[1] HistoryLearningSite.co.uk. "Children and World War Two." *Children and World War Two.* HistoryLearningSite.co.uk, 2006. Web. Jun. 2014.
[2] United Nations. "The Universal Declaration of Human Rights: Article 26." *UN News Center.* United

everyone.[2] Although this was the starting point of education being declared as a human right, the existence of education for all did not occur until later on.

Within many different nations, such as Germany, Japan, Poland, and the United States, they did not recognize the concept of education for all. Originally, after the years of war, racism and discrimination of, primarily, disabled children created the idea that these children were deemed unworthy of receiving education.[3] However, in response to the lack of education provided, parents gathered together in local teaching areas where these students could be given the amount of education they deserve.[3] By the 1950s in British Columbia, through governmental and political battles in educational policy, many disabled children slowly started to gain the equal rights to education.[3] Through the process of working with inclusive education, the students will be able to gain a variety of benefits, which will correlate to academic successes for every student, disabled or not. At this point, the United Nations began its efforts towards equal education for all with the participation of the international community.

Research has found that by integrating the different types of students in a classroom, there is an increase in the academic learning process to help students prepare for the upcoming difficulties they must face in the future. The interaction between students has increased methods of vocal, physical, and psychological communication and understanding of the material through explanations. Furthermore when it comes to inclusive education, there are specific qualities that everyone must accept, such as

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[2] United Nations. "The Universal Declaration of Human Rights: Article 26." *UN News Center*. United Nations, 10 Dec. 1948. Web. Jun. 2014.
[3] Inclusion BC. "History of Inclusive Education." *History of Inclusive Education*. Inclusion BC. Web. May 2014.

students having the sense of belonging, the ability to learn in different ways, and the feeling of inclusion in their environment.[4] As the years progressed with inclusive education systems, the fight for equality continues to touch on a variety of areas, such as gender and ethnicity. However, even though inclusive education has been deemed a success, there are many nations around the world that do not allow such education to be distributed amongst a variety of people, based on differences in socio-political standings.

In different areas around the world, there is often a sense of segregation within nations' population, which can cause problems between different communities. In the past, there have been cases of segregation between African Americans and Caucasians in the United States and South Africa, Israelis, Romani people, and Europeans all over Europe, and the various types of ethnic background in Latin America (mestizos and castizos). In a larger extent of such difficulties between groups within a population, examples such as "true ethnicity" within China, Italy, Germany, and Japan are, also, to be considered. The extent of these examples of segregation around the world has transformed itself from violence to instituting laws, but in most cases, the issue of segregation has been resolved through negotiation and understanding. Even so, segregation is still active in the international community, which also affects the benefits of education for children of all ethnic and religious backgrounds.

UNESCO tries its best to find solutions to avoid exclusion of education for those who would benefit from it the most. Furthermore, since this is issue is related to the issue of international human rights, UNESCO gets involved by promoting inclusive education

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[4] PBS. "Inclusive Education." *Inclusive Education*. PBS. Web. May 2014.

as well as by implementing treaties in which nations grant people the right to education.[5] However, since the discrimination of education is based off of the socio-political standings within various populations, the categories of groups limited to education include areas of gender, ethnicity, language, religion, nationality, social standing, disability, and many more.[3] With these various groups in mind, it is evident to see that the level of exclusivity is far greater than that of inclusivity. This can result in conflict over the level of equality that should be given through the means of human rights.

Today, there are still areas of where inclusive education has not been implemented due to various circumstances such as ethnicity and religion. As of May 1954, the Supreme Court of the United States declared public education to be accessible for everyone seeing as "'Separate education facilities are inherently unequal…'"[6] From there on, the United States slowly began their transition to having equal education for all students of different ethnicity and religion. However, in August 2012, reporter Ary Spatif-Amerikaner examines the unequal distribution of students within American schools. The statistics presented in this report shows a level of inequality within the schools seeing as in a school of nearly 90 percent of students are nonwhite have almost 90 percent of Black and Hispanic students.[7] Starting in the late 20th century, South Africa was on its way towards a more equal society, but even today, South Africa is viewed as

[5] United Nations Educational, Scientific, and Cultural Organization. "Inclusive Education | Education | United Nations Educational, Scientific and Cultural Organization." *Inclusive Education | Education | United Nations Educational, Scientific and Cultural Organization*. UNESCO. Web. May 2014.

