

Inclusive Quality Education for Children with Disabilities

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Sustainable Development Goals

GOAL 4

1 NO POVERTY



7 RENEWABLE ENERGY



13 CLIMATE ACTION



6 CLEAN WATER AND SANITATION



12 RESPONSIBLE CONSUMPTION



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal



THE GLOBAL GOALS
for Sustainable Development

Headlines

- Access has increased but not equally
- Learning remains neglected
- The '*how*' remains conspicuously absent
- Continued lack of investment- both in structures and personnel
- Including children with disabilities promotes better Education for All

Access has increased, but not equally

#1

The global goal of inclusive and equitable quality education for all children cannot be achieved without including children with disabilities

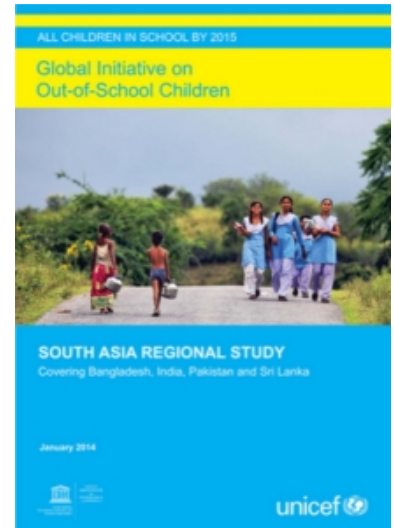
It has been estimated that

1 in 3

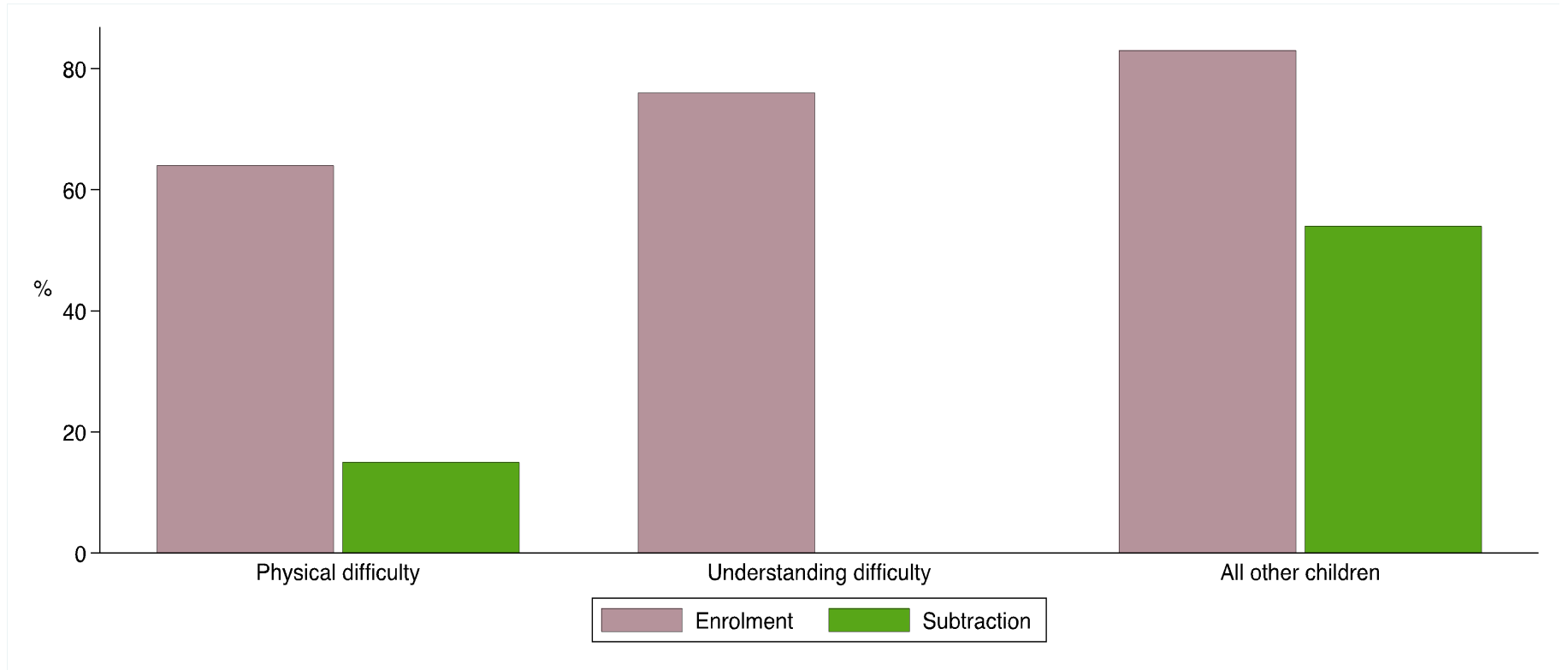
**out of school children
have a disability**

