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INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

The Global Partnership for Education (GPE) helps developing countries ensure that children with disabilities can go to school for a quality education.

THE CHALLENGE



OVER ONE BILLION PEOPLE IN THE WORLD are living with a disability. Almost 1 in 10 are children and disability prevalence is higher in low-income countries
(World Report on Disability)

- ▶ In low- and lower middle-income countries, around 40% of children with disabilities are **out of school** at primary level and 55% at lower secondary level.
- ▶ **Girls with disabilities are confronted with double discrimination:** as girls and for having a disability. Interventions typically focus on one or the other, not on both.



- ▶ Children with disabilities are at **significantly increased risk of violence** compared to children without disabilities. Girls with disabilities are more likely to face emotional and sexual violence than girls without disabilities.
- ▶ Millions of children with disabilities are **invisible because of insufficient data**. This means it's often unclear how many children with disabilities are out of school, the reasons for their absence, and the barriers they face.
- ▶ In many countries there is **insufficient knowledge on inclusive education**, and how children with disabilities can be effectively included in education sector planning and in school. Often, there is a lack of accessible infrastructure, strategies, teacher training, and learning materials for inclusive education.

GPE'S APPROACH

GPE supports developing countries to improve access to quality education for children with disabilities through the following interventions:

- ▶ **Guidance, support and funding** for interventions to include children with disabilities in countries' education systems.
- ▶ Tools and guidelines for education sector analysis and planning to support improved **disability data**.
- ▶ **Teacher training in inclusive education** to ensure teachers can provide quality education for all students.
- ▶ **Equipment and learning materials** such as braille machines, eyeglasses and hearing aids.
- ▶ **Advocacy** for inclusive education at global, regional and national levels.
- ▶ **Results-based financing model**: 30% of GPE grants are based on specific results in equity, efficiency, and learning outcomes, including on disability.
- ▶ A new **Knowledge and Innovation Exchange (KIX)** mechanism to support research, data, and peer learning on inclusive education.

GPE'S RESULTS

- ▶ In 2019, GPE was allocating **US\$3.7 million** to active grants supporting inclusive education based on education sector plans developed by governments.
- ▶ About half of GPE partner countries have **national disability laws** and more than one third have inclusive education policies or are in the process of developing them.
- ▶ Almost 40% of partner countries provide **pre-service or in-service teacher training** on inclusive education.
- ▶ One third of partner countries plan to **build new schools or renovate existing schools** to make them **accessible** for children with disabilities.
- ▶ GPE delivered **four regional workshops** in Africa and Asia to strengthen the capacity of governments on the links between health and education. School-based vision screening was an important part of these workshops.



CAMBODIA

Since joining GPE in 2006, Cambodia has expanded its inclusive education program at preprimary and primary school level to make education more equitable, including for those with disabilities.

A GPE grant of US\$38.5 million provided training for more than 5,000 teachers on disability screening and identifying children with vision and hearing impairments; deployed teachers to gather data on disabilities; trained teachers in inclusive education and sign language; and providing textbooks in braille. More than 33,000 children and teachers benefited from the program and close to 3,000 of them were referred for treatment.

ZANZIBAR

In Zanzibar, awareness-raising activities helped to shift the attitudes of parents, teachers and the community towards inclusive education.

A GPE grant of US\$5.2 million helped train hundreds of teachers on guidance and counseling, detection of special needs and classroom skills for inclusion. Children have received glasses and hearing aids when needed and more than 250,000 learning and teaching materials for inclusive education have been distributed to schools.

Today, 28% of Zanzibar's schools offer inclusive education. Zanzibar has also revised its policies on disability, and has set up a National Council for People with Disabilities and a Department of Disability Affairs to ensure that the rights and needs of people with disabilities are considered in government plans, strategies and programs.