

Diversity in International Policy on Educational Equity and Inclusion of Social Groups: A Case of 77 State Parties to the Convention on the Rights of Persons with Disabilities

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Since the launch of the movement for Education for All (EFA) in Jomtien (Thailand), in 1990 and the adoption of the Dakar Framework for Action in 2000, many governments have been actively committed to achieving the six EFA goals. As a result, the promotion of inclusive education has been incorporated into the international agenda and issues of equity and inclusion in education have been discussed in numerous policy documents and conferences. Furthermore, the most recent and ongoing international discussions on the post-2015 agenda (Sustainable Development Goals and Education 2030) address issues of educational equity and inclusion from the perspectives of both access and quality. These discussions now encompass the last five to ten percent of the population, who continue to be marginalized and vulnerable. Developing countries should seek out innovative ways to achieve this in low-resource settings and thereby pave the way to educational equity and inclusion of all children. This research study investigates whether equity and inclusion of educational concepts is found for all major social groups. It has aimed to make an empirical contribution highlighting existing diverseness in policy across different educational concepts and social groups at the international level. This study is based on the assumption that equity is provided through inclusive educational settings which embraces the notion of diversity for both children, those with and without special education needs.

Background

Studies on educational equity and inclusion can be understood from different perspectives and angles, but “it is a difficult concept, with the existence of different interpretations, varying by country and academic discipline.” (World Bank, 2006, p. 18) Definitions on equity of education are also given by different important international organizations such as UNESCO (2010), the World Bank (2006) and OECD (2012). They include a wide range of concepts including fairness and inclusion, marginalization, equal opportunity and avoidance of absolute deprivation. Most of these concepts derive from representative academic literature on sociology of education including Rawls (1972).

Furthermore, numerous researches have been conducted on various demographic variables clustering persons into strata or groups. Such studies have been conducted separately for major groups defined by factors such as gender, ethnicity, poverty and community type whether rural or urban. However, comprehensive quantitative, qualitative and empirical comparative research and analysis

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targeting all types of vulnerable groups remain unexplored. Not only thorough investigation on major social groups, but research into a wider spectrum of educational equity concepts in the educational system is also limited. For instance, educational equity concepts on access and quality are often utilized to assess or evaluate inequalities or inequities that exist in the education system. On the other hand, the dimension on quality is quite often solely focused on resource inputs, outputs as well as student outcomes. This research has gone beyond the conventional definitions of educational concepts to include and investigate whether educational equity is found on aspects of “embracing diversity” and promoting “inclusive education” in classroom settings for all major social groups. In other words, is there educational equity and inclusion or should there be equity and inclusion in education?

Definitions of social groups and educational concepts

Another important and critical aspect about the study on equity of education is the selection of “target groups.” Numerous studies have been conducted by different scholars including Haug (1977), Secada (1989), Green (1983) and Davis and McCaul (1977). In brief, the demographic variables are often used to characterize or cluster persons into strata or groups. The major groups of marginalized, disadvantaged and/or vulnerable groups include ones as defined by gender, ethnicity, disability, income gap and rural/urban. As such, this particular research encompasses all of the five strata of social groups based on its relationship with equity entailing their exposition in terms of “inequity” or “inequality” of social, cultural, and economic factors and contextual results.

Concepts of education based on equity and inclusion are often measured in terms of access and quality of resource inputs, outputs and outcomes. However, in addition to these contextual results and equity concepts within the educational system, this particular research has explored an additional perspective or angle. That is, the educational concept of “diversity and inclusive education.” In other words, this additional concept adds a new dimension in comparison to the most traditional ways of examining educational concepts based on equity along the lines of educational quality of outputs and outcomes.

Historical background to the study of inclusive education

Tracing back the historical background and definitions on the study of inclusion and the notion of diversity, according to Ainscow and Miles (2008), “(i)t presumes that the aim of inclusive education is to eliminate social exclusion that is a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability.” (p. 16) Historically speaking, children with special needs were generally excluded from the educational system itself before the 1960s and the 1970s (Balescut and Eklindh, 2006). Physical and social barriers excluded and denied these persons from the society and prevented them from participating within the educational system. A gradual shift from a human rights perspective in the 1960s and 1970s led to initial efforts consisting of specialized programs, institutions and specialist educators which all functioned outside the mainstream education system. And

eventually, dissatisfaction with special education developed a new approach namely as special needs education which consisted of integration. The integrated education signified an educational system limited for children with disabilities physically within ordinary schools, but in specialized classrooms with trained teachers or in the form of sharing several hours of the same class with non-disabled children in ordinary schools.

But the Salamanca Statement in 1994 has become the impetus to the notion of inclusion. This Statement suggested radical changes to the form of integration which signified a brand new concept of accepting a diverse range of special needs or excluded groups not only limited to the disabled. As clearly articulated, the term special needs encompass a wide range of needs beyond disability, including special needs caused by diverse vulnerabilities such as gender, ethnicity, income gap, rurality and even multiple disadvantages needing additional care. Furthermore, the Statement explored innovative ways of reforming the school environment to accommodate all needs of children and youth. Moreover, inclusion is regarded as improving and enriching the quality of education in classrooms in a way that children with special needs would stimulate and influence those without special needs in a positive way, learning from one another and eliminating discriminatory attitudes. In other words, inclusive education is regarded as a positive response to diversity and anti-discrimination.

Description of worldwide policies based on questions “for whom?” and “what?”