[6] United States Courts. "History of Brown v. Board of Education." *United States Courts*. United States Courts, n.d. Web. Jun. 2014.

[7] Spatig-Amerikaner, Ary. "Unequal Education: Federal Loophole Enables Lower Spending on Students of Color." *Center for American Progress*. Center for American Progress, 22 Aug. 2012. Web. Jun. 2014.

an unequal nation due to the low percentages of attendance and withdraws within schools. Former president Frederik Willem de Klerk stated in October 2012 that South Africa has improved its facilities and benefits for those who live in the lower living standards.[8] Even so, Klerk focuses on the idea that in order to continue to improve the living standards for everyone and decrease the level of poverty and inequality, it is necessary for the population to have more education and job opportunities tied with education.[8] In the African and Middle eastern regions, these areas show a high level of unequal education for women due to lack of opportunity and principles of religion. In October 2012, Malala Yousafzai, a 16-year old Pakistani girl, was fighting for her right to attend school, but was shot by a Taliban member; the shot was not fatal, but this is a representation of restrictions women must face in the Middle East.[9] Even today, Yousafzai continues to fight through methods of a nonprofit organizations, personal reflections, and peaceful words.[9] As seen through analysis, the existence of unequal education remains and it is important to see the different conditions that the international community must face to combat this issue.

II. UN Involvement

The United Nations have made many efforts in order to help citizens in the international community to obtain the right to education. In 1945, after the establishment of the United Nations, a new branch was developed in order to touch upon the issues of

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[8] Willem De Klerk, Frederik. "South Africa Is One of the Most Unequal Societies in the World." *Global Education Magazine*. Global Education Magazine, 17 Oct. 2012. Web. Jun. 2014.
[9] Valiente, Alexa. "Malala Yousafzai Continues Her Fight For Education One Year Later." *ABC News*. ABC News Internet Ventures, 11 Oct. 2013. Web. Jun. 2014.

education, science, and culture by means of international law.[10] By these circumstances, the methods of inclusive education systems have improved and many countries around the world are integrating schools with an equal opportunity of education for all.

For such improvements, the issue of inclusive education must be addressed to gain attention and knowledge. Firstly in 1948, Article 26 of the Declaration of Human Rights issued by the United Nations brought the initial idea of equal education.[2] After analyzing the circumstances of inclusive education in areas such as Western Europe, the United States, and Southeast Asia, UNESCO started to make its awareness known through different conventions. In 1960 Paris, UNESCO hosted its Convention against Discrimination in Education, which elaborated on discrimination of single-sex, private and faith-based education, and the purpose of education and parental choice.[11] The following convention which touches upon education for children is the UN Convention to the Rights of Children in 1989.[7] The following year, March of 1990, the World Declaration for Education for All was established by many nations around the world along with Non-governmental Organizations (NGOs) and Intergovernmental Organizations. The Education for All Programme created behind the methods and ideas of the 1960 UNESCO Convention and further expanded on the programs, activities, and services focusing on the essential needs for children and adults within and outside

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[10] UNESCO. "Introducing UNESCO." *UNESCO*. UNESCO, n.d. Web. Jun. 2014.
[11] CSIE. "UNESCO Convention against Discrimination in Education." *Center for Studies on Inclusive Education*. CSIE, 5 Aug. 2013. Web. Jun. 2014.

schools.[12] This was the essential start in the international community leading to more inclusive education systems.

The years following, there were more conventions that took place, which further brought the cooperation of the international community and resolutions. Conventions to take note of are the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), UNESCO Salamanca Statement and Framework for Action (1994), Dakar Framework for Action (2000), Guidelines for Inclusion: Ensuring Access to Education for All (2005), UN Convention on the Rights of Persons with Disabilities (2006), and International Conference on Education in Geneva (2008).[13,14] Each of these conventions have focused on significant attributes that help develop the current inclusive education system, such as discrimination of gender, ethnicity, religion, disability, language, and others.

From the beginning of the United Nations to current day, there is a progression in the efforts of inclusive education; aside from conventions, the United Nations focuses on resolutions. In the 41st session of the General Assembly, A/RES/41/98 focuses on the efforts and measures for the youth, especially for education and work.[15] In the later

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[12] United Nations. "Outcomes on Education." *United Nations*. United Nations, n.d. Web. Jun. 2014.