#thisability

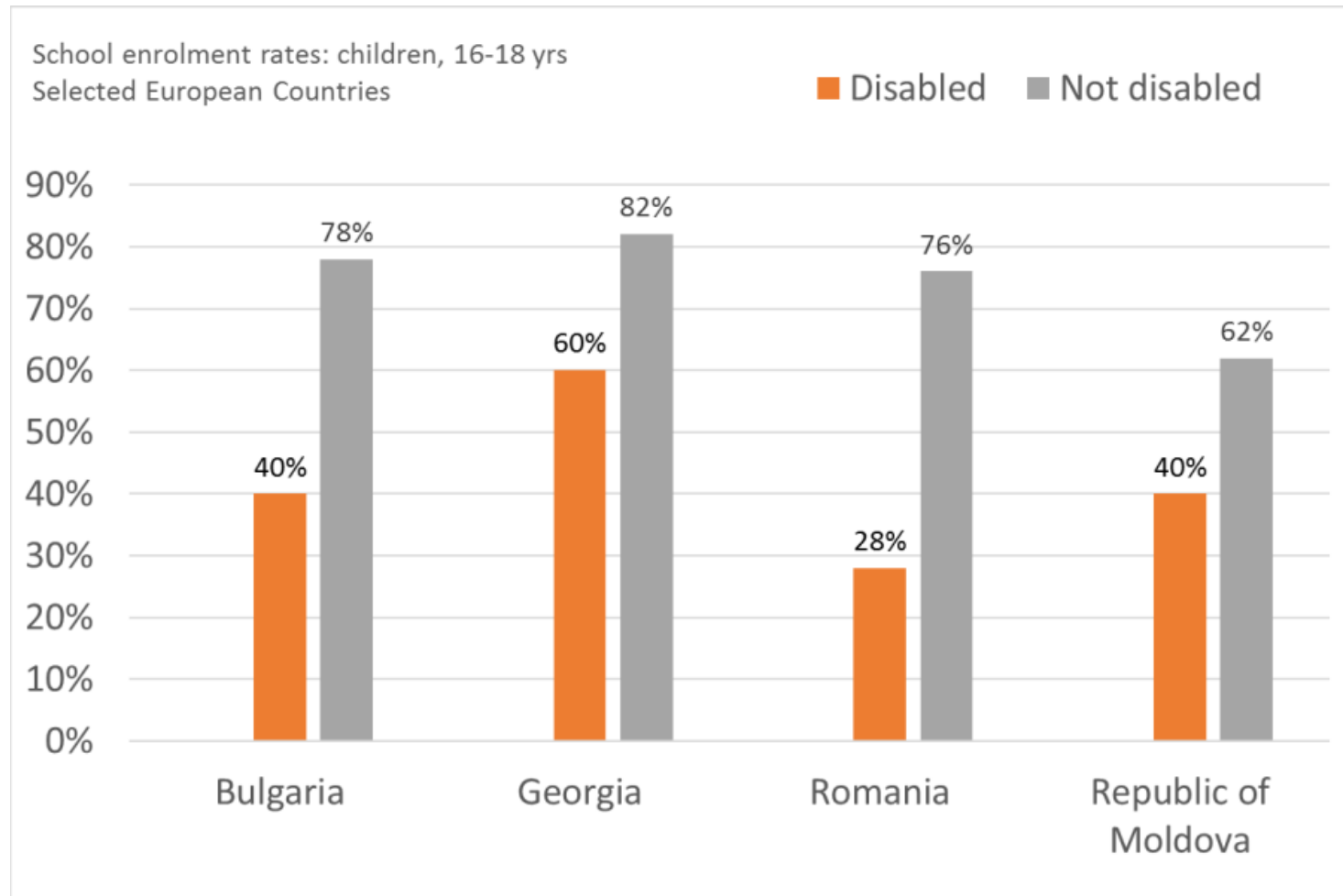
Sources:
Data: UNESCO EFA Global Monitoring Report 2007: 74
Icon credits: www.freepik.com