The present definition of inclusion, diversity and inclusive education itself remains ambiguous when we explore the definitions used and practiced by various countries worldwide. For instance, policies of some countries still tend to use the term inclusion targeting only children with disabilities, whereas other countries use inclusive education for all children needing special attention and care. However, inclusion has two fundamental objectives and roles as highlighted in the principles of the 1994 Salamanca Statement, distinguishing itself from the traditional integrated education system. First, inclusive educational settings in principle should accommodate all special needs of excluded or disadvantaged children and youth, not solely limited to disabilities. For instance, the special needs of girls, children from ethnic minorities, rural areas and poor families should be addressed appropriately to promote their schooling opportunities and also to improve their quality of education. Second, inclusive patterns in principle should also improve and enrich the quality of education in school classrooms and children’s learning abilities. Specifically speaking, non-cognitive skills of all children referring to behavioral change and attitudes would be stimulated and influenced positively to combat discriminatory attitudes towards children needing special care.

To summarize in brief, this research has undertaken international comparative quantitative and qualitative policy analysis in order to investigate, assess and benchmark educational equity concepts consisting of four dimensions, including the new fourth dimension on inclusion and diversity. This will be conducted at the worldwide policy level for better international policy development. First of all, “for whom” is there policy on equity of education worldwide? In other words, concerning equity of ed-

education measured at the international policy level, who are the target groups of different socially excluded children in terms of those defined by gender, ethnicity, disability, poverty and rurality?

Second of all, “what” are the different target patterns observed for those identified social groups across various kinds of educational equity concepts? Here, the educational equity concepts refer to four concepts including equity of access, equity of resource inputs for quality of education, equity of learning outcomes for quality of education and inclusion (diversity). Additionally, this second “what” question is also directed to address the disparities observed between the social groups. Concerning the perspectives of various educational equity concepts, what are the differences and the gaps observed between disability and other socially excluded groups of children of which are gender, ethnicity, poverty and rurality?

Research design and methodology

The main methodology of this particular research consists of using a standardized benchmarking tool called as the rubric which has been uniquely developed by JICA Research Institute (Dr. Kazuo Kuroda, Dr. Takako Yuki and Dr. Makiko Hayashi) as part of an original pilot activity in an attempt to contribute to the SABER (Systems Approach for Better Education Results) domain on “Equity and Inclusion.” This rubric will be used as a pilot tool to evaluate education policies according to evidence-based global standards and best practices. The usage of such a rubric will allow room to investigate educational policies of worldwide countries by identifying visible policy disparities among different kinds of disadvantages and various educational equity and inclusion (diversity) concepts. The objective of utilizing this rubric is to determine and compare the levels of commitments of national governments in achieving educational equity and inclusion (diversity) in policy frameworks, targeting different social groups from four perspectives and from four patterns. The four perspectives include; equity of access, equity of resource inputs for quality of education, equity of learning outcomes for quality of education and inclusion (diversity).

The following tables (Table 1 and 2) illustrate the example of taking “gender” as one of the marginalized groups and assessing whether or not the special needs of gender are addressed appropriately in country policies, according to each pattern, including patterns 1 to 4. With regard to the patterns as demonstrated in the pilot-SABER rubric reflected in Table 1, there are 4 patterns to each of the four perspectives and five dimensions of socially disadvantaged groups. For the first 3 perspectives on equity of education, the 4 patterns are more or less similar. They represent one type of category but at the same time, they represent patterns that are in stages of development and that build upon one another. For instance, pattern 1 is no government policy, in pattern 2, there is national policy, in pattern 3, not only is there recognition as one of the national policy goals but furthermore, there are legal and administrative strategies in place. And lastly with pattern 4, in addition to the strategies which are structured, allocation of the national budget is assured. Or otherwise, that particular dimension’s equity has already been achieved.

And for the last fourth perspective on inclusion (diversity), there are also 4 patterns but in contrast to the other 4 patterns of the other 3 perspectives, the characteristics are illustrated at a different level, in other words, through the lens of the notion of inclusion (diversity) or inclusive education. Thus, it is divided in terms of no policy, special education, integrated education and inclusive education.

Table 1. Pilot-SABER Rubric on Equity and Inclusion based on four equity concepts

Pattern 1	Pattern 2	Pattern 3	Pattern 4
No government policy for gender equity of access	Gender equity of resource inputs for quality of education is recognized as one of the national policy goals	Legal and administrative frameworks are structured to promote and achieve learning outcomes for quality of education in gender (including international conventions)	Allocation of the budget is assured to promote and achieve gender equity of access (or gender equity of access is already achieved)

Source: created by author based on Pilot-SABER Rubric on Equity and Inclusion

Table 2. Pilot-SABER Rubric on Equity and Inclusion based on inclusion (diversity)

Pattern 1	Pattern 2	Pattern 3	Pattern 4
No policy discussions on special education vs inclusive classrooms	Special classrooms are chosen by the policy to promote equity (protection of rights) of gender in education (special education)	Integrated classrooms are chosen by the policy to promote equity (equal opportunity) of gender in education (integrated education)	Inclusive classrooms are chosen by the policy to promote equal opportunity and also regarded as a positive promotion of diversity and quality of education for all children, both boys and girls (inclusive education)

Source: created by author based on Pilot-SABER Rubric on Equity and Inclusion

This research has been conducted through the usage of 77 reports consisting of the 2008 National Reports on the Development of Education from 77 different countries worldwide including both developing and developed countries which are state parties to the Convention on the Rights of Persons with Disabilities or CRPD. In addition, this part of the research framework has been analyzed through critical angles including the economic, education and the legislative dimensions. To be concrete, the 77 countries are from five different regions worldwide, including Africa, Asia, Eastern European States, GRULAC (Latin American Caribbean States) and WEOG (Western European and Other States). The 2008 National Country Reports focusing on inclusive education were presented by countries during the international conference on education held in the year 2008 by UNESCO-IBE on the theme of inclusive education.