[13] Tremblay, Philippe. "Special Needs Education Basis: Historical and Conceptual Approach." *Special Needs Education Basis: Historical and Conceptual Approach* (2007): n.p. *UNESCO*. UNESCO, Nov. 2007. Web. Jun. 2014.

[14] UNESCO. "Guidelines | Education | United Nations Educational, Scientific and Cultural Organization." *Guidelines | Education | United Nations Educational, Scientific and Cultural Organization*. UNESCO, n.d. Web. Jun. 2014.

[15] United Nations. "Resolutions Adopted by the General Assembly at Its 41th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

session, resolutions A/RES/48/127[16], A/RES/51/104[17], A/RES/52/84[18],

A/RES/59/113A[19], and A/RES/59/113B all touch upon human rights education for all.

Furthermore in the most recent session, the 63rd session, A/RES/63/154 and

A/RES/63/198 focus on the international and overall education for every citizen in the

international community; this includes enhancement of education and promotion of

multicultural interaction.[20]

     As the initiatives of the education systems continue to increase and improve, the

international community's cooperation becomes essential for equal education. In 2012,

the United Nations Secretary-General began the Global Education First Initiative (GEFI),

which further expedites the efforts of the Education for All Programme and education-

related Millennium Development Goals.[21] There are many NGOs and intergovernmental

organizations that help with the efforts in research, implementation, technology, public

and private services, educational training, and satisfaction for educated students.[22]

     Even in recent news today, the United Nations has seen improvements and

progression in the international community due to more equal opportunities in

[16] United Nations. "Resolutions Adopted by the General Assembly at Its 48th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

[17] United Nations. "Resolutions Adopted by the General Assembly at Its 51th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

[18] United Nations. "Resolutions Adopted by the General Assembly at Its 52th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

[19] United Nations. "Resolutions Adopted by the General Assembly at Its 59th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

[20] United Nations. "Resolutions Adopted by the General Assembly at Its 63th Session." *UN News Center*. UN, 2008. Web. Jun. 2014.

[21] Global Education First Initiative. "About the Global Education First Initiative." *UN Global Education First Initiative – United Nations Secretary General's Global Initiative on Education – About*. Global Education First Initiative, n.d. Web. Jun. 2014.

[22] Global Education First Initiative. "Commitments to the Global Education First Initiative." *UN Global Education First Initiative – United Nations Secretary General's Global Initiative on Education – Commitments*. Global Education First Initiative, n.d. Web. Jun. 2014.

employment and education. In November 2010, reporter Elizabeth Dickinson touched on the United Nations' Human Development Index (HDI), which determines the global standards of living based on income, education, and health.[23] Many of the countries that have improved their HDI have focused their improvements primarily on the advancement of education; however, countries such as Mozambique, Argentina, Brazil, Colonia, Morocco, Peru, and South Africa show an unequal distribution of citizens of different levels of education and income.[14] Even so, the United Nations have seen more improvements over the years seeing as many nations continue to go up the ranks of the HDI. As of February 7th, 2013, UNICEF claims that inclusive education has positive results on children with disabilities; these results are related to the outcomes of "reduced inequities created by social exclusion" and "promoted tolerance and equal participation in society."[24] With the recent news of certain claims, the United Nations is on the right path towards equality of education. Although there are promising improvements in the international community when it comes to inclusive education for many nations, there are still situations of exclusive education and unequal opportunities. In February 2014, Somini Sengupta touches on the inequality conditions for women that were discussed in the United Nations' Cairo summit meeting.[25] For women in poor countries, fatality rates are high due to the lack of education of sexual transmitted diseases, contraception,

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[23] Dickinson, Elizabeth. "New U.N. Report Reveals a Smarter, Healthier -- Yet More Unequal -- World." *Foreign Policy*. Foreign Policy, 4 Nov. 2010. Web. June 2014.
[24] Bobb, Donn. "Inclusive Education for Children with Disabilities Can Transform Lives, Says UNICEF." *United Nations Multimedia, Radio, Photo and Television*. United Nations Radio, 7 Feb. 2013. Web. Jun. 2014.
[25] Sengupta, Somini. "U.N. Report Says Progress for Women Is Unequal." *The New York Times*. The New York Times, 12 Feb. 2014. Web. Jun. 2014.

maternal health, and standard health. Furthermore, women have lower paying jobs with fewer benefits and security, which decreases their standards of living.[16] Sengupta elaborates that many improvements around the world have been seen in correlation with education, "global fertility rates fell by 23 percent between 1990 and 2010, reflecting rising education, life expectancy and access to contraception."[16] Even with such improvements in the global community, conditions for women and children are still limited due to the restrictions of religion, ethnicity, and many more.