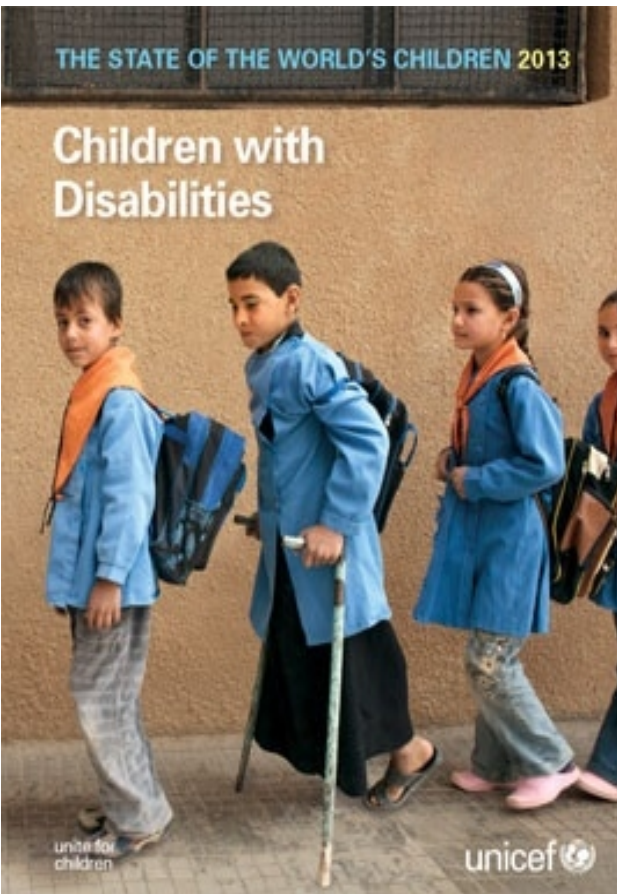
Learning remains neglected



Very low rates of transition to secondary



Commonly noted challenges



- Lack of skills and competence to teach children with disabilities
- Learning relegated to the margins: *learning to be together, rather than being together to learn*
- Violence, bullying and abuse
- Lack of material resources, such as teaching aids, physical barriers

How do we deliver inclusive quality education?

A matter of
Rights, Resources and Research

- Human
- Material
- Financial

Identification is a crucial first step

- Measures for identifying children with disabilities in current school populations and out of school groupings
- Reliable data will allow for effective planning and policy recommendations



Focus on building teacher capacity

- Include principles of inclusion in teacher training programmes: not just knowledge and skills but also attitudes and values
- Special educators need to work with teachers
- Teachers with disabilities should be encouraged as role models
- Need more robust understanding of *what works*

Multi-sectoral alliances needed

- Ministerial cooperation essential
 - Disability falls under the purview of many, looked at by none
- Issues of health are central
 - Primary health care centres
 - School based health screening
- Investment in early childhood education leads to long term benefits

Communities and parents as key partners

- Parents are more likely to keep their child out of school due to:
 - concerns around child's health and well-being
 - quality of education being provided
- There is a growing demand among parents, even those from low income families
- Research needs to identify strong enablers

Equitable and inclusive education is not a cost cutting measure



The IDDC research into equitable education financing for children with disabilities will be launched in September 2016

For a more detailed introduction visit:
www.iddconsortium.net/resources-tools/costing-equity



- Budgeting for children with disabilities very low on the agenda
- Financing for disability-inclusive education needs to reflect a twin track approach
- Long term benefits outweigh initial costs
 - Need to invest in materials (ICT, accessible classrooms, adapted curricula, materials)
 - Need to invest in people (strengthening leadership, increasing teacher supply and training)

Robust evidence base is needed

- Literature base primarily consists of “commentaries, discussion papers, opinion pieces or reviews” (AUSAID funded review, 2013)
- “...No research comparing outcomes between special and mainstream schools has been conducted” (World Report on Disability)
- “...Evidence on implementation and on learning outcomes is scattered and inconclusive” (DFID funded Learning Guide, 2014)



Thank you.



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