Comparative data analysis of 2008 National Country Reports

Prior to presenting the data analysis and key findings obtained in this particular part of the research

study, it will be essential to briefly reflect upon the main research questions and purposes that this research study aims to answer through the usage of the pilot-SABER rubric. Firstly, this part of research study aims to investigate the question, “for whom” is there policy on educational equity and inclusion worldwide? Secondly, and “what” are the various target patterns observed for those social groups? For this particular research question, the target patterns refer to the equity indicators assessed and measured in terms of “no government policy,” “there is government policy,” “there are legal and administrative frameworks in place” and lastly, “there is also allocation of the budget.” Additionally, the target patterns for the identified social groups are analyzed in relation to the different educational equity concepts on “access,” “resource inputs,” “learning outputs and outcomes” as well as notion of “inclusion (diversity).” Moreover, especially concerning the perspectives on inclusion (diversity) and inclusive education, it observes the differences and or disparities existent between the social group defined by disability and other socially excluded groups of children including those defined by factors related to gender, ethnicity, poverty (income gap) and geographical location, either rural or urban. This particular part on inclusive education reveals several interesting key findings between the dimension on disability and other social factors.

Part One: four educational equity concepts according to the income level

Prior to demonstrating the key findings, I will explain how the economic status of countries according to their gross national product (GNP) has been classified. The categorization of countries based on their economic status has been completed according to the World Bank estimates of 2008 GNI (gross national income) per capita as referred from the 2010 World Development Indicator Report (World Bank, 2010). According to this report, the World Bank’s main criterion for classifying economies is the GNI per capita and based on this indicator, every economy is classified as low income, middle income which are further grouped into lower middle income and upper middle income and lastly high income. To be more specific on its economic dimension; low income signifies \$ 975 or less; lower middle income ranges from \$ 976 to \$ 3,855; upper middle income ranges from \$ 3,856 to \$ 11,905 and for high income signifying \$ 11,906 or more.

In this particular Figure 1 as well as in the other figures to be presented (Figures 2 and 3), it presents the differences observed in the four equity indicator patterns across four different equity concepts and various social groups for low income countries. The four equity indicator patterns from one to four are indicated below running across horizontally and the total number of policy reports are indicated running vertically on the side. Each graph included in the figure starts from equity of access positioned on the upper left hand side and ends with inclusion (diversity) positioned at the lower right hand side of the figure. All of the graphs inside this particular Figure 1 are countries classified as low income.

The results of these graphs clearly reveal that the educational concepts on equity of access and equity of resource inputs for quality of education demonstrate relatively a better balanced distribution in the number of four different patterns in comparison to the other two educational equity concepts on equity

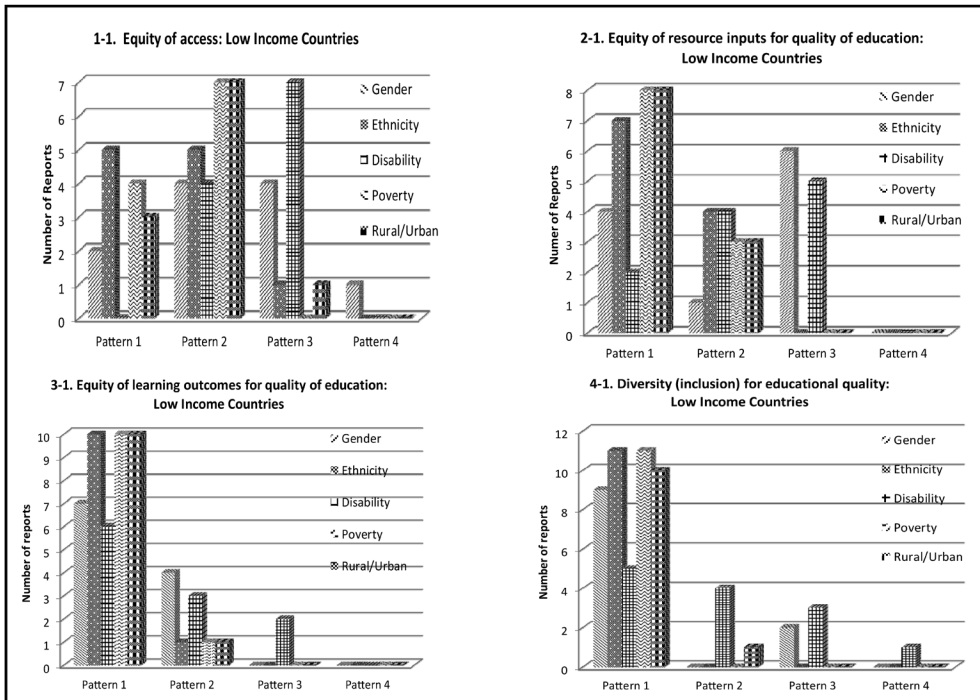


Figure 1. Four educational equity concepts for low income countries

Source: created by author based on data analysis

of learning outputs, outcomes and equity of inclusion (diversity). In other words, the policies of low income countries with regard to equity of access and equity of resource inputs for all five socially marginalized groups are better well planned and developed. Whereas on the other hand, policies of low income countries with regard to equity of learning outputs and outcomes for quality of education and equity of inclusion (diversity) for educational quality are far less planned and developed. As a result, worldwide policies in majority of the low income countries identify pattern one, meaning these countries have no specific policies on such equity concepts related to educational outcomes and inclusion (diversity).