III. Bloc Positions

In the current situations around the world, the issue of exclusive education and the implementation of inclusive education for all have touched many nations around the world and improved living standards for citizens, communities, and nations. Although the United Nations has been trying to improve the conditions of inclusive education, there are certain aspects in different areas that restrict the full cooperation of such operations in the international community.

Americas

Based on the discussed countries, it is evident that there are certain areas around the world where education is very limited based on the different social standings within a nation's population. For instance in Brazil, the level of education of students is often shown through the different social groups that exist in the country; more specifically, these social groups are divided between the poor and rural populations, racial and ethnic

social groups, as well as the level of education provided for certain ages.[26] As the social

inequalities continue to restrict children from gaining the level of education necessary,

Brazil has seen an increase in poverty and unemployment due to the lack of educational

opportunities. Aside from Brazil, there are other South American countries that are

experiencing inclusive education. In Argentina, many of the inclusive education

programs focus on the accessibility of education for those who are disabled, in particular

for women and children.[27] As of September 2012, the main areas of focus for Argentina

are to improve and establish more health programs and services in schools, especially for

the disabled.[27]

In the northern region, Canada and the United States have seen high achievements

in the progress of inclusive education. Canada's efforts in supporting inclusive education

focuses on specific areas such as providing educational opportunities to different social

and cultural background as well as the disabled.[28] As of 2009, Canada has seen

improvements in their inclusive education system due to the changes in attitudes,

policies, practices, programs, and strategies.[28] Seeing as the conditions of Canadian

inclusive education are still in need of improvements, the new areas of focus are

concentrated on the quality and availability of education.[28] As for the United States, the

educational systems are being altered in order to help improve the conditions for disabled

children. The methods that are being considered include acceptance of individual

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[26] United Nations Educational, Scientific, and Cultural Organization. "Inclusive Education in Brazil." *UNESCO Office in Brasilia*. UNESCO, n.d. Web. Jun. 2014.
[27] United Nations Human Rights. "Committee on the Rights of Persons with Disabilities Concludes Eighth Session." *United Nations Human Rights*. OHCHR, 28 Sept. 2012. Web. Jun. 2014.
[28] Canadian Association for Community Living. "A Declaration for Inclusive Education in Canada." *CACL*. Canadian Association for Community Living, n.d. Web. Jun. 2014.

differences, active participation from students, parents, teachers, and administrators, and alterations of education programs to satisfy the necessary level of education for everyone.[29]

Oceania

As inclusive education continues to spread throughout the world, many nations have seen improvements in literacy, health, and poverty. For Australia, a nonprofit organization was established in November 2009, known as the Children with Disability Australia (CDA), in order to represent and help disabled children and young people.[30] Along with this organization, there have been different set of acts pertaining to the improvements of Australian education for the disabled.[31] On December 12th, 2008, Australia's the Melbourne Declaration Education Goals for Young People were declared in goals pertaining to equality in schools and necessary means of education for young Australians.[32] This particular declaration further brings benefits for all students through different frameworks, such as those touching on the subjects of disabled students, well-rounded cooperation, and education for a diverse group of students.[33]

As for New Zealand, this country has proposed and pursued a series of events in order to help aim for a better education for all citizens. Starting from 1989, disabled

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[29] Education World. "Special Education Inclusion." *Education World*. Education World, n.d. Web. Jun. 2014.
[30] Children with Disability Australia. "About CDA." *Children with Disability Australia*. Children with Disability Australia, n.d. Web. Jun. 2014.
[31] Children with Disability Australia. "Education." *Children with Disability Australia*. Children with Disability Australia, n.d. Web. Jun. 2014.
[32] Australian Government: Department of Education. "Melbourne Declaration on Education Goal for Young People." *Australian Government: Department of Education*. Australian Government: Department of Education, 12 Dec. 2008. Web. Jun. 2014.
[33] Queensland Government. "Inclusive Education Policy Statement." *Education Queensland*. The State of Queensland (Department of Education, Training and Employment), n.d. Web. Jun. 2014.