At the same time, it is worthwhile to make a note from this figure that when the social group defined by disability is closely looked into, it can be well observed that for this particular social group, pattern two indicating that there is government policy is high in the total number of reports for all four educational equity concepts in comparison to the remaining social groups defined by gender, ethnicity, poverty and rural/urban. Such a result is clearly evident when the graph located on the lower right hand side with regard to the educational equity concept on inclusion (diversity) is looked into. This point will be elaborated further towards the end of this paper.

Moving on to look at the policies of countries classified as lower middle income countries, the results are illustrated in the following Figure 2. The results of the graphs as depicted in Figure 2, it can be said that similar trends can be observed to that of low income countries. With that being said, the edu-

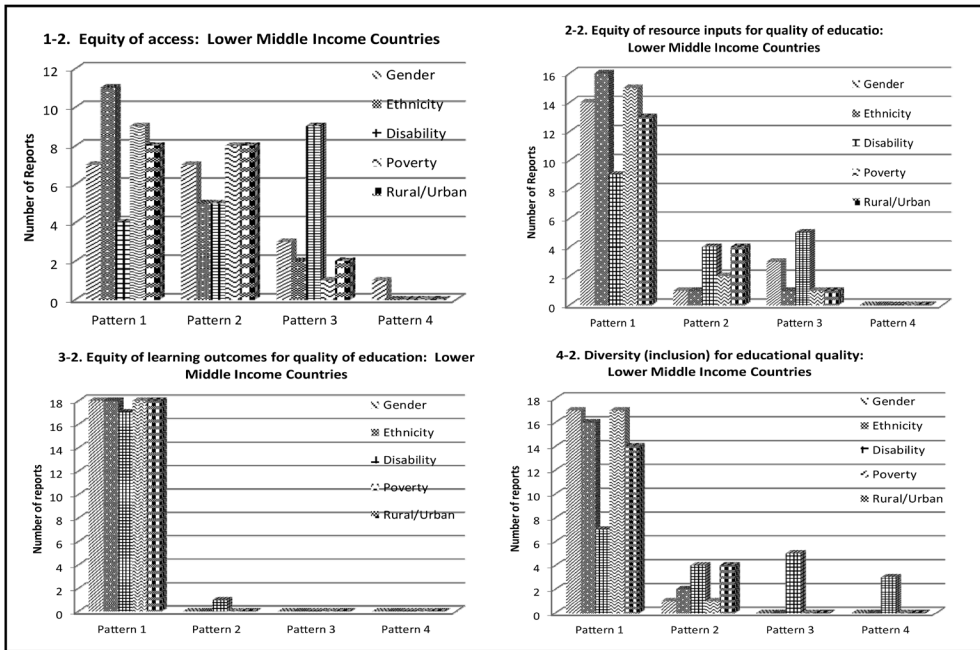


Figure 2. Four educational equity concepts for lower middle income countries

Source: created by author based on data analysis

cational concept on equity of access is the most widely recognized or identified educational equity concept in worldwide policies for lower middle income countries as well. There are less number of reports which have no government policy on equity of access meaning that there are more number of policies which recognize patterns two and three with the existence of national government policy and even legal and administrative frameworks in place. On the other hand, although the number of patterns two and three are higher in number for this educational equity concept on access, when the educational dimension shifts to equity of resource inputs, the number of patterns two and three suddenly decline in number. In contrast to the low income countries, the decline in number of policies for patterns two and three for low middle income countries is far more in number, suggesting a rather curious point and result.

As far as educational concepts on learning outputs and outcomes as well as inclusion (diversity) are concerned, the results of the graphs show that the majority of country policies do not recognize policy on these two particular educational equity concepts for all social groups with the exception of the social group defined by disability. And again, this is a similar finding observed with that of low income countries as well in the way that there are patterns two, three and four identified in certain number of country polices for the equity concept on educational inclusion (diversity) with discussion taking place between special education, integrated education and inclusive education.

With regard to Figure 3 once again, similar results as to that for low income countries and lower

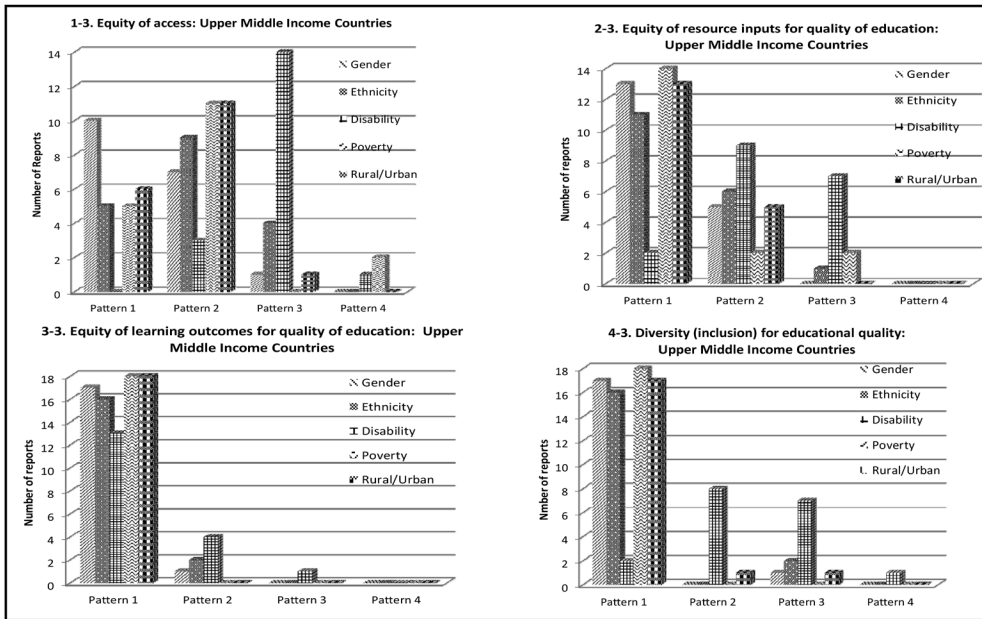


Figure 3. Four educational equity concepts for upper middle income countries

Source: created by author based on data analysis

middle income countries are drawn. However, to be very specific, it can be stated that the results obtained for upper middle income countries are more less similar to that of low income countries, specifically for the educational concept on equity of resource inputs for quality education. In other words, the distribution of patterns two and three signifying the existence of national policy in addition to legal and administrative frameworks are fairly more equally balanced with more number of country policies recognizing this educational equity concept on resource inputs.

And lastly, presenting the results obtained for those countries with high income, Figure 4 can be referred to as indicated below. With the findings obtained for country polices with high income, it is highly interesting to make note that for this particular group of high income countries, the graphs demonstrate completely a different trend in terms of the progress in patterns within country policies across all four educational equity concepts and all five social groups. To put it in other words, each and every graph for high income countries demonstrate a different trend in distribution of patterns by number of reports in contrast to the other groups of countries classified as low income, lower middle income and upper middle income countries. More specifically saying, this different trend in distribution of patterns represented by the number of reports is that all the patterns are more fairly represented and balanced not only for the educational concept on equity of access but for the rest of the remaining educational equity concepts as well. It can be analyzed that the number of country policies highlighting the importance of concepts other than equity of access and resource inputs are clearly visible in this Figure 4. Moreover, the distribution of patterns one to four for equity of learning outcomes

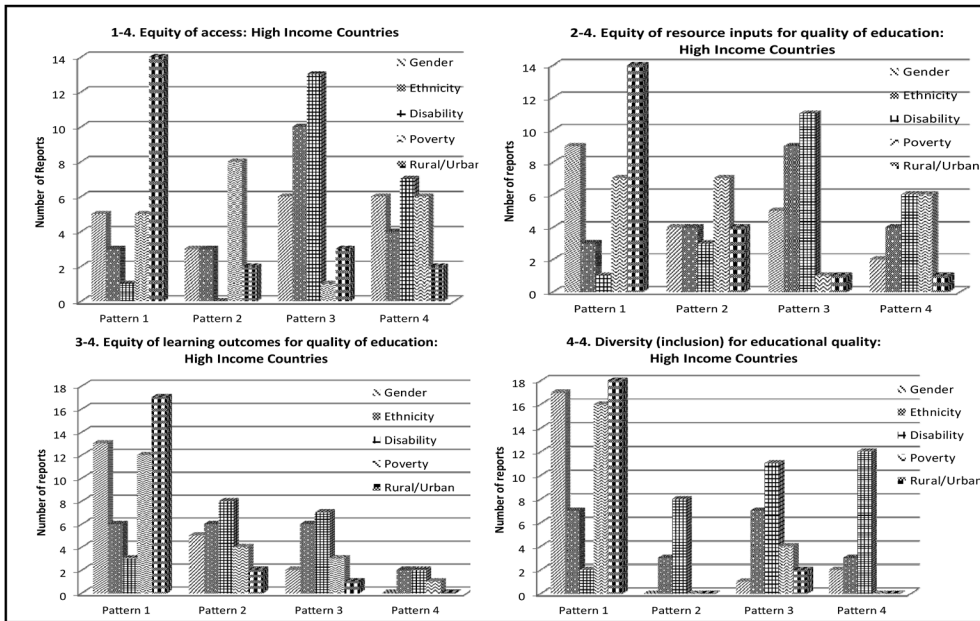


Figure 4. Four educational equity concepts for high income countries

Source: created by author based on data analysis

and inclusion (diversity) is far better balanced for high income countries. This proves the fact that the level of economy is one of the crucial factors in determining how well countries can plan and develop policies to reflect diverse educational equity concepts concurrently.

And as for the last remark on Figure 4, in terms of the social group defined by disability as to that of other social groups, more number of country policies have recognized and identified patterns two, three and four for all educational equity concepts and this is particularly evident for equity of learning outcomes and inclusion (diversity). This part of the key finding showing disparities between the social group defined by disability and other social groups defined by gender, ethnicity, poverty (income level) and geographical location, whether rural or urban will be analyzed later in this chapter.