children were given the right to enroll in schools.[34] From there, New Zealand focused their efforts on education for those who are in need of special accommodations within the education system.[34] In a time span of 22 years, there have been dramatic progressions of inclusive education, mostly focusing on the availability of education to all children.[34]

Middle East

The Middle Eastern region has a large Islamic population, where there are restrictions for women, children, and the disabled. However, in Iran, children with disabilities have been recognized for over 80 years in the education system; initially it began with children who are blind and started to add on the list of diagnosis.[35] In order to increase the awareness of the various conditions of children and the accessibility of education, the Iranian community has taken into consideration of the actions of UNESCO as well as its own organization, the Special Education Organization (SEO); these methods include news reports, journals, programs, and interviews.[36] In addition to the efforts in the Middle East, due to the increase of refugee camps, there are citizens who do not have the level of education necessary to progress in everyday society. For instance in Lebanon, the refugees of Syria, especially the disabled and women, are unable to get the sufficient amount of education; however in July 2013, the Women's Refugee

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[34] Lightstone Software LLC. "History of Inclusive Education in New Zealand." *Preceden*. Lightstone Software LLC, n.d. Web. Jun. 2014.

[35] Joibari, Ali Asghar Kako. "Perspectives on Inclusive Education in the Islamic Republic of Iran." *Enabling Education Network*. Enabling Education Network, 2003. Web. Jun. 2014.

[36] Saeedi, Abolfazl. "Focus on Policy: Iran." *Enabling Education Network*. Enabling Education Network, 2006. Web. Jun. 2014.

Commission (WRC) took note of this, which further led to the implementations of new developments.[37] These developments include long and short-term planning that focus on building inclusive education and community centers, promoting an inclusive community, and implementing protection and benefits for disabled refugees and the Lebanese population.[37]

Asia

Throughout the Asian countries, there have been efforts of instituting inclusive education for all citizens. In the Philippines, research has shown from the prospective of those who are disabled and participated in an inclusive education system that through inclusive education, students are more aware and learn how to accommodate to the different disabilities.[38] Furthermore, by paying attention to these matters at hand and handling them in an immediate fashion, inclusive education has provided the rights of children to obtain a sufficient education. In addition, India has also been taking action with the Education for All Act.[39] In particular to this act and India, the major factors that are being looked into are the socio-political backgrounds of those who are attending schools.[39] With this, there are three primary goals, which are having every child attend school, improving the quality of education, and enhancing global citizenship.[39]

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[37] Risteska, Jagoda. "Disability Inclusion in the Syrian Refugee Response in Lebanon." *United States International Council on Disabilities*. WordPress, 6 Sept. 2013. Web. Jun. 2014.
[38] Villamero, Rolando Jr. C. "Achieving Learning for All through Inclusive Education Perspectives and Practices." *Global Education First Initiative*. Global Education First Initiative, n.d. Web. Jun. 2014.
[39] UNESCO New Delhi Office. "Education For All." *UNESCO New Delhi Office*. UNESCO, n.d. Web. Jun. 2014.

For Vietnam, there is a large population of children with disabilities and in these circumstances. Without the proper knowledge and understanding of such conditions, non-disabled students often discriminate those who are disabled.[40] Not only is it difficult to participate in schools, but disabled children also have limited health care and public services.[40] In many efforts from UNICEF, Vietnam is continuing to grow with support and access to inclusive education.[15] By following these methods, everyone is able to better understand the different conditions of disabilities and accommodate the necessary means of attention in order to provide a sufficient education. In April 2013, there was a celebration for the Vietnam Day for persons with Disabilities, where a workshop was held for teachers and administrators to keep aware of the goal to improve the quality of an inclusive education for all students.[41]

In China's situation, with such a large population, it is difficult to make accommodations for everyone. However, China was able to improve their efforts by primarily focusing on the rights of children with disabilities and the consequences of those who discriminate against them.[27] The current situation for China involves a need to raise awareness of these circumstances within the community; this includes implementing a more detailed education of the different disabilities. Within Hong Kong, the region is facing more offenses towards women and girls with disabilities.[27] This situation is a result of a lack of understanding and awareness of certain conditions.