Part Two: four educational concepts equity concepts according to the educational status

Next, moving on to present the results and key findings obtained based on four educational equity concepts according to the education status, I will firstly explain how the country policies were classified according to different levels of educational status. In a similar method as to that described in the previous section, all countries have been classified according to the World Bank's estimates of the 2008 net enrollment rate (NER) obtained from the 2008 World Development Indicator Report. According to this report, there are three levels of net enrollment rate of primary education comprised in the following ways; firstly, NER of primary education is lower than 80%, secondly, NER of primary education is between 80% and 90% and lastly, the NER of primary education is higher than 90%.

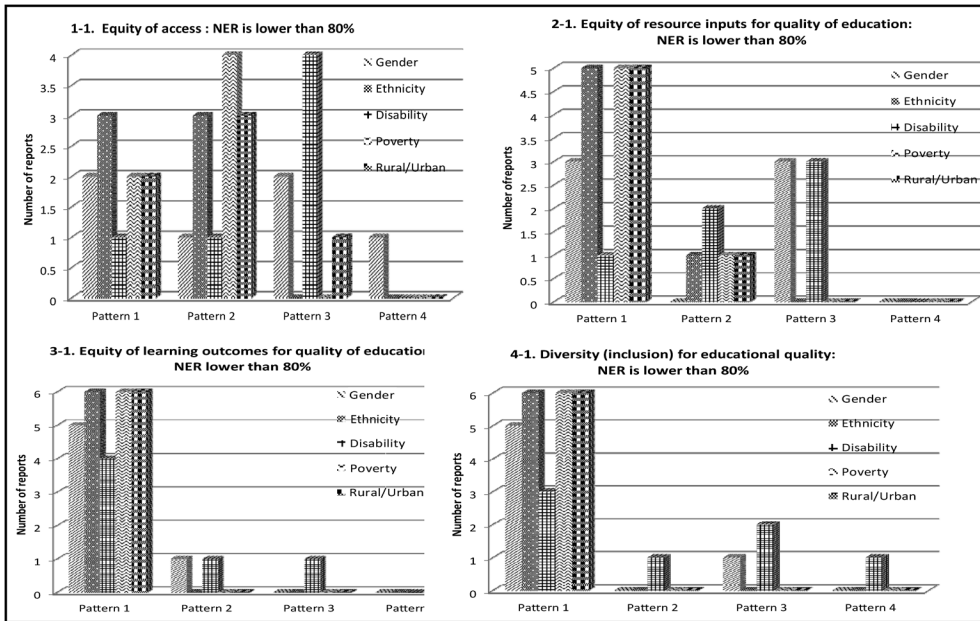


Figure 5. Four educational equity concepts for countries with NER lower than 80%

Source: created by author based on data analysis

Prior to thoroughly looking into the obtained results and key findings, I would like to mention and clarify the reasons why the estimates of net enrollment rate of primary education from the 2008 World Development Indicator Report and the level of primary education were used. Firstly, I have used the estimates of the year 2008 to categorize all countries according to levels of educational status since the data sources utilized for this research study were the 2008 National Country Reports on Inclusive Education and thus a level of consistency and coherency concerning the year were maintained for accurate analyses. Secondly, the primary level of education was the target for this research study since data sources of the 2008 National Country Reports target the primary education level.

In this particular Figure 5 as well as in the other two figures to be presented (Figures 6 and 7), once again, they all present the differences observed in the four equity indicator patterns across four different equity concepts and various social groups for those countries with a net enrollment rate (NER) in primary education lower than 80%, between 80% and 90% and higher than 90%. The four equity indicator patterns from one to four are indicated below running horizontally and the total number of policy reports are indicated running to the side vertically. Each graph included in the figure starts from equity of access located on the upper left hand side and ends with inclusion (diversity) located at the lower right hand side of the box figure. All of the graphs inside this Figure 5 are countries classified as those with NER of primary education lower than 80%.

Looking at this Figure 5, targeting countries with NER lower than 80%, it can be said that similar results have been obtained as to that of countries with low income which was presented in Figure 1. In

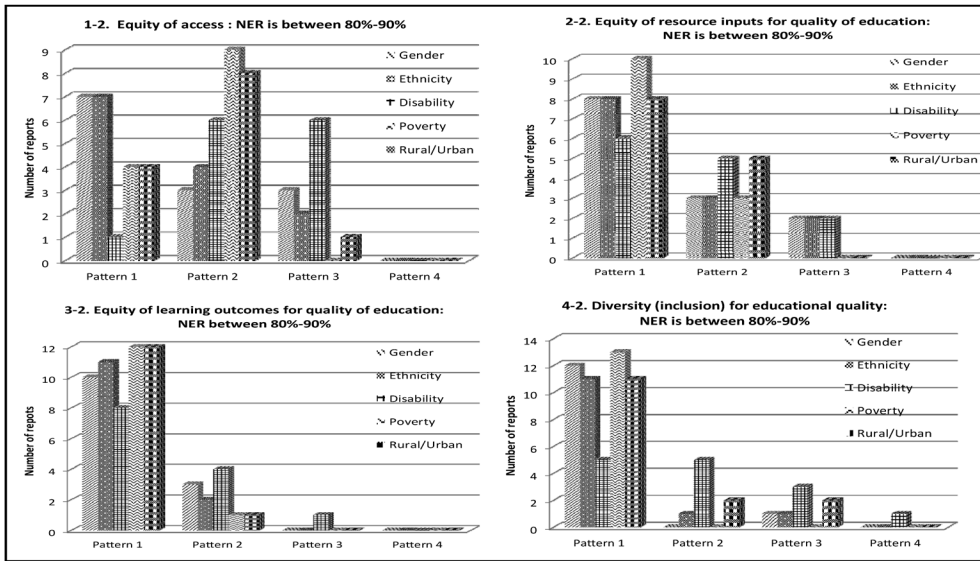


Figure 6. Four educational equity concepts for countries with NER between 80% to 90%

Source: created by author based on data analysis

other words, the distribution of all four patterns from pattern one to pattern four are relatively well balanced for the educational concept on equity of access with less number of policy reports categorized as pattern one or no government policy. Whereas there are more number of country reports which have identified patterns two and three meaning that country policies recognize the importance of equity of access with legal and administrative frameworks in place. It is also interesting to observe that for the social group defined by gender, there is a high number of reports in contrast to other social groups for patterns three and four. It is promising to note that countries with NER lower than 80% are putting much efforts to promote the access of schooling and education for girls. When looking at the other three educational equity concepts for this particular group of countries, although some country policies recognize the significance of equity of resource inputs for quality of education with some policies which benchmark patterns two and three, the number of policy reports decreases all of a sudden when educational concepts on learning outcomes and inclusion (diversity) are considered. Likewise, for results obtained through the lens of the educational status of countries, the particular group defined by disability demonstrate somewhat a distinctive aspect which is in contrast to the other four social groups. To put it in other words, the number of policy reports identifying patterns two, three and four for educational concepts on equity of resource inputs, learning outcomes and inclusion (diversity) are existent for the social group defined by disability only when there are no government policies for those defined by gender, ethnicity, poverty and rural/urban.

And next, taking a look at the results obtained for those country policies grouped in the category of NER ranging between 80% to 90%, Figure 6 below presents those results. In similar ways as to that of the previous graphs presented in Figure 5, the trends for this particular Figure 6 share similar features.

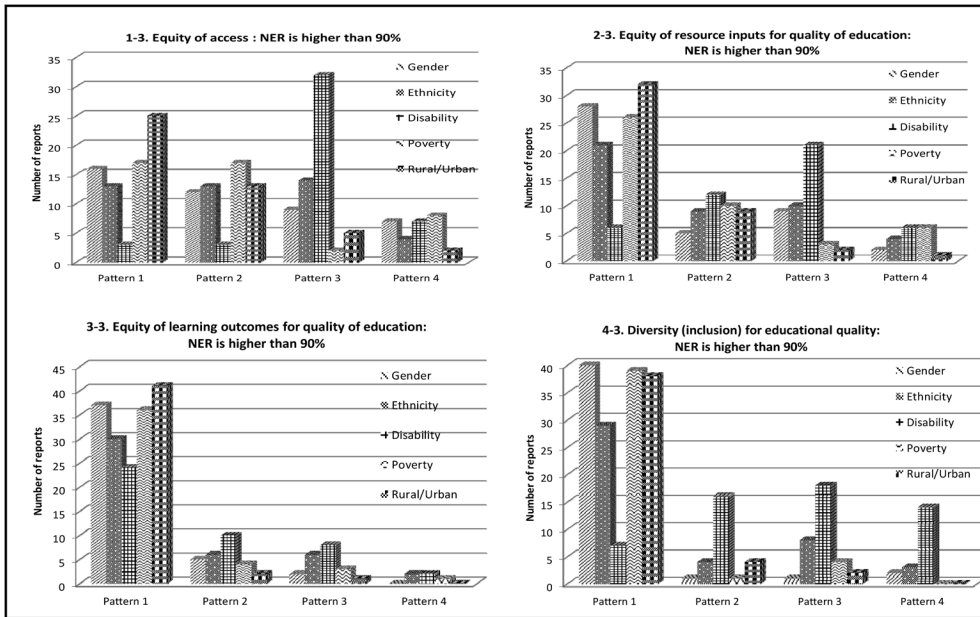


Figure 7. Four educational equity concepts for countries with NER higher than 90%

Source: created by author based on data analysis

To be more explicit and in detail, it can be inferred that as the level of educational equity concepts change from the first equity concept on access to the fourth equity concept on inclusion (diversity), the number of country policies decline for patterns two, three and four. A fairly more balanced distribution of patterns is reflected for all social groups for equity of access and equity of resource inputs for quality of education with the exception of pattern four with no policies allocating budget for these two educational equity concepts. In contrast to those countries with NER lower than 80%, countries with NER ranging between 80% to 90% have more number of government policies for the third and fourth educational equity concepts on learning outcomes and inclusion (diversity) although the total number of policies are still relatively small. It can be said that for instance with equity of learning outcomes for quality of education, all social groups defined by gender, ethnicity, disability, poverty and rural/urban identify pattern two or meaning that country policies at least recognize the significance of equity of learning outcomes in their country policies.

With regard to the fourth educational equity concept on inclusion (diversity), once again, there are more number of reports identifying patterns two, three and four in contrast to those countries grouped under the category of NER lower than 80%. At the same time, it can be said that the social group defined by disability is featured with special attention given in terms of recognition within policies as the number of country policies identifying patterns two, three and four are distinctively higher in number for disability compared to all other social groups. And lastly, taking a look at the results obtained for those countries classified under the category of NER ranging higher than 90%, Figure 7 is presented here.