Europe

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[40] Bisin, Sandra. "Inclusive Education in Viet Nam: Their Right, Our Responsibility." *UNICEF Viet Nam*. UNICEF, n.d. Web. Jun. 2014.

[41] CBM. "Inclusive Education Achievements in Vietnam." *CBM*. CBM, n.d. Web. Jun. 2014.

Even though Europe experienced many levels of discrimination against the "othering" within certain nations, the European nations have greatly improved the circumstances that accommodate those who are in need of special assistance or excluded from the community. In Hungary, the awareness of disabilities and exclusion of discrimination against the disabled have continued to improve through the means of new policies and actions to help those who are in need of assistance.[2] However, Hungary is still in the beginning stages of inclusive education seeing as many of the disabled students are attending special education institutions.[2] Similarly in Germany, the disabled children are segregated in schools and daycares, but by starting to have inclusive day cares and slowly moving into inclusive school facilities, the progress towards inclusive education is evident.[42]

In the conditions for France, inclusive education for disabled students is primarily altered and handled in three different methods; including making accommodations for those who are unable to sufficiently obtain the level of education, learning how to work with disabled students, and adapting different methods of teaching.[43] As for the United Kingdom, there have been many policies, acts, and conferences that focus on the educational needs to help disabled students. The United Kingdom have efficiently created a standard framework of how to work with students with disabilities and satisfying their

[42] Deutshe UNESCO-Kommission E.V. "Inclusive Education in Germany." *Deutshe UNESCO-Kommission E.V*. UNESCO, n.d. Web. Jun. 2014.
[43] European Agency for Special Needs and Inclusive Education. "Special Needs Education within the Education System - France." *European Agency for Special Needs and Inclusive Education*. European Agency for Special Needs and Inclusive Education, 26 Mar. 2010. Web. Jun. 2014.

education needs.[44] The actions within schools that are enforced within the United Kingdom include making it unlawful to mistreat students with disabilities as well as to fail to accomodate their educational needs.[44]

Although many of the European countries are either already or slowly moving into the measures of inclusive education, the Czech Republic has not sufficiently been accommodating to those students with disabilities as well as the Romani students. In June 2011, it was reported that the Czech Republic has not been looking into or readjusting the educational system for those who have special needs.[45] For this situation, the international community is concerned with the lack of access to the quality of education for these students. In May 2014, UNESCO declared that the Czech Republic must include everyone in the educational system and not neglect those who are disabled or of migratory background.[46] The beginning steps for the Czech Republic is to open up inclusive living communities and alter the education system to sufficiently adjust to the needs of every student.[46]

Africa

In the African region, the level of education and literacy is fairly low due to the low qualities of education provided. In Algeria, there is a need for reformation in its

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[44] Centre for Studies on Inclusive Education. "Inclusive Education in the UK – No Discrimination on Grounds of Disability and Special Educational Needs." *Inclusive Education in the UK – No Discrimination on Grounds of Disability and Special Educational Needs*. Centre for Studies on Inclusive Education, 5 Aug. 2013. Web. Jun. 2014.

[45] Education International. "Czech Republic: Inclusive Education Experts Resign at Government Inaction." *Education International*. Education International, 3 June 2011. Web. Jun. 2014.

[46] MDAC. "Czech Republic – UN Committee Says All Children Should Be Guaranteed an Inclusive Education." *MDAC*. MDAC, 27 May 2014. Web. Jun. 2014.

education system by altering curriculums and improving textbooks.[47] With these new

alterations in the Algerian education system, many of these textbooks and curriculums

touch upon the different ways of learning, even for those who are disabled.[47] In addition

to analyzing the efforts of improving the level of education for everyone, Rwanda opened

up educational opportunities for students with disabilities in August of 2011.[48] By raising

awareness for the rights of children with special needs, inclusive education has become

an essential goal for a more equal community. Although the difficulties with the inclusive

education are learning how to work with students of specific needs, this helps the

Rwanda community be more aware of the societal challenges and learn how to work with

them.[48]