As for this particular Figure 7, a distinctive feature is again revealed through the author's qualitative comparative policy analysis conducted using the pilot-SABER rubric to evaluate country policies. In other words, countries with a high enrollment rate recognize the importance of all four educational equity concepts including equity for inclusion (diversity). It is very unique compared to the other two Figures 5 and 6 in the way that the distribution of the number of country policies based on identified patterns is much more well and fairly balanced for all four educational equity concepts. There are less number of government policies which do not recognize each and every four educational equity concepts, meaning that there are many more country policies identifying pattern two, signifying that particular educational equity concept is at least recognized as one of the policies. Further to that, there are also more number of government policies recognizing pattern three as well as few for pattern four with regard to educational concepts on equity of resource inputs and learning outcomes. And concerning the educational equity concept on access to inclusion (diversity), it can be observed that more elaborated discussions are taking place within country policies on which type of education or schooling should be provided either in the form of special, integrated or inclusive education.

On the other hand, much more discussion is taking place for the educational concept on equity of inclusion (diversity) for the social group defined by disability observed through this figure as well. This particular feature remains the same in contrast to the other two categories grouped according to NER ranging below 80% and NER ranging between 80% to 90%. From another perspective or angle, it can also be said that there are more number of countries which highlight the importance of equity or resource inputs and learning outcomes for quality of education as well as inclusion (diversity) in their government policies. Moreover, in many countries, not only does the policy address its importance, but actual legal, administrative and budgetary frameworks are also in place and structured as understood from the policy documents of countries with NER higher than 90%.

And lastly, it must also be mentioned that country policies categorized by the level of educational status and previously by the level of economic status, the trends and features demonstrate similarities between the two factors. Needless to say, the economic status of countries is directly connected or linked to the level of a country's educational status as well. Hence, it is quite obvious that the results obtained through this data analysis present and share commonalities between the two factors on income and educational levels. On the other hand, it must also be highlighted that the two factors on income and education nevertheless prove to be factors having a large impact on how and why country policies recognize all four educational equity concepts across various social groups.

Conclusion

In this research study, through conducting comparative and qualitative review analysis of data sources targeting the 2008 National Country Reports on inclusive education from 77 countries worldwide including developed and developing countries of CRPD, various key findings have been obtained from different dimensions and angles. Moreover, the initial attempt in using the original policy goal

ratings tool named as the pilot-SABER rubric on equity and inclusion has allowed much opportunities to compile and gather key research findings on policies worldwide related to educational equity and inclusion across various social groups. In addition, the author's attempt to conduct this data analysis based on different dimensions, mainly including the economic and educational perspectives have added value to this policy analysis. In summary, the following main findings have been obtained in this particular part of the research study.

First of all, from the economic dimension and perspective, representation of patterns one through four of all four different educational equity concepts is far more advanced in high income countries in comparison to other low income countries including lower middle and upper middle income countries. Similarly, from the educational dimension and perspective, representation of patterns one through four of all four different educational equity concepts is slightly better balanced in countries with a high NER of primary education in comparison to those countries with lower NER of primary education.

Second of all, by comparing the four different educational equity concepts across various income and NER levels, the first educational concept on equity of access is relatively high prioritized in policies of all countries worldwide. Furthermore, there are more number of policies identifying patterns two, three and four signifying the fact that in addition to recognition of policies, there are legal and administrative as well as budgetary frameworks structured within governments, or at least is stated so at the policy level. On the other hand, the educational concept on equity of resource inputs and learning outcomes are not well highlighted in policies of all countries worldwide, more particularly with learning outcomes for quality of education. It can be said that the educational concept on equity of learning outcomes is a concept which is hardly highlighted or discussed in country policies with much more emphasis highlighted on educational concepts related to equity of access and resource inputs. As for the educational perspective on equity of inclusion (diversity), this particular emerging and new concept, namely as inclusive education as introduced in the 1994 Salamanca Statement is not a notion that is noticeably debated in country policies except for the social group defined by disability.

And third of all, it has become clearly evident throughout this particular study that depending on the income level and the net enrollment rate of countries worldwide, the quality of policy planning and development on educational equity and inclusion differs. The two factors on income and education levels have a huge impact on how far the four educational equity concepts are reflected into the policy documents. It has become obvious that those countries with low levels of income and lower net enrollment rates face numerous constraints in planning and developing policies in terms of maintaining the same levels of educational equity and inclusion for all socially disadvantaged groups. However, it can also be seen as a very positive movement to observe that regardless of the income level or net enrollment rates, majority of the 77 countries recognize the importance of addressing educational equity and inclusion specifically on the concept targeting equity of access and also some for equity of resource inputs for quality of education for all the five targeted social groups in their national policies. However, even though there was mention about educational equity concept on equity of inclusion (di-

versity) for groups with disabilities, discussion on inclusion (diversity) and inclusive education still remains extremely limited. Thus, it can be suggested that equity for different educational concepts in the education system remains to be a concept not highly discussed and debated in worldwide policies, especially depending on the level of income and also the educational attainment. On the other hand, and on general terms, numerous country policies classified as upper middle income present the importance of addressing equity of access and equity of resource inputs for quality of education for all socially disadvantaged groups of children. On the contrary, as the educational equity concepts change to equity of learning outcomes and inclusion (diversity), majority of country policies do not address the significance of such educational equity concepts in their policy documents. Hence, the graphs present high number of reports categorized as pattern one or no government policy. However, there is once again a slight exception for the social group defined by disability since there are quite a few number of policy reports for this social group identifying patterns two and three even for the educational equity concepts on learning outcomes and in particular for inclusion (diversity).

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Diversity in International Policy on Educational Equity and Inclusion of Social Groups

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