Also in 2011, Namibia starts to implement projects and programs that help

children with disabilities; primarily, the project Namibia Association of Children with

Disabilities (NACD) focuses on the necessary measures to help improve the living

standards of children with disabilities.[49] Such efforts include improving the accessibility

and quality of education for students of special needs and having the cooperation of the

Namibian community to help allocate resources and skills for development.[49]

Reflecting on highly enforced segregation of the South African community,

African Americans were often discriminated against and were not able to gain as high

quality of education as those who were white-skinned. Even so, in November 2012, it

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[47] International Bureau of Education. "Educational Reformation in Algeria - Background and Description." *UNESCO: International Bureau of Education*. UNESCO-IBE, n.d. Web. Jun. 2014.
[48] Guardian Weekly. "Rwanda Makes Gains in All-inclusive Education." *Guardian Weekly*. Guardian News and Media, 30 Aug. 2011. Web. Jun. 2014.
[49] Nudelman, Craig. "Inclusive Education Policy in Namibia." *Open Society Initiative of Southern Africa (OSISA)*. Open Society Initiative of Southern Africa (OSISA), 22 Nov. 2011. Web. Jun. 2014.

was reported that when the adoption of inclusive education came to South Africa, there was a necessary drastic change in the teaching skills and understanding of disabled students for educators.[50] With this, South Africa continues its efforts in improving and instituting methods for inclusive education such as the Universal Design for Learning (UDL).[50] UDL is a cognitive way for educators and administrators to understand the ways in teaching students of different needs by focusing on the aspects of flexible teaching, supportive action and expression, and motivation.[50]

Furthermore, many different African nations begin and improve their ways of enforcing inclusive education. As of May 2014 in the Democratic Republic of Congo, the prime minister emphasized the increase of attendance in schools from 83.7% in 2007 and 101% in 2012.[51] Since education is a primary focus in this nation, many of the alterations to education benefit students and teachers in terms of quality of education, availability of textbooks, availability of grants for young girls, and effective training.[51] In this case, more students have been able to gain more education and learn to work effectively within an inclusive education environment.

IV. Questions to Consider

1. What are the factors to consider while instituting inclusive education for all?

2. Within the existing communities of exclusive education, what are the levels of exclusivity (i.e. religion, ethnicity, language, and disability)? How can these circumstances be accommodated?

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[50] Dalton, Elizabeth M., Judith A. Mckenzie, and Callista Kahonde. "The Implementation of Inclusive Education in South Africa: Reflections Arising from a Workshop for Teachers and Therapists to Introduce Universal Design for Learning." *Journal of Disability*. AOSIS, 13 Nov. 2013. Web. Jun. 2014.
[51] Mapon, Matata Ponyo. "UNESCO - Education: The Democratic Republic of Congo in the Spotlight." *The Nigerian Voice*. ModernGhana.com, 15 May 2014. Web. Jun. 2014.

3. Are there specific areas that should be focused on more than others around the world? What classifies these areas as more important?

4. Are there any methods that the United Nations should consider in order to help implement inclusive education for all? (i.e. new policies and conferences)

5. How can the international community help improve and increase the involvement and participation within nations?

V. Suggested Sites

http://unesdoc.unesco.org/images/0017/001778/177849e.pdf - UNESCO's 2009 "Policy Guidelines on Inclusion in Education"

http://www.un.org/disabilities/documents/iasg/undg_guidance_note.pdf - United Nations Development Group's 2011 "Including the Rights of Persons with Disabilities in United Nations Programming at Country Level"

http://data.worldbank.org/topic/education - World Bank Statistics on Education

http://www.un.org/en/globalissues/briefingpapers/efa/ - Education for All (EFA)

http://www.globaleducationfirst.org/index.html - Global Education First Initiative

http://www.un.org/documents/resga.htm - Resolutions of Past Sessions

http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/un-literacy-decade/un-resolutions-and-other-related-documents/ - UNESCO: UN Resolutions and other related documents

http://www.aecf.org/m/resourcedoc/aecf-racemattersEDUCATION-2006.pdf - "Race Matters: Unequal Opportunities in Education"

http://www.fao.org/docrep/w6038e/w6038e02.htm - FAO Corporate Document Repository: Literacy and access to formal education

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